

# Manhattan Review®

Test Prep & Admissions Consulting

4<sup>th</sup>  
Edition  
2012

## Sentence Correction Guide

Joern Meissner, PhD

### Turbocharge Your GMAT®



GMAT and GMAT CAT are registered trademarks of the Graduate Management Admission Council (GMAC). GMAC does not endorse nor is it affiliated in any way with the owner of this product or any content herein.

- GMAT Idiom List
- Common Errors to Avoid
- Tested Topics in Detail
- Tips & Strategies
- Grammar Review
  - Noun & Pronoun
  - Adjective & Adverb
  - Preposition Types & Errors
  - Verb Voices & Tenses
  - Participle & Gerund
  - Mood, Punctuation & Clause
  - Words Frequently Confused
- 250 Realistic Practice Questions



+1 (212) 316-2000



[www.manhattanreview.com](http://www.manhattanreview.com)

# Manhattan Review®

Test Prep & Admissions Consulting

## Turbocharge Your GMAT Sentence Correction Study Guide

4th Edition (December 16th, 2011)

- *GMAT Idiom List*
- *Grammar Errors to Avoid*
- *Tested Topics in Detail*
- *Tips & Strategies*
- *Grammar Review*
  - *Noun & Pronoun*
  - *Adjective & Adverb*
  - *Preposition Types & Errors*
  - *Verb Voices & Tenses*
  - *Participle & Gerund*
  - *Mood, Punctuation & Clause*
  - *Words Frequently Confused*
- *250 Realistic Practice Questions*

[www.manhattanreview.com](http://www.manhattanreview.com)

## Copyright and Terms of Use

### *Copyright and Trademark*

All materials herein (including names, terms, trademarks, designs, images and graphics) are the property of Manhattan Review, except where otherwise noted. Except as permitted herein, no such material may be copied, reproduced, displayed or transmitted or otherwise used without the prior written permission of Manhattan Review. You are permitted to use material herein for your personal, non-commercial use, provided that you do not combine such material into a combination, collection or compilation of material. If you have any questions regarding the use of the material, please contact Manhattan Review at [info@manhattanreview.com](mailto:info@manhattanreview.com).

This material may make reference to countries and persons. The use of such references is for hypothetical and demonstrative purposes only.

### *Terms of Use*

By using this material, you acknowledge and agree to the terms of use contained herein.

### *No Warranties*

This material is provided without warranty, either express or implied, including the implied warranties of merchantability, of fitness for a particular purpose and non-infringement. Manhattan Review does not warrant or make any representations regarding the use, accuracy or results of the use of this material. This material may make reference to other source materials. Manhattan Review is not responsible in any respect for the content of such other source materials, and disclaims all warranties and liabilities with respect to the other source materials.

### *Limitation on Liability*

Manhattan Review shall not be responsible under any circumstances for any direct, indirect, special, punitive or consequential damages (“Damages”) that may arise from the use of this material. In addition, Manhattan Review does not guarantee the accuracy or completeness of its course materials, which are provided “as is” with no warranty, express or implied. Manhattan Review assumes no liability for any Damages from errors or omissions in the material, whether arising in contract, tort or otherwise.

*GMAT is a registered trademark of the Graduate Management Admission Council. GMAC does not endorse nor is it affiliated in any way with the owner of this product or any content herein.*

10-Digit International Standard Book Number: (ISBN: 1629260045)

13-Digit International Standard Book Number: (ISBN: 978-1-62926-004-4)

Last updated on December 16, 2011.

Manhattan Review, 275 Madison Avenue, Suite 424, New York, NY 10025.

Phone: +1 (212) 316-2000. E-Mail: [info@manhattanreview.com](mailto:info@manhattanreview.com). Web: [www.manhattanreview.com](http://www.manhattanreview.com)

## **About the Turbocharge your GMAT Series**

The highly acclaimed Turbocharge Your GMAT series is the result of the arduous effort of Manhattan Review to offer the most comprehensive and clear treatment of the concepts tests in the GMAT. The Manhattan Review Turbocharge Your GMAT preparation materials include over 600 pages of well-illustrated and professionally presented strategies and originally written problems for both the Verbal Section and Quantitative Section, 200 pages of detailed solutions, and more than 300 pages of internally developed Quantitative Glossary and Verbal Vocabulary List with detailed definitions, related words and sentence examples. The detailed breakdown of exclusive practice problems per category is 40+ Reading Comprehension passages, 60 Critical Reasoning questions, 250 Sentence Correction questions, and 300+ Quantitative questions. Manhattan Review uses this material when delivering its weekend crash courses, one-week intensive courses, weekday and weekend long courses, online workshops, free seminars, and private tutoring to students in the US, UK, Continental Europe, Asia and the rest of the world. Please visit [www.manhattanreview.com](http://www.manhattanreview.com) to find out more and also take a free GMAT practice test!

- **Math Study Guide (ISBN: 978-1-62926-000-6)**
- **Math Study Companion (ISBN: 978-1-62926-001-3)**
- **Verbal Study Guide (ISBN: 978-1-62926-002-0)**
- **Verbal Study Companion (ISBN: 978-1-62926-003-7)**
- **Sentence Correction Study Guide (ISBN: 978-1-62926-004-4)**  
(Compiled from Verbal Guides)

## **About the Company**

Manhattan Review's origin can be traced directly to an Ivy-League MBA classroom in 1999. While lecturing on advanced quantitative subjects to MBAs at Columbia Business School in New York City, Prof. Dr. Joern Meissner was asked by his students to assist their friends, who were frustrated with conventional GMAT preparation options. He started to create original lectures that focused on presenting the GMAT content in a coherent and concise manner rather than a download of voluminous basic knowledge interspersed with so-called "tricks." The new approach immediately proved highly popular with GMAT students, inspiring the birth of Manhattan Review. Over the past 15+ years, Manhattan Review has grown into a multi-national firm, focusing on GMAT, GRE, LSAT, SAT, and TOEFL test prep and tutoring, along with business school, graduate school and college admissions consulting, application advisory and essay editing services.

## **About the Founder**

Professor Joern Meissner, the founder and chairman of Manhattan Review has over twenty-five years of teaching experience in undergraduate and graduate programs at prestigious business schools in the USA, UK and Germany. He created the original lectures, which are constantly updated by the Manhattan Review Team to reflect the evolving nature of the GMAT GRE, LSAT, SAT, and TOEFL test prep and private tutoring. Professor Meissner received his Ph.D. in Management Science from Graduate School of Business at Columbia University (Columbia Business School) in New York City and is a recognized authority in the area of Supply Chain Management (SCM), Dynamic Pricing and Revenue Management. Currently, he holds the position of Full Professor of Supply Chain Management and Pricing Strategy at Kuehne Logistics University in Hamburg, Germany. Professor Meissner is a passionate and enthusiastic teacher. He believes that grasping an idea is only half of the fun; conveying it to others makes it whole. At his previous position at Lancaster University Management School, he taught the MBA Core course in Operations Management and originated three new MBA Electives: Advanced Decision Models, Supply Chain Management, and Revenue Management. He has also lectured at the University of Hamburg, the Leipzig Graduate School of Management (HHL), and the University of Mannheim. Professor Meissner offers a variety of Executive Education courses aimed at business professionals, managers, leaders, and executives who strive for professional and personal growth. He frequently advises companies ranging from Fortune 500 companies to emerging start-ups on various issues related to his research expertise. Please visit his academic homepage [www.meiss.com](http://www.meiss.com) for further information.

## **Manhattan Review Advantages**

### **▶ Time Efficiency and Cost Effectiveness**

- The most limiting factor in test preparation for most people is time.
- It takes significantly more teaching experience and techniques to prepare a student in less time.
- Our preparation is tailored for busy professionals. We will teach you what you need to know in the least amount of time.

### **▶ High-quality and dedicated instructors who are committed to helping every student reach her/his goals**

### **▶ Manhattan Review's team members have combined wisdom of**

- Academic achievements
- MBA teaching experience at prestigious business schools in the US and UK
- Career success

### **▶ Our curriculum & proprietary Turbocharge Your GMAT course materials**

- About 600 pages of well-illustrated and professionally presented strategies and exclusive problems for both the Verbal and the Quantitative Sections
- 200+ pages of detailed solutions
- 300-page of internally developed Quantitative and Verbal vocabulary list with detailed definitions, related words and sentence examples
- Challenging Online CATs (Included in any course payments; Available for separate purchases)

### **▶ Combine with Private Tutoring for an individually tailored study package**

### **▶ Special Offer for Our Online Recording Library (Visit Online Library on our website)**

### **▶ High-quality Career, MBA & College Advisory Full Service**

### **▶ Our Pursuit of Excellence in All Areas of Our Service**

**Visit us often at [www.ManhattanReview.com](http://www.ManhattanReview.com).**  
(Select International Locations for your local content!)

**International Phone Numbers & Official Manhattan Review Websites**

Manhattan Headquarters	+1-212-316-2000	<a href="http://www.manhattanreview.com">www.manhattanreview.com</a>
USA & Canada	+1-800-246-4600	<a href="http://www.manhattanreview.com">www.manhattanreview.com</a>
Australia	+61-3-9001-6618	<a href="http://www.manhattanreview.com">www.manhattanreview.com</a>
Austria	+43-720-115-549	<a href="http://www.review.at">www.review.at</a>
Belgium	+32-2-808-5163	<a href="http://www.manhattanreview.be">www.manhattanreview.be</a>
China	+1-212-316-2000	<a href="http://www.manhattanreview.cn">www.manhattanreview.cn</a>
Czech Republic	+1-212-316-2000	<a href="http://www.review.cz">www.review.cz</a>
France	+33-1-8488-4204	<a href="http://www.review.fr">www.review.fr</a>
Germany	+49-89-3803-8856	<a href="http://www.review.de">www.review.de</a>
Greece	+1-212-316-2000	<a href="http://www.review.com.gr">www.review.com.gr</a>
Hong Kong	+852-5808-2704	<a href="http://www.review.hk">www.review.hk</a>
Hungary	+1-212-316-2000	<a href="http://www.review.co.hu">www.review.co.hu</a>
India	+1-212-316-2000	<a href="http://www.review.in">www.review.in</a>
Indonesia	+1-212-316-2000	<a href="http://www.manhattanreview.com">www.manhattanreview.com</a>
Ireland	+1-212-316-2000	<a href="http://www.gmat.ie">www.gmat.ie</a>
Italy	+39-06-9338-7617	<a href="http://www.manhattanreview.it">www.manhattanreview.it</a>
Japan	+81-3-4589-5125	<a href="http://www.manhattanreview.jp">www.manhattanreview.jp</a>
Malaysia	+1-212-316-2000	<a href="http://www.manhattanreview.com">www.manhattanreview.com</a>
Netherlands	+31-20-808-4399	<a href="http://www.manhattanreview.nl">www.manhattanreview.nl</a>
Philippines	+1-212-316-2000	<a href="http://www.review.ph">www.review.ph</a>
Poland	+1-212-316-2000	<a href="http://www.review.pl">www.review.pl</a>
Portugal	+1-212-316-2000	<a href="http://www.review.pt">www.review.pt</a>
Russia	+1-212-316-2000	<a href="http://www.manhattanreview.ru">www.manhattanreview.ru</a>
Singapore	+65-3158-2571	<a href="http://www.gmat.sg">www.gmat.sg</a>
South Africa	+1-212-316-2000	<a href="http://www.manhattanreview.co.za">www.manhattanreview.co.za</a>
South Korea	+1-212-316-2000	<a href="http://www.manhattanreview.kr">www.manhattanreview.kr</a>
Sweden	+1-212-316-2000	<a href="http://www.gmat.se">www.gmat.se</a>
Spain	+34-911-876-504	<a href="http://www.review.es">www.review.es</a>
Switzerland	+41-435-080-991	<a href="http://www.review.ch">www.review.ch</a>
Taiwan	+1-212-316-2000	<a href="http://www.gmat.tw">www.gmat.tw</a>
Thailand	+66-6-0003-5529	<a href="http://www.manhattanreview.com">www.manhattanreview.com</a>
United Arab Emirates	+1-212-316-2000	<a href="http://www.manhattanreview.ae">www.manhattanreview.ae</a>
United Kingdom	+44-20-7060-9800	<a href="http://www.manhattanreview.co.uk">www.manhattanreview.co.uk</a>
Rest of World	+1-212-316-2000	<a href="http://www.manhattanreview.com">www.manhattanreview.com</a>

# Contents

<b>1</b>	<b>GMAT in a Nutshell</b>	<b>1</b>
1.1	Overview of GMAT . . . . .	1
1.1.1	2006 Changes in Test Administration . . . . .	2
1.1.2	GMAT Sections and Score Distributions . . . . .	5
1.1.3	Overview of Basic GMAT Concepts . . . . .	7
1.2	Key Test-taking and Preparation Strategies . . . . .	9
1.2.1	Problem Solving . . . . .	10
1.2.2	Data Sufficiency . . . . .	11
1.2.3	Sentence Correction . . . . .	13
1.2.4	Critical Reasoning . . . . .	15
1.2.5	Reading Comprehension . . . . .	16
1.2.6	Analytical Writing Assessment . . . . .	17
1.2.7	Test Preparation Advice . . . . .	18
1.3	Taking the GMAT . . . . .	18
1.3.1	Schedule Your Test . . . . .	18
1.3.2	Test Fee . . . . .	19
1.3.3	On the Test Day . . . . .	19
1.3.4	Score Report . . . . .	21
<b>2</b>	<b>Grammar Review</b>	<b>25</b>
2.1	Noun . . . . .	25
2.1.1	Common and Proper Nouns . . . . .	25
2.1.2	Singular and Plural Nouns . . . . .	25
2.1.3	Countable and Uncountable Nouns . . . . .	26
2.1.4	Collective Nouns . . . . .	27
2.2	Pronoun . . . . .	28
2.2.1	Pronoun Types . . . . .	28
2.2.2	Nominative and Objective Cases . . . . .	29
2.2.3	Possessive Forms . . . . .	29
2.2.4	Agreement & Reference . . . . .	30
2.3	Adjective . . . . .	30
2.3.1	Usage . . . . .	30
2.4	Adverb . . . . .	32
2.4.1	Adverbial Forms . . . . .	32
2.4.2	Adverbial Positions . . . . .	32
2.5	Adverb vs. Adjective . . . . .	33



2.5.1	Position and Meaning . . . . .	33
2.5.2	Adverb and Adjective . . . . .	33
2.5.3	Adjective Only . . . . .	34
2.6	Preposition . . . . .	35
2.6.1	Preposition Types . . . . .	35
2.6.2	Prepositions Frequently Misused . . . . .	36
2.6.3	Idioms with Prepositions . . . . .	37
2.7	Verb . . . . .	41
2.7.1	Transitive and Intransitive Verbs . . . . .	41
2.7.2	Active and Passive Voices . . . . .	41
2.7.3	Major Tenses . . . . .	41
2.7.4	Indicative, Imperative and Subjunctive Moods . . . . .	43
2.7.5	Participle . . . . .	45
	2.7.5.1 Present Participle . . . . .	46
	2.7.5.2 Past Participle . . . . .	46
	2.7.5.3 Special Situations . . . . .	47
2.7.6	Gerund & Infinitive . . . . .	47
2.8	Conjunction . . . . .	49
2.9	Helpful Topics . . . . .	49
2.9.1	Punctuation . . . . .	49
2.9.2	List of Irregular Verbs . . . . .	51
2.9.3	Words Frequently Confused . . . . .	53
2.9.4	American vs. British Usage . . . . .	56
2.9.5	Standard vs. Non-standard Usage . . . . .	58
<b>3</b>	<b>Sentence Correction</b> . . . . .	<b>61</b>
3.1	How to Tackle . . . . .	62
3.2	Special Advice . . . . .	63
3.3	Common Errors and Tested Topics . . . . .	65
3.3.1	Misplaced Modifiers (and Dangling Participles) . . . . .	65
3.3.2	Agreement (Concord) . . . . .	65
3.3.3	Tense . . . . .	67
3.3.4	Faulty Parallelism . . . . .	69
3.3.5	Comparisons . . . . .	70
3.3.6	Pronoun Agreement & Reference . . . . .	71
3.3.7	Idioms, Usage, and Style . . . . .	72
	3.3.7.1 GMAT Idiom List . . . . .	73
	3.3.7.2 Words Frequently Misused . . . . .	74
3.4	What to Do If You Are Completely Stumped . . . . .	75
3.5	Detailed List of Typical Errors . . . . .	76
3.5.1	Modifiers . . . . .	77
3.5.2	Agreement . . . . .	78
3.5.3	Verb Tense, Voice & Mood . . . . .	80
3.5.4	Parallelism . . . . .	80
3.5.5	Comparisons . . . . .	80
3.5.6	Pronoun Agreement & Reference . . . . .	81

---

3.5.7 Idioms, Usage and Style . . . . .	81
3.6 Useful Examples . . . . .	84
<b>4 Sentence Correction Training Set</b>	<b>87</b>
<b>5 Sentence Correction Training Set - Detailed Solutions</b>	<b>157</b>
<b>6 Sentence Correction Training Set - Quick Answer Keys</b>	<b>193</b>



# Chapter 1

## GMAT in a Nutshell

### 1.1 Overview of GMAT

Business School applicants must take the Graduate Management Admissions Test (GMAT). The GMAT is a standardized test delivered in English. Unlike academic grades, which have varying significance based on each school's grading guidelines, the GMAT scores are based on the same standard for all test takers and they help business schools assess the qualification of an individual against a large pool of applicants with diverse personal and professional backgrounds. The GMAT scores play a significant role in admissions decisions since they are more recent than most academic transcripts of an applicant and they evaluate a person's verbal, quantitative and writing skills.

The GMAT is a 4-hour Computer Adaptive Test (CAT) and can be taken at any one of many test centers around the world 5 or 6 days a week. You may take the GMAT only once every 31 days and no more than five times within any 12-month period. The retest policy applies even if you cancel your score within that time period. All of your scores and cancellations within the last five years will be reported to the institutions you designate as score recipients.

The GMAT consists of four separately timed sections. Each of the first two 30-minute sections consists of an analytical writing task, also known as Analytical Writing Assessment (AWA). The remaining two 75-minute sections (Quantitative and Verbal) consist of multiple-choice questions delivered in a computer-adaptive format. Questions in these sections are dynamically selected as you take the test to stay commensurate with your ability level. Therefore, your test will be unique. Just one question is shown on the screen at a given time. It is impossible to skip a question or go back to a prior question. Each problem needs to be answered before the next question.

In both the Verbal and Math sections, everyone starts out with an average difficulty level. The difficulty of subsequent questions then increases or decreases based on the correct or incorrect answers a person submits in the test. For each correct answer you give, you are given a harder question for each subsequent question and for each incorrect answer you are given an easier question. This process will continue until you finish the section, at which point the computer will have an accurate assessment of your ability level in that subject area.

Your score is determined by three factors: 1) the number of questions you complete; 2) the number of questions you answer correctly and; 3) the level of difficulty and other

statistical characteristics of each question. To derive a final score, these questions are weighted based on their difficulty and other statistical properties, not their position in the test.

For the AWA section, one person and one computer programmed for grading (E-rater) score each essay based on essay content, organization, grammar and syntactic variety. Your final, single score is an average of both individual cores obtained on the issue and argument essays. AWA scores are computed separately from other sections and have no effect on the Verbal, Quantitative, or Total scores.

The scores necessary to get into top schools are increasing year by year. Studies indicate that applicants who prepare for the GMAT score substantially higher than those who don't. In addition to the admissions process, GMAT scores are also considered in job recruitments and scholarship awards. A good GMAT score can save you thousands of dollars in tuition. Disciplined and dedicated preparation for the GMAT will allow you to get the best score possible on the exam and get into the school of your choice. Although the GMAT score is considered as a reasonable indicator of future academic performance at business schools, it does not measure your job performance, knowledge of business, interpersonal skills, and personality traits such as motivation and creativity. Instead, your application, essays, recommendation letters and interviews will capture most of those aspects.

*Student Notes:*

### 1.1.1 2006 Changes in Test Administration

2006 has ushered in a wave of changes in the administration process (not the actual test content) of the GMAT. This is a result of the General Management Admission Council (GMAC)'s decision to switch from its previous test administrator ETS (Educational Testing Service) to Pearson VUE ([www.pearsonvue.com](http://www.pearsonvue.com)), the electronic testing business of Pearson. Pearson (NYSE: PSO; LSE: PSON) is an international media company, whose other businesses include the Financial Times Group, Pearson Education, and the Penguin Group. The new contract between GMAC and Pearson Vue has a term of 7 years, expiring in 2013.

On January 4, 2006, Pearson VUE began to administer the GMAT. Despite the new change, GMAC, the owner of the GMAT, will still be responsible for setting the standards for the exam itself including format, question types, difficulty levels, adaptive design, etc.

This new partnership between the GMAC and Pearson VUE provides:

- A broader test center network (more than 400 locations in nearly 100 countries) with biometrically enhanced equipment
- On-line score report which ensures a reliable, timely, and efficient approach to both test takers and admissions offices (Hard copy of score report is available)

upon request)

- Improved overall customer service, in particular, secure on-line test registration worldwide

We have summarized and prioritized the key changes affecting the test taker as follows:

**You can take the GMAT only ONCE every 31 days.**

The old rule allowed people to take the exam first on March 31st and again on April 1st, as the criterion was “once per calendar month”. Now you are permitted to take the test only once every 31 days.

Though we generally recommend our students to ace the test on their first try, it is wise to leave yourself some scheduling flexibility for a second attempt if necessary. Schedule your GMAT 5 to 6 weeks prior to your application deadline.

*A side note: If you receive a perfect score of 800, you may not retake the exam for 5 years.*

**Replacement of Scratch Paper with Erasable Laminated Graph Paper**

No longer will the test taker be permitted to use scratch paper, instead the testing center will provide each candidate with 10 pages of yellow laminated legal-size graph paper and a special black-ink pen which resembles a fine point black-ink sharpie marker. Each page consists of 33 rectangular boxes across and 71 down, with some margins around the border.

Page 1 displays a disclaimer and information on how to adjust your chair and pages 2 through 10 are yellow laminated graph paper. The ink is erasable, but the testing center does not provide erasers, therefore if you do fill up the whiteboard, the testing center will provide you with additional pages. Likewise, if the ink of your marker starts to fade or the tip flattens, you may request a new one.

We think using graph paper is a good way to track the alphabetic choices given in a problem, sketch geometrical figures to scale, and keep calculation steps in order. To get yourself familiar with the new instruments, try to practice with laminated graph paper (or just graph paper or just laminated paper) and a sharpie style pen.

**You cannot skip AWA and must complete the entire test.**

No longer will you be permitted to ignore the essay section of the test. You must take the test in its set order and in its entirety, **including the essay section**, or your scores will not be processed.

**All scores and cancellations in the past 5 years will be on your score report.**

No longer will only your last 3 scores/cancellations be noted on your score report, but all of the scores you received or cancelled in the last 5 years will be noted on your score report.

We recommend you only cancel your score if you are sure that your performance is not indicative of your normal and true ability, due to unusual reasons such as health, emotions, accident, disturbing testing environment, etc. By canceling the score, you avoid showing an inconsistency of your test performance which might be a red flag for admissions officers.

Otherwise, you should get your score so that you can get an objective evaluation of what you stand against other GMAT test takers and your strengths and weaknesses. As long as you demonstrate consistent and improved test results, reporting the score is generally preferred over cancellation.

**You will receive your official score report on-line via an email notification 20 days after test day. Paper score report will be available via mail upon request only.**

Based on our students' experience, it takes exactly 20 days for them to receive an email notification. You will still receive an unofficial copy of your scores immediately after completing the exam and prior to leaving the testing center. Typically you may fax or bring in a copy of the unofficial GMAT score report to be used to process your MBA application until the official scores arrive from the testing services. MBA programs usually can use the unofficial score report to make a recommendation on an application, but the official GMAT scores must reach the school before an official offer of admission can be made.

### 1.1.2 GMAT Sections and Score Distributions

The GMAT includes the following sections:

<i>Math Section</i>	<i>Verbal Section</i>	<i>Essay Section</i>
<ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Data Sufficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence Correction</li> <li>• Critical Reasoning</li> <li>• Reading Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Analytical Writing Assessment</li> </ul>

Each section requires its own specific strategy, but you may apply some techniques to all sections.

Please note that not all of the verbal and quantitative questions are scored. In the Verbal section, approximately 37 of the 41 questions are scored, and in the quantitative section, approximately 33 of the 37 questions are scored. The un-scored questions are there for the purpose of gauging results for future tests.

<b>Section</b>	<b>No. of Questions</b>	<b>Time Allowed</b>	<b>Details</b>	<b>Score Details</b>
Essays	2	60 min	<ul style="list-style-type: none"> <li>• Analysis of an Issue (30 min., 1 topic)</li> <li>• Analysis of an Argument (30 min., 1 topic)</li> </ul>	0 - 6
<i>Break</i>		5 min		
Math	37	75 min	<ul style="list-style-type: none"> <li>• Problem Solving (23-24 questions)</li> <li>• Data Sufficiency (13-14 questions)</li> </ul> Total number of questions: 37	0 - 60
<i>Break</i>		5 min		
Verbal	41	75 min	<ul style="list-style-type: none"> <li>• Critical Reasoning (14-15 questions)</li> <li>• Sentence Correction (14-15 questions)</li> <li>• Reading Comprehension (4 passages, 12-14 questions)</li> </ul> Total number of questions: 41	0 - 60
<b>Total Time</b>		<b>4 hours (approx.)</b>		200 - 800

Note: The two AWA topics (Issue and Argument) may appear in either order on the exam. Within each section, the different types of math questions are intermixed.

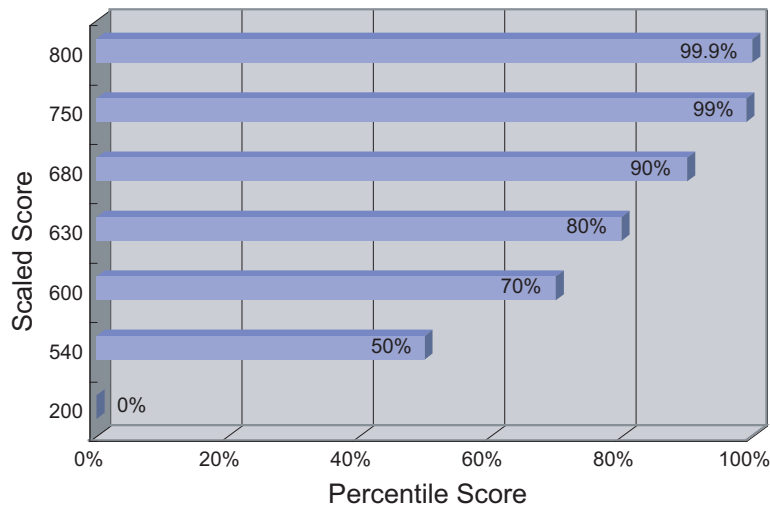


Total GMAT scores range from 200 to 800. About 66 % of test takers score between 400 and 600. The Verbal and Quantitative scores range from 0 to 60. For the Verbal section, most people score between 9 and 44. For the Quantitative section, common scores are between 7 and 50. The Verbal and Quantitative scores measure different things and cannot be compared to each other, however, each section's score can be compared across different GMAT tests.

Your GMAT score is an important part of your overall application.

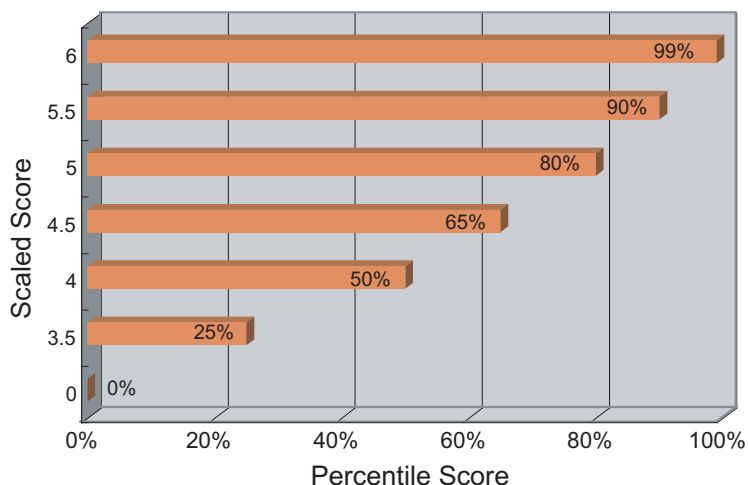
- If you receive a score below 500, we recommend that you retake the exam. A score below 500 will likely make acceptance to any school rather difficult.
- A score below 600 will make acceptance into a top school unlikely without an otherwise flawless application.
- A score in the range of 600-700 will help keep you in the running for acceptance into a top business school.
- A score above 700 is terrific and will help improve your MBA applications.
- Scaled scores of 750 out of 800 on the combined test generally correspond to the 99th percentile.
- 680 out of 800 corresponds to the 90th percentile.

#### GMAT Test Scores Distribution Snapshot - Total Score



- Scaled scores of 750 out of 800 on the combined test generally correspond to the 99th percentile.
- 680 out of 800 corresponds to the 90th percentile

## GMAT Test Scores Distribution Snapshot - AWA Score



One person and one computer programmed for grading (E-rater) score each AWA based on essay content, organization, grammar and syntactic variety. E-rater is an electronic system that evaluates more than 50 structural and linguistic features. College and university faculty members trained as reviewers of the AWA essays consider the overall quality of your ideas, your overall ability to organize, develop, and express those ideas, the relevant supporting reasons and examples you cited, and your ability to write in standard written English. In considering the elements of standard written English, reviewers are trained to be sensitive and fair in evaluating the essays of non-native English speakers.

E-rater and independent readers agree, on average, 87 % to 94 % of the time. If the two ratings differ by more than one point, another evaluation by an expert reader is required to resolve the discrepancy and determine the final score.

Graders assign scores out of 6.0 based on intervals of 0.5 points. Your final, single score is an average of both individual scores obtained on the issue and argument essays. AWA scores are computed separately and have no bearings on any other GMAT scores.

*Student Notes:*

### 1.1.3 Overview of Basic GMAT Concepts

Various GMAT sections test students' understanding of fundamental quantitative concepts, and their knowledge, skills and analytical ability. To perform well on the test, students must master the basic underlying math and grammar principles and typical question types. The following is a quick overview.

**Math Section**

The Quantitative section measures your basic mathematical skills, understanding of elementary concepts, and the ability to reason quantitatively, solve quantitative problems, and interpret graphic data. Problem-Solving and Data-Sufficiency questions are intermingled throughout the section.

***Basic Concepts:***

- Integers and Prime numbers
- Fractions and Percentages
- Mark-up and Margin
- Exponents and Roots
- Equations and Inequalities
- Probability, Permutations and Combinations
- Statistics, Graph and Data Interpretation
- Coordinate Geometry, Area and Volume of Various Geometrical Objects
- Others to Be Discussed in Class

***Major Question Types:***

- Solving Equations
- Profit, Cost and Break-Even Calculations
- Distance-Rate-Time Problems
- Divisibility
- Averages and Weighted Averages
- Word Problems
- Data and Graph Interpretation
- Area and Volume of Geometrical Shapes
- Mixture Problems
- Others to Be Discussed in Class

**Verbal Section**

The Verbal section of the GMAT measures your ability to:

- Correct written English to conform to standard grammar rules and styles
- Read, reason and evaluate arguments
- Speed read, comprehend and assess written English articles

**Basic Grammar Rules:**

- Subject-Verb Agreement
- Pronoun Reference
- Prepositions and Articles
- Verb Tenses and Voices
- Parallelism
- Idiomatic Usages
- Others to Be Discussed in Class

**Basic Question Types:**

- Please review the following introductory sections

*Student Notes:*

## 1.2 Key Test-taking and Preparation Strategies

The scores necessary to get into top schools are increasing year by year, making quality preparation an even greater necessity. Disciplined and dedicated preparation for the GMAT will allow you to get the best score possible on the exam and get into the school of your choice.

High quality preparation is essential to achieving your best score on the GMAT. High quality preparation means becoming intimately acquainted with the test structure, format, and the types of questions that are being asked. It means improving upon your weak areas through practice and repetition. It means developing your ability to answer correctly the tougher questions. It also means becoming aware of the types of answers that tend to be the correct ones.

Are there any advantages of taking a top-quality GMAT Prep course versus studying alone with the books and CDs available on the market? It really depends on your academic background, study habits, availability and, ultimately, your desired test score. Preparing on your own can save you some financial resources, but may not be as effective as learning from instructors who dissect each answer and impart knowledge and advice from their own GMAT-taking and MBA experiences. Studies show that visualization and discussion in a seminar environment will enable you to recognize complex structures better than learning the same material in a non-interactive way.

In terms of general GMAT taking strategies, **we recommend:**

- Learn the most typical problems and answer types.

- Answer all questions.
- Guess and estimate when necessary.
- Try your best on the initial questions.
- Others to be discussed in class.

If you aim to achieve a top score, **we recommend:**

- Make a special effort to improve your weaknesses along with strengthening your expertise during practice.
- Locate or set up a serious test-taking environment in your house or a public library or a park or another facility so that you can exclusively focus on taking the mock tests.
- Save the free GMATPrep software from [www.mba.com](http://www.mba.com) for right before the actual test and practice the tests in a mock test setting of your choice so that your memory of the actual question types and difficulty levels which have appeared in prior GMAT tests stays fresh.
- Review all prior mistakes along with explanations.
- Make a list of those typical errors you tend to make and consciously remind yourself of them and refrain from making the same mistakes.
- Keep a light-hearted and positive attitude on the test day.
- Maintain strong momentum from beginning to end as the final problems can sometimes be equally as important as the initial ones.

*Student Notes:*

### 1.2.1 Problem Solving

The Problem Solving section of the GMAT tests your ability to solve questions and derive correct answers. Often these problems present you with an algebraic formula. It is important that you develop a good pace in your preparation for this section, as speed together with precision will help you do your best on the GMAT exam.

Main Strategies:

- First identify the underlying key mathematical concept of the problem.
- Determine the best way to approach the problem at hand. Common strategies include:

- Applying algebraic and geometric formulae
  - Back solving
  - Approximation
  - Elimination
- Check your work and read the question again. You may have solved the problem correctly but simply failed to answer the question being asked.
  - Take educated guesses when you see fit to do so.
  - Others to be discussed in class.

Key test preparation principles include:

- Maintain speed and precision.
- Remember your Algebra and Geometry concepts.
- Review your Algebra and Geometry definitions.

*Student Notes:*

### 1.2.2 Data Sufficiency

Data-Sufficiency questions are designed to measure your ability to:

- Analyze a quantitative problem
- Recognize relevant information
- Determine whether there is sufficient information to solve a problem

Data-Sufficiency questions are accompanied by some initial information and two statements, labeled (1) and (2). You must decide whether the statements given offer enough data to enable you to answer the question. Data Sufficiency questions do not ask for actual number solutions, and instead they ask simply: Is the information given adequate to solve a question?

Two statements are laid out as two possible conditions. It is important to analyze each statement independently from the other statement. In other words, you cannot mix the information from one statement with the other.

There are two common types of Data Sufficiency questions:

- Close-ended: Is “Y” divisible by 3?
- Open-ended: What is the value of “X”?

There are five answer choices for Data Sufficiency.

**A:** Statement (1) is sufficient and (2) is insufficient.

**B:** Statement (1) is insufficient and (2) is sufficient.

**C:** A combination of both statements is sufficient. Either statement alone is insufficient.

**D:** Both statements are sufficient independently.

**E:** Neither the combination nor either individual statement is sufficient.

In a close-ended question, you can judge whether each statement is sufficient by determining if its answer is always Yes or always No. A statement is insufficient if its answer is sometimes Yes or sometimes No.

In an open-ended question, you can judge whether each statement is sufficient by determining if its answer results in a single value. A statement is insufficient if its answer leads to a range of values, instead of a specific value.

Other strategies include:

- Memorize the standardized answer choices for Data Sufficiency questions.
- Evaluate each statement or equation individually and then together.
- Others to be discussed in class.

*Student Notes:*

### 1.2.3 Sentence Correction

The Sentence Correction section tests your knowledge of written English grammar by asking you which of the five choices best expresses an idea or relationship. This section gives you a sentence that may or may not contain errors of grammar or usage. You must select either the answer that best corrects the sentence or the answer stating that the sentence is correct as is. The questions will require you to be familiar with the stylistic conventions and grammatical rules of standard written English and to demonstrate your ability to improve incorrect or ineffective expressions.

This section tests two broad aspects of language proficiency:

- Correct expression
- Effective expression

A correct sentence is grammatically correct and structurally sound. It conforms to all the rules of standard written English such as subject-verb agreement, verb tense consistency, modifier reference and position, idiomatic expressions and parallel construction. In addition to being correct, a sentence needs to be effective. It should express an idea or relationship clearly and concisely, as well as grammatically. A best choice should have no superfluous words or unnecessarily complicated expressions. This does not mean that the shortest choice is always the best answer. Proper diction is another important part of effectiveness. It refers to the standard dictionary meanings of words and the appropriateness of words in context. In evaluating the diction of a sentence, you must be able to recognize whether the words are well chosen, accurate, and suitable for the context.

One common error that test takers often make in the Sentence Correction section is choosing an answer that sounds good. Do not go on with your gut feeling in this section. Remember your grammar and look for errors in construction (e.g., noun-verb agreement) and eliminate answers that you are sure are incorrect.

- Look over answer choices and note for clearly identifiable patterns.
- Focus your attention on the most crucial grammatical issue in the problem.
- Look for patterns in the first and last word(s) across all answer choices, as those parts of the sentence often demonstrate major grammatical differences.
- Look over each answer choice, as you can eliminate the wrong answer by focusing on not only the grammatical difference from other choices, but also the answer's own language style, word usage and idiomatic expressions.
- Keep in mind also that the GMAT prefers active to passive constructions.
- Eliminate clearly incorrect answers.
- Select the answer which is grammatically correct, idiomatically acceptable and the most effective.
- Others to be discussed in class.



*Student Notes:*

### 1.2.4 Critical Reasoning

The Critical Reasoning section tests your ability to make arguments, evaluate arguments, and formulate or evaluate a plan of action. In this section we recommend that you read the questions carefully and identify the assumption implicit in the statement with a heightened awareness of any weakness in the argument.

Please bear in mind the following when you practice in this section:

- Break the argument down into its parts: conclusion, evidence and assumption.
- The main argument types include:
  - Cause and Effect
  - Comparison/Analogy
  - Representative Sample
  - Number and Logic Based
  - Implementation
- Be familiar with major critical reasoning questions category:
  - a) Assumption Questions**
    - Assumption
    - Weakening
    - Strengthening
    - Flaw
  - b) Inference/Conclusion Questions**
  - c) Paradox/Explain Questions**
  - d) Method of Reasoning Questions**
- Determine how the question fits into these types.
- Eliminate clearly incorrect answers when they are totally irrelevant or the opposite of the desired answer.
- Others to be discussed in class.

*Student Notes:*

### 1.2.5 Reading Comprehension

You may see as many as 4 passages in the Reading Comprehension section up to 350 words in each passage, followed by 3 or 4 interpretive, applied, and inferential questions. The topics are typically related to social sciences such as politics and history, physical or biological sciences such as geology and astronomy, business-related areas such as marketing, economics and human resource management, along with other advanced subjects.

Because the Reading Comprehension section includes passages from various different content areas, you may have general knowledge about some of the topics. However, no specific familiarity of the material is required. All questions are to be answered on the basis of what is stated or implied in the reading material.

Reading Comprehension questions measure your ability to speed read, understand, analyze, and apply information and concepts presented in written English. It evaluates your ability to:

- Understand words, terms and statements.
- Understand the ideas, concepts and logical relationships between significant perspectives and to evaluate the importance of arguments.
- Draw inferences from facts and statements.
- Understand and follow the development of quantitative concepts as presented. Then interpret and use the data to reach conclusions.

We recommend the following general guidelines:

- Quickly scan the passage to understand the underlying theme. Read the first and last sentence particularly carefully.
- Read the passage in detail. Note its main structure.
- Pay special attention to the usage of transitional words that change the passage's flow, such as yet, though, however, despite, etc. These transitional words often highlight important information in the passage.
- Note different perspectives presented and the relationship amongst them.
- Quickly scan through the questions and answers to develop a general sense of the focus of the question.
- Read the answers to note the possibilities addressed. At this point eliminate any clearly wrong answers.
- Others to be discussed in class.

*Student Notes:*

### 1.2.6 Analytical Writing Assessment

The first section you will encounter on the GMAT is the Analytical Writing Assessment (AWA). The AWA requires you to write 2 essays in 30 minutes each. One is called an “analysis of an issue” and the other an “analysis of an argument.” The issue and argument that you will find on the test concern topics of general interest related to business or a variety of other subjects.

The AWA section (essays 1 and 2 together) receives a score from 0-6, in increments of 0.5.

- “0” indicates incomprehensibility.
- “6” indicates a well-focused and clear essay.

The AWA score is not reflected in the combined verbal and quantitative overall score, but is still an important aspect of your MBA application and should not be neglected. By focusing on clarity and precision rather than on saying something complicated or brilliant, you will score higher on this portion of the GMAT.

The AWA section is designed to directly measure your ability to think critically through the complexities of an issue and to communicate your ideas through substantiated reasoning. In the Analysis of an Issue section, you will need to analyze the issue presented and explain your point of view on the subject. There is no correct answer. Instead, you should consider various alternative perspectives. Use relevant reasons and/or examples drawn from your experience, observations, daily reading, or general knowledge to develop your own argument on the issue.

The Analysis of an Argument tests your ability to formulate an appropriate and constructive critique of a specific conclusion based on a rigorous approach. You will need to analyze the supporting logic behind a given argument and write a critique of that argument. Remember your task is to examine and critique the given argument, not to present your own views on the subject.

Consider the following when developing your essay:

- The underlying debatable assumptions behind the argument.
- The alternative explanations or counter-examples might weaken the conclusion.
- The type of evidence could help strengthen or refute the argument.

For the AWA section, we recommend that you make a consistent effort to:

- Brush up on your typing skills.
- Be careful not to make careless mistakes in spelling or grammar.
- Make the reader aware of your essay structure.
- Others to be discussed in class.

*Student Notes:*

### 1.2.7 Test Preparation Advice

During your GMAT preparation, be sure to incorporate the following study skills:

- Use a systematic approach to your test. Take all questions seriously and answer them. Skipping questions is not helpful on the GMAT CAT.
- Create a study environment that is as similar as possible to the actual test setting, which typically includes a quiet space, possibly a computer room or an office environment.
- Do not take breaks during a practice test. In the actual test center, you will not be allowed coffee breaks etc. during sections.
- Eliminate distractions and be conscious of time. Especially when you are taking practice tests, be as aware of the clock as you will need to be on the actual exam.
- After completing a practice test, be sure to go over the questions you answered incorrectly. This is the only way to improve. You must understand your mistakes so that you will not make them on the test. (Manhattan Review provides you with more than 100 pages of detailed solution guides!)
- AND practice, practice, practice!

Remember that the actual exam is on the computer so take advantage of opportunities to practice with Computer Adaptive Tests. For many test-takers, reading large amounts of material on the screen is not easy. It not only dries out their eyes but also makes it hard to absorb the material. Simply practice reading etc. on the computer. The only way to improve is to practice.

*Student Notes:*

## 1.3 Taking the GMAT

### 1.3.1 Schedule Your Test

When setting a test date, look up test centers at <http://www.mba.com/mba/TaketheGMAT>. Keep in mind the following:

Consider the times of day you tend to be able to concentrate best. Take your test in the morning or afternoon accordingly.

Make sure the week before your test day will not be a stressful one. This will help you concentrate, be well rested, calm and in the right frame of mind to ace the GMAT.

Be aware of application deadlines and do your best to provide yourself with enough time after the exam to focus on the other parts of your Business School applications.

Remember to select:

- The best possible time of day for you.
- A low stress week.
- AND give yourself sufficient time to prepare fully for the test.

In the final week before your test, remember:

- Don't cram.
- Take a practice test(s). You can often even do this at the test center (a good way to ensure that you will not get lost on the day of the test). Again don't cram.
- Get solid rest.

### 1.3.2 Test Fee

The fee to take the GMAT is U.S. \$250 worldwide. The fee for rescheduling the date, time, or location of the test is U.S. \$50 for each appointment you change.

Should you want to reschedule the GMAT, avoid the forfeiture of your test fee by allowing at least 7 calendar days between the day you reschedule your appointment and your test day. Appointments cannot be rescheduled for a date that is more than one year after the original appointment date.

If you cancel the test appointment, a partial refund of U.S. \$80 will be given if it is canceled at least 7 calendar days before your original test day.

The rescheduling fee and cancellation refund amount are subject to change without notice

### 1.3.3 On the Test Day

Here is a summary of to-do items for the test day:

- Bring all necessary documents such as identification cards (IDs), the registration ticket and the names of the schools to which you would like send your test score. (Bring two forms of ID in case one has expired or is not acceptable to the test center.)
- Bring something warm to put on in case the room is too cold. According to test center rules, you have to wear the sweater or coat rather than put it around your shoulders. So make sure that the additional layer of sweater or coat is comfortable in a test-taking setting.

- Also be sure you can remove a layer of clothing in case the room is hot.
- Bring something light to drink or eat. A bottle of water or a soft drink with a cap is preferred over a can so that you can minimize the chances of spilling. (Though you can not take anything into the testing room, you will be assigned a small locker. During your 5-minute breaks, you can have a few sips to stay hydrated or a bite to eat if you get hungry. Normally test centers allow you to put it outside on a desk or at an easily reachable spot or inside your locker so that you can quickly grab the drink or the food.)
- No testing aids such as study notes, calculators and PDAs are allowed. Normally 1 booklet of 10 pages of yellow laminated graph paper will be provided.

At the test:

- Follow your normal routine.
- Arrive at the test at least 30 minutes early.
- Do concentrate on the first 10 questions of each section most. At the beginning of each section, the total number of questions and the total time allowed are stated.
- Maintain a focused mind and a positive winning attitude throughout the entire test.
- Do not panic. Focus on one question at a time. Focus on one section at a time. Do not think beyond your current section and lose your concentration.
- Do not get fixated and spend unreasonable time on any single question. It will not make or break your score. Because the score per section is partially based on the number of questions you answer, try to answer as many questions as you can.
- Do not leave any questions unanswered before the section time runs out. Always submit an answer after some educated or blind guesses. Remember that you cannot skip questions or change an answer once you confirm it.
- If a few questions or passages are difficult to understand, do not let that prompt you to cancel your score entirely. You never know.
- If something is wrong with the computer, or if someone is bothering you, or if it's miserably hot etc., signal to an exam proctor. The proctor walks around in the test room every 15-20 minutes.
- Pace yourself and keep track of your progress by checking the amount of time you have left on the test screen. Each section is 75 minutes. You have about two minutes per Quantitative question and about 1.75 minutes per Verbal question.
- Pay attention to the number of questions that remain in a section. There are 37 quantitative section questions. There are 41 verbal section questions.
- Clicking on "HELP" or hiding the "TIME" information doesn't pause or stop the time.

- Between test sections, replenish your supply of laminated graph paper. Take advantage of breaks. Rest your eyes, as the computer screen is difficult to stare at for 4 hours straight.

*Student Notes:*

### 1.3.4 Score Report

Your Total score and Quantitative and Verbal section scores are available upon your completion of the test. The only opportunity that you will have to cancel your scores is immediately after you complete the test, but before you view your scores. A message will ask you if you want to cancel your scores. You cannot cancel your scores after they are displayed or reported to you.

If you cancel your scores, they cannot be reinstated later. A score cancellation notice will be sent to you and your selected schools. It will remain a part of your permanent record and will be reported on all of your future score reports. The test will not be refunded and will be accounted for as one taken test.

The official score report is available online. Through a direct e-mail 20 days after the test, you will be notified of the accessibility of your online official score report, which is also available to the schools you selected as recipients. Official Score Reports are now mailed to the student by request only.

Official GMAT score reports, which include the AWA score, will be mailed to you and your designated score report recipients (schools) approximately two weeks after the test. You must respond to both essays and each multiple-choice section of the test to get an official score report.

During the test, if you click “Section Exit” or “Test Quit,” you will have to confirm your choice. If you clicked it by mistake or change your mind, just select the option “Return to Where I Was.” Once you exit a section or quit a test, you won’t be able to return to it and you won’t receive a score for any section, regardless how many questions you have answered.

You may take the GMAT only once every 31 days and no more than five times within any 12-month period. The retest policy applies even if you cancel your score or quit a test within that time period. Official GMAT score results are kept on file for 10 years. All your scores and cancellations within the last five years will be reported to the institutions you designate as score recipients.

On your test day before you take the test, you may select up to five schools to receive your scores. Once you have made your selection, you will not be able to change or delete the list of schools. If you would like to send your scores to more schools, you may order additional score reports at a cost of U.S. \$28 per school.

You may request that your essays be rescored if you have reason to believe that your AWA scores are not accurate. The multiple-choice quantitative and verbal sections of



the test cannot be rescored. Independent readers will rescore your essay for a fee of U.S. \$45.

Requests for rescoring must be made within six months of your test date. Rescoring may result in increases or decreases in your original AWA score. The rescoring results are final. Revised results will be sent to you and the schools you designated as score recipients within three weeks of your request.

*Student Notes:*



## Chapter 2

# Grammar Review

### 2.1 Noun

Nouns are used as subjects of sentences and as the objects of verbs and prepositions.

#### 2.1.1 Common and Proper Nouns

Generally there are two types of nouns - common nouns and proper nouns.

- Common nouns refer to any place, person or thing, for example, girl, apartment, city.
- Proper nouns refer to particular places, persons and things, for example, Mark, New York, the White House.

#### 2.1.2 Singular and Plural Nouns

Nouns can also be categorized as singular nouns and plural nouns. Sometimes certain nouns are used exclusively as either singular or plural nouns. That means they do not have a corresponding word to their own singular or plural form.

- Singular nouns are used for single occurrence, single person, single item, and etc.
- Plural nouns are used for more than more occurrences, persons, items, and etc.

A quick comparison table of some tricky nouns in their singular and plural forms:

Alumnus	Alumni
Bacterium	Bacteria
Criterion	Criteria
Formula	Formulae
Medium	Media
Phenomenon	Phenomena

There are some singular nouns often mistaken as plural nouns because they end with “s”.

Citrus

Economics  
Glasses  
Means  
Measles  
News  
Physics  
Scissors  
Series  
Species  
Statistics

### 2.1.3 Countable and Uncountable Nouns

Another way to group nouns is separating them into countable nouns and non-countable nouns. Countable nouns usually have both singular and plural forms. Uncountable nouns are used just as singular.

- Countable nouns can be counted in the number of 1, 2, 3... Examples are desk, pen, person.
- Uncountable nouns can not be counted in any numbers. Rather, they are considered an entire item. Some most commonly used uncountable nouns are water, health, and money.

Other examples of uncountable nouns include:

Advice  
Anger  
Baggage  
Beauty  
Gasoline  
Information  
Luggage  
Smog  
Wheat

Sometimes a noun is used as an uncountable noun when it is referred to the entire idea or substance, but it can be used as a countable noun when used in a context involving:

⇒ Countable pieces or containers for things.

Uncountable: I prefer tea to coke.

Countable: Two teas (two cups of tea) for us, please.

⇒ Different brands, makes, or types.

Uncountable: I love cheese.

Countable: There are so many cheeses to choose from.

⇒ A specific example.

Uncountable: She has shiny hair.

Countable: I found a hair today in my sandwich. It grossed me out.

Uncountable: He is great at sport.

Countable: Skiing is a popular sport in Austria.

#### 2.1.4 Collective Nouns

Certain nouns are used to just describe a collection of people, items, or events in their entirety. Even though they are referring to more than one thing in the collection, they are singular. However, when they are used to represent a number of collections, then they are plural.

Examples include:

Audience

Business

Choir

Committee

Company

Crowd

Family

Flock

Government

Group

Majority

Nation

Pack

Team

The Public

Unit

## 2.2 Pronoun

### 2.2.1 Pronoun Types

A pronoun is a part of speech that is typically used as a substitute for a noun or noun phrase. There are **eight subclasses** of pronouns, although some forms belong to more than one group:

- (1) **personal pronouns** (I, you, he/she/it, we, you, they)
  - Make sure sentences use them consistently
- (2) **possessive pronouns** (my/mine, his/her/its/hers, their/theirs, our/ours, etc.)
  - Do not change the gender of noun as in French
- (3) **reflexive pronouns** (myself, yourself, him/herself, ourselves, themselves, etc.)
  - No reflexive verbs in English
- (4) **demonstrative pronouns** (this/these, that/those)
  - Nearness in location
  - That (pronoun) vs. That (conjunction)
- (5) **reciprocal pronouns** (each other, one another)
- (6) **interrogative pronouns** (who, what, when, where, why etc.)
  - Five w's of a journalist's first paragraph
- (7) **relative pronouns** (who, that, what, which etc.)
  - Related different clauses in a sentence to each other
  - That vs. Which: restrictive vs. non-restrictive clause
  - Who vs. Whom: take subject vs. take object (Please see explanation later.)
- (8) **indefinite pronouns** (any, none, somebody, nobody, anyone, etc.)
  - none = singular (when it means "not one"); all = plural (if countable);
  - much = can't be counted; many = can be counted
  - less = can't be counted; fewer = can be counted

### 2.2.2 Nominative and Objective Cases

There are two pronominal cases: nominative (subject) and objective (object).

Subject: I, you, he/she/it, we, you, they.

Object: me, you, him/her/it, us, you, them.

Notice that the second person (both singular and plural) has only one form, *you*. The object case is used after verbs and prepositions:

We met *her* in a bookstore. She went to school with *us*.

Be careful of objects that consist of a proper noun (name) + a pronoun:

The puppy looked across the table at *Sarah* and *me*.

These situations can seem confusing, but there is an easy method to tell which pronoun (nominative or objective) is required. Just remove the noun from the sentence to see if it still makes sense. If it does (as in “The puppy looked across the table at me”), then you have selected the correct pronoun. If it does not (as in “The puppy looked across the table at I”), then you should go back and check whether you selected the correct case for the pronoun (in this case it is the object of a preposition, *at*, so it should be in the objective case).

The relative pronoun *who* also has an objective case form, *whom*:

I kicked the girl *who* tried to steal my coat.

(I kicked the girl. *She* tried to steal my coat.)

I smiled at the girl *whom* I had kicked.

(I smiled at the girl. I had kicked *her*.)

### 2.2.3 Possessive Forms

All these pronouns have possessive forms that **do not** have apostrophes:

my, your, his/her/its, our, your, their

These act as adjectives, and are followed by nouns. If there is no noun and the possessive form is used by itself, this form is said to be disjunctive:

mine, yours, his/hers/its, ours, yours, theirs.

Again, there is no apostrophe. The relative pronoun *who* has the possessive form *whose*:

I comforted the dog *whose* tail had been stepped on.

*One* is used as a supplementary pronoun; it **does** have an apostrophe in the possessive:

*One* can only do *one's* best.

Note that *one's* is used only if the subject *one* is present; following with *his* would not be acceptable.



### 2.2.4 Agreement & Reference

There are several pronominal forms which seem to be plural but act as singular, taking singular verbs and singular pronouns if they act as antecedents. The most common of these words are *another, any, anybody, anything, each, either, every, everybody, neither, no one, nobody, none (not one)*, etc.; they must be followed by a singular verb, whatever the meaning might indicate:

*Not one* of the bananas *was* ripe.

*Everybody* wanted *his or her* own way.

Always look back to see what the pronoun refers to; where there is a generalization, it is sometimes tempting to treat a singular as a plural:

*Man*, in all *his* glory, has ascended to the top of the food chain.

## 2.3 Adjective

### 2.3.1 Usage

An adjective is a descriptive word which qualifies a noun, making it more specific:

The *red* car.

The *old red* car.

The *big old red* car.

The two *young* professors lived in Greenwich Village.

A *bright* light flashed through the window of the house.

Adjectives are usually arranged in the order of specificity. Words normally used to perform other grammatical functions may be used as adjectives. These can be recognized by their position before the noun to which they apply:

*remote-control* car

*war* effort

*Christmas* cookies

*spring* carnival

Adjectives can also be used to form a **predicate** with the verb to *be*:

Chocolate *is yummy*.

Normally, only “true” adjectives can be used to form this kind of predicate. It is not possible to say:

**Wrong:** The cookies were *Christmas*, or

**Wrong:** The carnival was *spring*.

In such cases, it is necessary to use the prop-word, *one*:

The cookies were *Christmas ones*.

There are three forms of a “true” adjective.

<b>Normal:</b>	big	beautiful
<b>Comparative:</b>	bigger	more beautiful
<b>Superlative:</b>	biggest	most beautiful

No agreement to noun is necessary for an adjective.

*Student Notes:*

## 2.4 Adverb

An adverb is a part of speech used mainly to modify verbs but also adjectives and other adverbs. Adverbs describe how, where or when.

### 2.4.1 Adverbial Forms

Adverbs are formed in a few different ways:

Most adverbs are formed from adjectives by the addition of the ending “-ly” (as in suddenly, playfully, interestingly) or “-ally” after words in -ic (as in, automatically). Some adverbs are formed from nouns in combination with other suffixes: -wise (as in, clockwise, lengthwise) and -ward(s) (as in, northward, westward, skyward).

Some common adverbs have **no** suffixes, as in: *here/there, now, well, just*.

Some adverbs can qualify other adverbs (the most common are intensifiers, such as very, as in “very quick”).

Some adverbs have the **same** form as their adjective counterpart, e.g., *fast, long, first*.

**Not all words ending in -ly are adverbs:** *lovely, ungainly, and likely* are adjectives. The word *only* and *early* may be either.

### 2.4.2 Adverbial Positions

Adverbs modify verbs in the same way adjectives qualify nouns.

The adverb **often follows the verb** it modifies:

I shouted *loudly* to my friends across the theater.

**Sometimes it precedes the verb:**

I *really* wanted to talk to her.

Sometimes position determines meaning:

I think *clearly*. (My thinking is clear.)

I *clearly* think. (It is clear that I think.)

Where emphasis is needed, the adverb may be put first, and the verb and subject inverted:

*Never* have I seen such an ugly dog.

*Student Notes:*

## 2.5 Adverb vs. Adjective

### 2.5.1 Position and Meaning

When adverbs are used to modify adjectives, it is important to work out the relationships between them:

She heard an *odd*, chilling sound.

She heard an *oddly* chilling sound.

If one is not careful it is easy to confuse whether a word is an adverb or an adjective, and in either case, which other word it is modifying in the sentence.

The change from adjective to adverb can change the meaning drastically:

The centaur appeared *quick*.

The centaur appeared *quickly*.

In this example when the adjective is used, it appears that the centaur is quick, whereas when the adverb is used, it is the centaur's appearance which occurred quickly.

**Good vs. well:** Both *good* and *well* can be used as adjectives. When used as adjectives, *good* refers to morality or quality and *well* refers to health. However, only *well* can be used as adverb and *good* is always an adjective.

Correct:

I feel *good* about my work.

I feel *well*.

I am *well*.

I'm doing *well*.

**Wrong:** I am doing *good*.

### 2.5.2 Adverb and Adjective

Great care must be taken to align only with the word it actually modifies, because its positioning can affect the meaning of the sentence:

I ate some peas *only* yesterday - I don't need to eat any today.

I *only* ate some peas yesterday - I didn't do anything else.

I ate *only* some peas yesterday - I didn't eat anything else.

*Only* I ate some peas yesterday - nobody else had any.

*Early* may be both adjective and adverb:

I take the *early* train.

I get up *early* to take the train.

### 2.5.3 Adjective Only

Notice that some verbs may take adjectives to complete the meaning required (complementary adjectives). These verbs cannot form a complete thought without the required adjectives:

He looks *confused* today.

The music seemed *loud*.

#### Likely

Special care must be taken with the adjective *likely*. It is often mistaken for an adverb because of its form, but this is not an acceptable usage, for example:

**Correct:** The Republic is *likely* to fall.

**Wrong:** The Republic will likely fall.

#### Like (used as adjective or preposition)

*Like*, with its opposite *unlike*, should be treated as an adjective or a preposition; that is, it must always have a noun to relate to. A predicate is formed with the verb *to be*:

Life is *like* a box of chocolates. (Life resembles a box of chocolates.)

Used in the form of a phrase, *like* will link two nouns (or noun phrases) of the same kind. In this case, *like* functions as a preposition, a phrase-maker, and it is categorized so in some grammar books.

*Like* any politician, he often told half-truths.

#### Like vs. Such As

In the above example, *like* is used to introduce similarity between two items or persons. This is an accepted usage in Sentence Correction on the GMAT. In other words, *like* cannot be used to introduce examples or a subset of a category, which should be used following *such as*.

**Correct:** I enjoy playing musical instruments *such as* piano and violin.

**Wrong:** I enjoy playing musical instruments *like* piano and violin.

In sum, on the GMAT, use *like* before a noun or pronoun when emphasizing similar characteristics between two persons, groups or things. Use *such as* before a noun or phrase when introducing examples.

#### Like vs. As/As If/As though

Use *like* before a noun or pronoun. Use *as* before a clause, adverb or prepositional phrase. Use *as if* and *as though* before a clause. *Like* is generally used as a preposition in such a context. *As* is generally used as an adverb while sometimes serving as a preposition with the meaning of “in the capacity of.” As you can tell, the focus of the comparison shifts from the noun when used with *like* to the verb when used with *as*, *as if*, or *as though*.

My mother’s cheesecake tastes *like* glue.

I love frozen pizza because there is no other snack *like* it.

My mother’s cheesecake tastes great, *as* a mother’s cheesecake should.

There are times, *as* now, that learning grammar becomes important.

He golfed well again, *as* in the tournament last year.

He served *as* captain in the navy.

He often told half-truths, *as* any politician would.

He looks *as if* he knows me.

It looked *as if* a storm were on the way.

He yelled at me *as though* it were my fault.

The same rule applies when you use the expressions *seem like* and *look like*.

**Correct:**

He *seemed like* a nice guy at first.

That *looks like* a very tasty cake.

**Wrong:** It *seemed* like he liked me.

**Correct:** It *seemed as if* he liked me.

Here the comparison is with a clause, not a noun.

**Due to**

*Due to* is also used adjectivally, and must have a noun to attach itself to:

My failure, *due to* a long-term illness during the semester, was disappointing. (That is, the failure was attributable to the long-term illness, not the disappointment, which would have had other causes, such as the failure.)

**Owing to**

If an adverbial link is needed, the expression *owing to* has lost its exclusively adjectival quality:

My failure was disappointing *owing to* a long-term illness during the semester. (In this case, the disappointment at the failure was caused by the long-term illness during the semester.)

## 2.6 Preposition

Prepositions are words that are placed before a noun making a particular relationship between it and the word to which it is attached.

### 2.6.1 Preposition Types

There are a few types of prepositions:

- 1) **simple prepositions:** these are the most common prepositions, such as: *in, on, of, at, from, among, between, over, with, through, without*.
- 2) **compound prepositions:** two prepositions used together as one, such as: *into, onto/on to* (*on to* is British English, *onto* is American English), *out of*.
- 3) **complex prepositions:** a two- or three-word phrase that functions in the same way as a simple preposition, as in: *according to, as well as, except for, in favor of*.

Preposition i.e. pre position. Prepositions always occur before the thing they refer to.  
*In*: I was born *in* that house. (Here that house is the object of the preposition *in*)  
 Prepositional phrases may be adjectival or adverbial, according to what they modify:

The girl *in my science class* kissed me.

Here, *in my science class* qualifies *girl*, and it is adjectival, but in

The girl kissed me *in my science class*.

*in my science class* modifies *kissed*, indicating where the kiss took place, and it is therefore adverbial.

*Between* refers to two things only; for more than two, use *among*.

I sat *between* two very large people.

We split the loot *among* the four of us.

### 2.6.2 Prepositions Frequently Misused

You should use prepositions carefully. Some prepositions are used interchangeably and carelessly.

For example:

*beside* vs. *besides*

*beside* - at the side of someone or something

Frank stood *beside* Henry.

*besides* - in addition to

*Besides* his Swiss bank account he has many others in Austria.

Exception: some idioms do not refer directly to either direct meaning.

She was *beside* herself with emotion.

*The use of 'of' Phrases* such as: could of, must of are **incorrect** forms for could have, must have etc.

*between* vs. *among*

Use the preposition *among* in situations involving more than two persons or things and use *between* in situations involving only two persons or things.

The money was divided *among* the workers.

The money was divided *between* the two boxers.

*at* vs. *with*: usually at a thing but with a person. Exceptions include throw something *at* somebody *with* something, be angry *at* someone, be pleased *with* something, and others.

For example,

I went at Roger *with* a bat.

What's wrong with this sentence? Nothing actually, it is grammatically correct. It is simply an odd usage of the prepositions.

Be careful to use the right preposition for the meaning you want; *agree with* differs in meaning from *agree to*, *compare with* is distinct from *compare to*, and so on.

The expressions *superior to*, *preferable to* and *different from* are the only standard forms.

*Student Notes:*

### 2.6.3 Idioms with Prepositions

A

*a sequence of*

*in accordance with*

*be accused of*

*acquiesce in*

*access to*

*adhere to, be an adherent of (follower)*

*affinity with*

*be afraid of*

*agree with (a person/idea)*

*agree to (a proposal or action)*

*aim at*

*allow for*

*an instance of*

*analogy with, analogous to*

*be attended by (not with)*

*attend to*

*appeal to (a person)*

*approval of*

*as a result of*

*associate with*

*attribute A to B (B is attributed to A)*

*authority on B*

*be based on*

*have belief in*

*be capable of*



*be careful of*

C

*be capable of*

*care **about** - be considerate of; to think about*

*care **for** - like*

*center **on**, center **upon** (not round)*

*collide **with** (not against)*

*comment **on***

*compare **with**, in comparison **with** (used when emphasizing differences)*

*compare **to** (used when emphasizing similarities)*

*comply **with***

*be composed **by** - be created by*

*be composed **of** - to be made up of*

*comprise **of***

*be concerned **with***

*concur **in** (an opinion)*

*concur **with** (a person)*

*conducive **to***

*conform **to***

***in conformity with***

*consist **of***

***in contrast to***

*contrast A **with** B*

*credit **with** (not to)*

*give someone credit **for** (something or doing something)*

D

***in danger of***

*debate **on**, debate **over***

*decide **on***

*depend **on** (whether..., not if...), be dependent **on**, be independent **from***

*determine **by***

*differ **from** - to be unlike something; to be different from*

*differ **with** - to disagree with someone*

*discourage **from***

*feel disgusted **with** (not at)*

*at one's disposal*

*distinguish **from***

*be drawn **to***

E

*be embarrassed **by** (not at)*

*end **with**, end **in** (not by)*

*be envious **of**, jealous **of***

*be equal **to** (not as)*

*be essential **to***

*except **for**, except that...*

F

*be familiar **with***

*be fascinated **by***

H

*be hindered **by***

I

*be identical **with**, be identical **to***

*be independent **from***

*be indifferent **towards***

*inherit **from***

*instill something **in** someone (not instill someone with)*

*invest **in***

*involve **in** (not by)*

*insist **on**, insist that someone do something*

*be isolated **from***

J

*judge **by** (not on)*

M

*mistake **for***

N

*native **to***

*a native **of***

*necessity **of**, necessity **for***

*a need **for***

O

*be oblivious **of**, oblivious **to***

P

*participate **in***

*preferable **to***

*prevent **from***

*profit **by** (not from)*

*prohibit **from***

*protest **against** (not at)*

R

*receptive **of**, receptive **to***

*be related **to***

*relations **with** (not towards)*

*repent **of***

*in response **to***

*result **from***

*result **in***

S

*be in search **of** (not for)*

*be sensible **of***

*be sensitive **to***

*separate **from** (not away from or out)*

*similar **to***

*be sparing **of** (not with)*

*be solicitous **of** (not to)*

*suffer **from** (not with)*

*be superior **to***

*subscribe **to***

*sacrifice **for***

T

*tendency **to** (not for)*

*tinker **with** (not at, although this is British English usage)*

*be tolerant **of** (not to)*

W

*wait **for** - to spend time in waiting for someone or something*

*wait **on** - to serve someone, typically used in a restaurant setting*

## 2.7 Verb

A class of words that serve to indicate the occurrence or performance of an action, or the existence of a state or condition. English verbs are normally expressed in the infinitive form, together with “to”. For example, to run, to walk, to work, etc.

### 2.7.1 Transitive and Intransitive Verbs

A verb is said to be **transitive** if it needs an object to complete the meaning:

Joern *kicked his brother*.

It is **intransitive** if the meaning is complete in itself:

I *smiled*.

The rain *falls*.

Some verbs may be either transitive or intransitive (meaning that they do not require an object to be complete, but they can take one to add detail):

I *ate*.

I *ate pudding*.

### 2.7.2 Active and Passive Voices

Transitive verbs may appear in **active** or **passive** constructions. In active verb constructions, the subject is directly concerned with the verbal process; it is the agent:

The hit-man *killed* my boyfriend.

When an active construction is made passive, the object becomes the subject, and the relationship is reversed, so that the subject is now acted upon, ‘passive’:

My boyfriend *was killed* by the hit-man.

### 2.7.3 Major Tenses

You will not have to memorize all of the commonly used tenses for the GMAT, but a quick review of the tenses and their respective meanings will help you make sense of what can be a confusing topic.

Tense	Example
<b>Simple Present</b> (action frequently happening in the present)	<b>He laughs.</b> <b>They laugh.</b>
Perfect Progressive (action ongoing at this moment)	He is laughing. They are laughing.
<b>Present Perfect</b> (action started previously and completed thus far)	<b>He has laughed.</b> <b>They have laughed.</b>
<b>Simple Past</b> (completed action)	<b>He laughed.</b> <b>They laughed.</b>
Present Perfect Progressive (action started previously and ongoing at this moment)	He has been laughing. They have been laughing.
<b>Past Perfect</b> (action completed before another past time)	<b>He had laughed.</b> <b>They had laughed.</b>
<b>Future</b> (action to occur later)	<b>He will laugh.</b> <b>They will laugh.</b>
Future Progressive (action ongoing at a later time)	He will be laughing. They will be laughing.
<b>Future Perfect</b> (action regarded as completed at a later time)	<b>He will have laughed.</b> <b>They will have laughed.</b>
Future Perfect Progressive (action started at a later time and ongoing)	He will have been laughing. They will have been laughing.

**Verbal Tense Examples:****Present:** ring**Past:** rang**Past Participle:** rung**Present:** walk**Past:** walked**Past Participle:** walked**More examples:****Past:** danced**Present:** dance**Future:** will dance**Past perfect:** had danced**Present perfect:** have danced**Future perfect:** will have danced**Present Progressive:** am dancing



The *if* (in subjunctive mood), *as if*, *though*, *as though* clauses express a condition that is NOT true.

Dependent Clause	Main Clause	Example
Present (True Condition)	Will/Can + Verb (base form)	<b>If you put your heart into it, you will be the winner.</b>
Past (Untrue Condition)	Would/Could + Verb (base form)	<b>If you put your heart into it, you could be the winner.</b>
Past Perfect (Untrue Condition)	Would have/Could have + Verb (past participle)	<b>If you had put your heart into it, you could have been the winner.</b>

When the subjunctive is used after verbs expressing some kind of wish, recommendation, proposal, desire, regret, doubt, or demand, there is a degree of uncertainty related to the final outcome.

### Wrong

She recommended that John *should* take the ferry.

She recommended that John *takes* the ferry.

She recommended that John *had taken* the ferry.

### Correct

She recommended that John *take* the ferry.

Note that you should ALWAYS just use the base form of the verb in such a subjunctive construction involving the *that* clause.

Regarding a list of words that are associated with the subjunctive mood, unfortunately, there's no hard and fast principle for it. This is what the linguists would call a lexical issue; the particular word and its meaning determine whether or not it can take an infinitive complement.

The following verbs can be used with a subjunctive that-clause:

advise

advocate

ask

beg

decide

decree

demand

desire

dictate

insist

intend

mandate  
move (in the parliamentary sense)  
order  
petition  
propose  
recommend  
request  
require  
resolve  
suggest  
urge  
vote

Of these, the following can ALSO take an infinitive, X to Y construction:

advise  
ask  
beg  
order  
petition  
request  
require  
urge

The infinitive group is to some degree distinguished by their being directed at a person, rather than at a state of affairs.

### 2.7.5 Participle

There are several parts of the verb system which function as if they were different parts of speech (in the case of a participle, an adjective). In grammar, the PARTICIPLE is the term for two verb forms, the PRESENT PARTICIPLE (the “-ing” participle) and the PAST PARTICIPLE (the “-ed” participle, also ending in “-d” and “-t”). Both participles may be used like adjectives, but only if the participle indicates some sort of permanent characteristic: “running water”, “the missing link”, “lost property”.

The PRESENT PARTICIPLE ends in “-ing” and is used in combination with the auxiliary “be” for the progressive continuous, as in: “am driving”, “has been talking”, etc.

The PAST PARTICIPLE ends in “-ed”, “-d” or “-t” for all regular verbs and many irregular verbs, but many irregular verbs end in “-en” and “-n” (as in, “stolen” and “known”) or with a change in the middle vowel (as in, “sung”).



### 2.7.5.1 Present Participle

The present participle ends in *-ing*. Like an adjective, it may be used to form a predicate with the verb *to be*:

Her feelings for Bob *were burgeoning* quickly.

She *is stunning* in that dress.

Used as an adjective, it holds the normal adjectival position:

Her *burgeoning* feelings for Bob surprised her.

The *stunning* woman looked straight at me.

Participles are commonly found in phrases alongside the main part of the sentence:

*Burgeoning* rapidly, *her feelings* for Bob rose to an untenable level.

If there is no appropriate noun, the sentence becomes nonsensical. The falsely assigned participle is known as ‘dangling’ or ‘misrelated’:

**Wrong:** *Burgeoning* rapidly, *she* was soon unable to control her feelings for Bob.

As we will discuss in the Sentence Correction section, this is one of the most common errors on the GMAT, so learn to recognize a misplaced modifier (dangling participle), and you will have great success with these questions.

### 2.7.5.2 Past Participle

The past participle ends in *-(e)d* or *-t* in most verbs. A few archaic strong forms remain; these are verbs which make the past tense by changing the internal vowel, e.g., *write*, *wrote*; *see*, *saw*. These have participles that end in *-(e)n*, e.g. *written*, *seen*. The past participle forms a compound tense (perfect) with the addition of the verb *to have*. This denotes the perfected or completed action:

I have *decided* to leave you.

It is useful to be able to recognize tenses in the Sentence Correction section, because another of the most common errors on the GMAT is changing tenses needlessly in the middle of a sentence. Make sure that the answer you select does not have a change of tense which is not justified by the meaning of the sentence.

Used adjectivally, however, the past participle may also form a predicate with the verb *to be*.

I *have slain* you.

You *are slain*.

As with the present participle, the past participle must be related to its proper noun when forming a modifying phrase:

*Embarrassed* by her faux pas, *Ellen* left the room.

If the participle is misrelated (misplaced), comic results will occur:

**Wrong:** *Covered* with aluminum foil, I popped the lasagna into the oven.

(Here it is me, and not the lasagna, that is covered with aluminum foil!)

### 2.7.5.3 Special Situations

Absolute participle constructions are rare, and normally consist of noun and participle - the noun to which the participle refers is actually present, although it does not have a function in the rest of the sentence:

*The game being over*, the players all went home.

*Weather permitting*, the wedding will be held outdoors.

A similar construction has the preposition *with*:

I returned to school *with my essay revised*.

A few participles have virtually become prepositions in their own right. These are:

*barring, considering, excepting, including, owing (to), regarding, respecting, seeing, touching;*

and the past forms,

*excepted, provided, given.*

*Student Notes:*

### 2.7.6 Gerund & Infinitive

The GERUND is a verbal noun, in English a word ending in “-ing”. In fact, many grammarians of English use the term PARTICIPLE to include the gerund. Take the word “visiting” in the sentence: “They appreciate my visiting their parents regularly.”

Like participles, gerunds are verbal elements which take on the role of another part of speech (in this case, that of a noun).

More common is the form ending in *-ing*, and this is identical with the form of the present participle. The two are distinguished only by function:

Taking this route was a mistake. (subject, *taking*)

Why are we going this way? (participle, *going*)

There is no preferred version, but it is important to maintain parallelism in your constructions.

If an ordinary noun can be substituted for the *-ing* form, then it is a gerund, e.g.,

*Taking it* was the fun part.

*Its capture* was the fun part.

The gerund retains its verbal function by taking an object:

*Owning a monkey* is very unconventional.

Less commonly, the noun function dictates the form:

*The wearing of pink* by red-headed people is a major fashion crime. (Wearing pink ...)

Where a noun or pronoun is used with a gerund, it should be in the possessive case:

*My admonishing him* will not change his mind.

It was *his winning* that bothered me, not *my losing*.

I can't stand *my mother's telling* my friends embarrassing stories about me.

Any word may be used as an attributive (adjective) if placed before a noun. A gerund may be used this way (called a *gerundive*); its form is identical with the present participle, but the meaning will be different:

A *building* reputation - participle (a reputation that is building)

Some *building* blocks - gerund (blocks for building with)

A *working* appliance - participle (an appliance that works)

*working* papers - gerund (papers which allow you to work)

The infinitive form of a verb has a "to" proceeding it:

to + verb

The infinitive form may be used in this function:

To err is human, to forgive, divine.

(= Error is human, forgiveness, divine.)

Care must be taken not to use a mixture of the two forms:

Talking to him was one thing, but kissing him was entirely another!

To talk to him was one thing, but to kiss him was entirely another!

**Not:** Talking to him was one thing, but to kiss him was entirely another!

Do avoid inserting a word or a phrase between the to and the verb in the infinitive form. This error is known as a *split infinitive*.

### Wrong

I asked him to quickly clean the table.

### Correct

I asked him to clean the table quickly.

*Student Notes:*

## 2.8 Conjunction

Conjunctions are used to connect words or constructions. You should simply keep in mind that the most common conjunctions are AND, BUT, OR, which are used to connect units (nouns, phrases, gerunds, and clauses) of equal status and function. The other conjunctions, BECAUSE, IF, ALTHOUGH, AS, connect a subordinate clause to its superordinate clause, as in “We did it BECAUSE he told us to.”

Generally don’t begin sentences with conjunctions- *however* is better than *but* for this, but it goes best after semicolons. Or use the adverb *instead*.

Correlative expressions such as *either/or*, *neither/nor*, *both/and*, *not only/but also* and *not/but* should all correlate ideas expressed with the same grammatical construction.

Special care has to be taken with clauses: only clauses of the same kind can be joined with a conjunction. Similarly, a phrase cannot be joined to a clause.

American usage is extremely fastidious in making constructions parallel, and this is another one of the common tricks in the Sentence Correction questions. Keep a lookout for conjunctions and lists, and you will be able to catch these errors.

## 2.9 Helpful Topics

### 2.9.1 Punctuation

Punctuation is the practice in writing of using a set of marks to regulate texts and clarify their meanings, mainly by separating or linking words, phrases and clauses. Currently, punctuation is not used as heavily as in the past. Punctuation styles vary from individual, newspaper to newspaper and press to press, in terms of what they consider necessary.

Improper punctuation can create ambiguities or misunderstandings in writing, especially when the comma is misused. For example, consider the following examples:

“They did not go, because they were lazy.” In this case, the people in question did not go for one reason: “because they were lazy.” But consider the sentence again:

“They did not go because they were lazy.” In this case, without the comma, the people probably DID go, but not because they were lazy, for some other reason (they did not go because they were lazy, they went because they were tired).

### Periods and Commas

- (1) **Periods and Commas:** the most common form of punctuation. The period ends a sentence, whereas the comma marks out associated words within sentences. Commas are used for pauses, prepositional phrases, and appositive clauses offset from the rest of the sentence to rename a proper noun (Thomas, a baker,); they are the rest stop in English language.
- (2) **Colons, Semicolons, and Dashes (or Hypens):** Many people avoid the use of colon and semicolon, because of uncertainty as to their precise uses. In less formal writing, the dash is often used to take the place of both the colon and the semi-colon. The rule is that both colons and semicolons must follow a complete independent

clause. A semicolon must be followed by another complete clause, either dependent or independent. A colon may be followed by a list or phrase, or by a complete clause.

- The APOSTROPHE (') used to show possession: Those books are Thomas's books.
- The COLON (:) is normally used in a sentence to lead from one idea to its consequences or logical continuation. The colon is used to lead from one thought to another.
- The SEMICOLON (;) is normally used to link two parallel statements.
- Consider the following examples:
  - COLON: "There was no truth in the accusation: they rejected it utterly."
    - \* Points to a cause/effect relationship, as a result of ...
  - SEMICOLON: "There was no truth in the accusation; it was totally false." (Here two parallel statements are linked "no truth" and "totally false". In the COLON example, the consequence is stated after the insertion of the colon).
    - \* Re-states initial premise, creates relation between disparate parts
    - \* Technically these sentences could be broken down into two separate sentences and they would remain grammatically sound. But two sentences here would suggest separateness (which in speech the voice would convey with a longer pause) that is not always appropriate.
- HYPHENS or DASHES: The hyphen or dash is perhaps most important in order to avoid ambiguity, and is used to link words. Consider the following example:
  - "Fifty-odd people" and "Fifty odd people". When the hyphen is used, the passage means "approximately fifty people." But the second passage means "fifty strange people".

Otherwise, the use of the hyphen is declining. It was formerly used to separate vowels (co-ordinate, make-up), but this practice is disappearing.

For example:

House plant → house-plant → houseplant

## 2.9.2 List of Irregular Verbs

To correctly use the verbs in different tense forms, please study the list carefully.

<b>Base Form</b>	<b>Past Tense</b>	<b>Past Participle</b>
Awake	Awaked; awoke	Awaked; awoken
Be	Was/Were	Been
Beat	Beat	Beat; beaten
Become	Became	Become
Begin	Began	Begun
Bend	Bent	Bent
Bite	Bit	Bitten
Bleed	Bled	Bled
Blow	Blew	Blown
Break	Broke	Broken
Bring	Brought	Brought
Build	Built	Built
Burst	Burst	Burst
Buy	Bought	Bought
Catch	Caught	Caught
Choose	Chose	Chosen
Come	Came	Come
Cost	Cost	Cost
Cut	Cut	Cut
Deal	Dealt	Dealt
Dig	Dug	Dug
Dive	Dived; dove	Dived
Do	Did	Done
Draw	Drew	Drawn
Dream	Dreamed; dreamt	Dreamed; dreamt
Drink	Drank	Drunk
Drive	Drove	Driven
Eat	Ate	Eaten
Fall	Fell	Fallen
Feed	Fed	Fed
Feel	Felt	Felt
Fight	Fought	Fought
Find	Found	Found
Fit	Fitted; fit	Fitted; fit
Fly	Flew	Flown
Forget	Forgot	Forgotten
Freeze	Froze	Frozen
Get	Got	Gotten; got
Give	Gave	Given
Go	Went	Gone
Grow	Grew	Grown

<b>Base Form</b>	<b>Past Tense</b>	<b>Past Participle</b>
Hang (an object)	Hung	Hung
Hang (a person)	Hanged	Hanged
Hear	Heard	Heard
Hide	Hid	Hidden; hid
Hit	Hit	Hit
Hold	Held	Held
Hurt	Hurt	Hurt
Keep	Kept	Kept
Kneel	Knelt; kneeled	Knelt; kneeled
Knit	Knit; knitted	Knit; knitted
Know	Knew	Known
Lay (put down)	Laid	Laid
Lead	Led	Led
Lean	Leaned	Leaned
Leave	Left	Left
Lend	Lent	Lent
Let	Let	Let
Lie (recline)	Lay	Lain
Light	Lighted; lit	Lighted; lit
Lose	Lost	Lost
Make	Made	Made
Mean	Meant	Meant
Meet	Met	Met
Pay	Paid	Paid
Prove	Proved	Proved; proven
Put	Put	Put
Quit	Quit; quitted	Quit; quitted
Read	Read	Read
Rid	Rid; ridden	Rid; ridden
Ride	Rode	Ridden
Ring	Rang	Rung
Run	Ran	Run
Say	Said	Said
See	Saw	Seen
Sell	Sold	Sold
Send	Sent	Sent
Set	Set	Set
Shake	Shook	Shaken
Shine	Shone; shined (polish)	Shone; shined (polish)

<b>Base Form</b>	<b>Past Tense</b>	<b>Past Participle</b>
Shoot	Shot	Shot
Show	Showed	Showed; shown
Shrink	Shrank	Shrunk
Shut	Shut	Shut
Sit	Sat	Sat
Sleep	Slept	Slept
Slide	Slid	Slid
Speak	Spoke	Spoken
Speed	Sped; speeded	Sped; speeded
Spend	Spent	Spent
Spin	Spun	Spun
Spring	Sprang	Sprung
Stand	Stood	Stood
Steal	Stole	Stolen
Stick	Stuck	Stuck
Sting	Stung	Stung
Strike	Struck	Struck; stricken
Swear	Swore	Sworn
Swim	Swam	Swum
Swing	Swung	Swung
Take	Took	Taken
Teach	Taught	Taught
Tear	Tore	Torn
Tell	Told	Told
Think	Thought	Thought
Throw	Threw	Thrown
Wake	Waked; woke	Waked; woken
Wear	Wore	Worn
Win	Won	Won
Wring	Wrung	Wrung
Write	Wrote	Written

### 2.9.3 Words Frequently Confused

The following words are often misused, even by experienced writers:

accumulative, cumulative

affluent, effluent

adverse, averse

allusion, illusion, delusion  
alternate, alternative

affect, effect

amiable, amicable, amenable



---

anomaly, analogy	denote, connote
apposite, opposite	deprecate, depreciate
appraise, apprise ascent, assent, accent	dependent, dependant
belated, elated	derisive, derisory
beneficent, benevolent	devolve, evolve digress, regress
biannual, biennial	disburse, disperse
censor, censor, censure	discrete, discreet
colloquy, obloquy	disquisition, inquisition
complement, compliment	economic, economical
contemptuous, contemptible	edible, eatable
continual, continuous, contiguous	efficient, effectual, effective
credible, credulous	eject, inject
decry, descry	elusive, illusive
deduce, deduct	erotic, exotic
deficient, defective	erupt, disrupt

euphony, cacophony

fallacious, fallible

fictitious, factitious

further, farther

grouchy, grungy

historic, historical

hoard, horde  
homogenous, homogeneous

human, humane

hypercritical, hypocritical

inchoate, chaotic

induce, indict

ineligible, illegible

ingenious, ingenuous

insidious, invidious

intermediate, intermediary

introspection, retrospection

judicial, judicious

lie, lay

lightening, lightning

luxurious, luxuriant

monitory, monetary

negligible, negligent

notable, notorious

observance, observation  
obtrude, intrude

ordinance, ordnance

oral, aural

overt, covert

peaceful, peaceable

perspective, perceptive

perspicacious, perspicuous

precipitate, precipitous	seasonal, seasonable spasmodic, sporadic
precede, proceed	
preclude, prelude	tacit, taciturn
prescribe, proscribe	temperature, temperament
principle, principal	temporize, extemporize
prospective, prosperous	tortuous, torturous
raise, rise	uninterested, disinterested
reputed, imputed	urban, urbane
resource, recourse	veracious, voracious
salutary, salubrious	vocation, avocation

If you think you may not know the difference between any of these pairs, or would like to brush up on the meanings of any of these words, please ask your instructor to clarify them, or look them up in a dictionary before your test date.

*Student Notes:*

#### 2.9.4 American vs. British Usage

American spelling often differs from British usage, but this is **not** one of the factors tested in the GMAT examination. Examples include:

- The use of *-or* instead of British *-our*, e.g., *color, harbor, favor*, and the use of *-er* for *-re*, e.g., *center, fiber, theater*.

- The final or internal *e* is dropped in *ax, acknowledgment, judgment, jewelry*. Other modifications include: *plow, wagon, check* (cheque), *pajamas, gray, mold, program, draft, marvelous, traveler*.
- The double *-ll* is retained in *skillful, fulfill, install*; the endings *-ise, -isation*, are written, *-ize, -zation*.

If such American spelling forms appear in the sentences for correction, no alternatives will be given, so that there is in fact no problem.

Some nouns have given rise to new usages, such as *service*, and this is acceptable in both American and British English. Others are not, e.g., *suspicion* for ‘suspect’. Again, the presence of other forms in the choices given will indicate whether this usage is to be considered non-standard or not. The word *loan* is used only as a noun in British English, but is an acceptable verb form in American English.

Standard American words frequently differ from their British equivalents -

<u>Frequently Used in America</u>	<u>Frequently Used in Britain</u>
<i>apartment</i>	flat
<i>boardwalk</i>	promenade
<i>bug</i>	insect
<i>drapes</i>	curtains
<i>elevator</i>	lift
<i>fall</i>	autumn
<i>fix a flat</i>	change a tire
<i>garbage can, ashcan</i>	dustbin
<i>gas</i>	petrol
<i>hardware store</i>	ironmonger’s
<i>mad</i>	angry
<i>peek</i>	peer, glimpse
<i>pillow</i>	cushion
<i>pitcher</i>	jug
<i>railroad</i>	used as a verb
<i>round trip</i>	return trip
<i>salesgirl</i>	shop assistant
<i>sidewalk</i>	pavement
<i>sick</i>	ill, diseased
<i>smokestack</i>	chimney

There are many more of these, but as these are not ‘diction’ errors, no alternative version will be given among the multiple choice answers in the Sentence Correction section.

*Student Notes:*

### 2.9.5 Standard vs. Non-standard Usage

There are many American expressions that do not meet standard requirements; most of these are easily recognized, but some may raise doubts. As a general rule, *kind of* and *sort of* are to be avoided altogether:

I was *sort of* hurt by that.

If used adjectivally - and this would be possible - *kind of* does not have an article:

I thought I saw you with some *kind of* food.

The expression *those (these) kind of things* is particularly offensive, since *kind* and *sort* are singular and would properly be preceded by *that* or *this*. Similarly, the ending -s should never be attached to compounds of *-where*, e.g., *somewhere*. The -s ending is, however to be found in the compounds of *-ways*, e.g., *always*, *sideways*, *longways*, *lengthways*, but *anyways* and *ways* are nonstandard forms, as are *someway*, *noway* and *nohow*. Nonstandard also are the expressions *can't seem to*, for 'seem unable to' and *go to*, meaning 'intend'. *Any* should not be used adverbially:

**Wrong:** I don't think I hurt him *any*.

The correct expression is *at all*.

Adjectives should not be used as adverbs:

**Wrong:** We agreed on the specifics *some*; (use *some* for 'somewhat')

**Wrong:** I thought my plan would *sure* succeed; (use *sure* for 'surely', 'certainly'.)

**Wrong:** I noticed a guy who was *real* cute standing outside; (use *real* for 'really'.)

Non-standard usages would include verbs used as nouns, as in *eats* or *invite* (invitation), prepositions used in conjunctions, or *without* for 'unless':

**Wrong:** I won't come along *without* you apologize.

or *on account* for 'because':

**Wrong:** I liked him *on account* he made me toys and things.

*All* should not be followed by *of* unless a pronoun follows:

I hate *all those people*.

I hate *all of you!*

Other nonstandard expressions include:

**Nonstandard**

*be at*  
*both alike*  
*bring*  
*equally near*  
*have a loan of*  
*have got*  
*human*  
*in back of*  
*inside of*  
*lose out*  
*no account, no good*  
*no place*  
*nowhere near*  
*off of*  
*out loud*  
*outside of*  
*over with*  
*over with*  
*plenty, mighty*

**Standard**

be  
either 'both' or 'alike'  
take  
equally  
borrow  
have  
human being  
behind  
within  
lose  
worthless  
nowhere  
not nearly  
from or completely  
aloud  
outside or except  
ended  
over  
very

*Student Notes:*

*Student Notes:*

## Chapter 3

# Sentence Correction

The Grammar Review in the previous section touches on nearly all of the flaws you are likely to encounter in Sentence Correction questions on the GMAT.

The Sentence Correction section tests your knowledge of written English grammar by asking you which of the five choices best expresses an idea or relationship. This section gives you a sentence that may or may not contain errors of grammar or usage. You must select either the answer that best corrects the sentence or the answer stating that the sentence is correct as is. The questions will require you to be familiar with the stylistic conventions and grammatical rules of standard written English and to demonstrate your ability to improve incorrect or ineffective expressions.

This section tests two broad aspects of language proficiency:

- Correct expression
- Effective expression
- Proper Diction

A correct sentence is grammatically correct and structurally sound. It conforms to all the rules of standard written English such as subject-verb agreement, verb tense consistency, modifier reference and position, idiomatic expressions and parallel construction. In addition to being correct, a sentence needs to be effective. It should express an idea or relationship clearly and concisely, as well as grammatically. A best choice should have no superfluous words or unnecessarily complicated expressions. This does not mean that the shortest choice is always the best answer. Proper diction is another important part of effectiveness. It refers to the standard dictionary meanings of words and the appropriateness of words in context. In evaluating the diction of a sentence, you must be able to recognize whether the words are well-selected, correctly presented, and suitable for the context.

One common error that test takers often make in the Sentence Correction section is choosing an answer that sounds good. Do not go on with your gut feeling in this section. Remember your grammar and look for errors in construction (e.g., noun-verb agreement) and eliminate answers that you are sure are incorrect.



### 3.1 How to Tackle

The following is a step by step process that you should follow to tackle Sentence Correction questions:

(1) **Read the whole sentence for structure and content.**

You have to understand the entire sentence to be able to pick the best choice later. You should read the sentence for meaning as well as structure. Two questions you should ask yourself are:

- What is the author trying to say?  
Some answers to GMAT questions are grammatically correct but change the meaning of the sentence. Such answers are wrong.
- What is the structure of the sentence?  
As you read the sentence, try to identify the subject and verb, prepositions, conjunctions, and participles. These parts of speech are associated with the common errors found in Sentence Correction questions. You won't have to identify the grammatical function of each word, phrase and clause in the sentence, but please just be familiar with the common errors and watch for **signals** (which we will discuss later) that the question is testing a specific error.

(2) **Try to predict the correct answer.**

You may already have an idea of how to correct the sentence. Before you plunge into the answers for the question, try to predict what the correct answer is going to be.

For example, in the sentence “Shelly have three items in her pocket,” the correct answer choice is likely to contain the verb “has”.

While your ability to predict the correct answer will improve with practice, you will not be able to correctly predict the correct answer choice all the time.

(3) **Don't read the first answer choice.**

Reading the first answer choice is **always** a waste of your time. You have already read it in the original sentence! The first answer choice is **always** the same as the underlined portion of the original sentence.

Remember that 1 of 5 Sentence Correction questions contain no error. If you think that the original sentence is correct, then go ahead and scan through answers 2-5, but do not become flustered if none of the answers are correct. After all **20% of the Sentence Correction problems need no correction.**

(4) **Scan through the answer choices.**

Each Sentence Correction problem in the GMAT is created usually with two or three different possible errors where you have to pay attention. The various combinations of these possible errors result in the options you are given.

If you have predicted the correct answer, you need only to identify the choice which matches your prediction. Sometimes you will find an exact match, but more often you will be able to narrow the answer choices to two or three.

If you were not able to predict the correct answer, look for evidence in the answer choices to determine what is being tested by the question in order to pick the best answer. For example, if more than one answer choice is similar except for a few words, your investigation should begin with the answers that are similar.

When you have found the parts of the sentence being varied, look for evidence in the remaining part of the sentence to determine which option to choose. Start with whatever is dictated by the unchanging part of the sentence. For example, if a verb is provided in singular and plural forms, find the subject of the sentence.

(5) **Eliminate wrong answers.**

By now, you should have an idea of what answers are grammatically or stylistically incorrect. Eliminate these answers and focus on the differences among the remaining choices.

(6) **Read your choice back into the sentence.**

Remember that the GMAT test-writers will often create answer choices which are grammatically correct, but either change the meaning of the sentence or are not stylistically the best answer. Since the GMAT tests not only grammar but also efficiency and effectiveness of communication, you have to look for redundancy, ambiguity, and uncommon or confusing expressions.

Reading your choice back into the sentence will help you decide which answer communicates the meaning of the sentence most effectively and prevent you from making careless errors.

## 3.2 Special Advice

Sentence Correction accounts for 13-16 of the 41 questions in the verbal section of the GMAT. While you have an average of almost 2 minutes to answer each question on the verbal section, we recommend that you spend less time on each Sentence Correction question. **In fact, we recommend that you should practice getting your speed down to one minute or less!**

Answering Sentence Correction questions rapidly will allow you to “bank” time in the verbal section that you can use to concentrate on a difficult reading comprehension passage or to focus on a challenging critical reasoning question. Remember that the verbal section is the last section on the GMAT, and your endurance is likely to be fading at this point in the test. You may find that you need a few moments of the additional time you have saved to recover your energy to push through to the last question.

The Sentence Correction questions in the GMAT have several types of errors, most of which reoccur frequently throughout this section of the test. A close and thorough study of Manhattan Review’s Grammar Review will help you rapidly identify and correct these errors. We often recommend to students who are pressed for preparation time that they spend the lion’s share of their studies on Sentence Correction. The time you spend concentrating on Sentence Correction and practicing spotting the common errors quickly is among the most productive time you may spend studying for the GMAT.

While trying to answer each question correctly in such a short amount of time may seem daunting, practicing the steps outlined earlier will help you answer the questions efficiently, effectively and most important, correctly.

*Student Notes:*

### 3.3 Common Errors and Tested Topics

#### 3.3.1 Misplaced Modifiers (and Dangling Participles)

Modifiers are phrases that modify another part of the sentence. In order to be correct, the modifying phrase must be as close as possible to what it modifies. For example:

*Disgusting and pus-filled*, Enrico nursed his festering wound.

In this example it sounds as if Enrico is disgusting and pus-filled, rather than his wound. As soon as you read this sentence, you should immediately realize that the correct answer choice will place *disgusting and pus-filled* as close as possible to wound. To wit:

Enrico nursed his *disgusting and pus-filled* festering wound.

#### Signals

- An introductory phrase is a common signal of a Misplaced Modifier.
- Any modifying phrase which is not close to what it modifies may also indicate this error.

#### Another example

Career switchers often schedule interviews with high-level managers, believing that the insight of professionals will help narrow down the many choices of careers available to graduating MBAs.

- (A) Career switchers often schedule interviews with high-level managers, believing that the insight of professionals will help narrow down the many choices of careers available to graduating MBAs
- (B) Career switchers, believing that the insight of professionals will help narrow down the many choices of careers available to graduating MBAs, often schedule interviews with high-level managers
- (C) Career switchers believing that scheduling interviews with the insight of high-level professional managers will help narrow down the many choices of careers available to graduating MBAs
- (D) Career switchers, believing that interviews with high-level managers whose insight will help narrow down the many choices of careers available to graduating MBAs, often schedule them
- (E) Career switchers often schedule interviews to narrow down the many choices of careers available to graduating MBAs, believing that the insight of professionals with high-level managers will help them

#### 3.3.2 Agreement (Concord)

A very common Sentence Correction error centers on the agreement between the subject of a sentence and the verb. The subject and verb must agree in number, that is, a plural verb must have a plural subject and a singular verb must have a singular subject. This is particularly important with *of* constructions:

A *flock* of birds, flying south for the winter, *was* above us.

Another example:

My *group* of fourth graders *are* so well behaved.

The singular subject group demands the singular verb *is*. Thus the corrected sentence should read:

My *group* of fourth graders *is* so well behaved.

If the verb is inverted, care must be taken to find the subject:

I journeyed to the graveyard *where once stood my father's tomb*.

Agreement is based on formal grammar, and plurals do not depend on meaning but on the grammatical relationships between words. Two single subjects joined by *and* take a plural verb, but an addition in parentheses, such as *as well as*, *not to mention*, takes a singular verb.

### Signals

- Collective nouns such as team, audience, staff, family, public or committee are singular.
- An intervening phrase which separates the noun from the verb is used to confuse the unwary test-taker.
- A sentence structure with the verb before the subject may indicate an Agreement error.
- A conjunction such as *and*; *either/or*; *neither/nor*, can be used as a trap.

### 3.3.3 Tense

Many GMAT questions center upon the relationships between tenses. While the tenses in a sentence do not have to be the same, they must relate to each other in a way that makes the sequence of actions clear to the reader. The term sequence of tenses refers to the rules which govern how we alter verb tenses to make clear that all events, past, present or future, are not simultaneous.

As soon as I *hear* the dog bark, I *knew* you *were* at the door.

The above sentence sets forth a likely condition anticipated by the speaker. The use of the past tense is incorrect. The sentence may be corrected thus:

As soon as I *hear* the dog bark, I *will* know you *are* at the door.

In the above example, the future tense makes clear that the dog's barking is anticipated by the speaker.

Errors in sequence of tenses often occur with the perfect tenses, all of which are formed by adding an auxiliary or auxiliaries to the past participle, the third principal part.

Some common auxiliaries are "had", "has", and "have". They are used with the past participle to form perfect tenses.

Unfortunately, the rules governing sequence of tenses are a bit of a jumble. Often you will have to rely on your ear and common sense to guide you with these questions. But below are some guidelines you can use in order to sort out what the correct sentence should look like.

- In complex sentences, the tense of the verb in the main clause governs the tenses of the verbs in subsequent or dependent clauses.

<b>Tense in Main Clause</b>	<b>Purpose of Dependent Clause</b>	<b>Tense In De- pendent Clause</b>	<b>Example</b>
<b>Present</b>	To show same-time action	Simple Present	<b>I am eager to go for a walk because I enjoy exercise.</b>
-	To show earlier action	Simple Past	<b>He feels that she made a mistake last year.</b>
-	To show a period of time extending from some point in the past to the present	Present Perfect	<b>The congregation believes that it has selected a suitable preacher.</b>
-	To show action to come	Future	<b>My teacher says that he will grade the test next week.</b>
<b>Simple Past</b>	To show another completed past action	Simple Past	<b>She cooked the salmon because she knew it was fresh.</b>
-	To show an earlier action	Past Perfect	<b>He cooked the salmon well because he had attended culinary school.</b>
-	To state a general truth	Simple Present	<b>Copernicus believed that the universe is like a giant clock.</b>
<b>Present Perfect</b>	To show an earlier action	Simple Past	<b>The lawyer has handled many cases since he passed the bar.</b>
-	To show action happening at the same time	Present Perfect	<b>She has grown a foot because she has taken steroids.</b>
<b>Past Perfect</b>	For any purpose	Simple Past	<b>The bird had flown for miles before it landed.</b>
<b>Future</b>	To show action happening at the same time	Simple Present	<b>I will be a senator if they vote for me.</b>
-	To show an earlier action	Simple Past	<b>You will go to the concert if you waited in line.</b>
-	To show future action earlier than the action of the independent clause	Present Perfect	<b>My grandmother will finish the puzzle soon if her dog has not eaten the pieces.</b>
<b>Future Perfect</b>	For any purpose	Simple Present or Present Perfect	<b>The factory will have produced many widgets long before it closes. The factory will have produced many widgets long before it has closed.</b>

Do not confuse between the present perfect (“has walked”) and the past perfect (“had walked”). While both verbs convey past action, the present perfect verb actually represents present tense.

The future tense makes clear that the dog's barking is anticipated by the speaker.

### Signals

- Several actions occurring in different time frames.
- Multiple tenses.

### Another example

When he phones her, she tells him to stop calling, but he acted as if he had not understood her.

- (A) she tells him to stop calling, but he acted as if he had not understood her.
- (B) she told him to stop calling, but he acted as if he had not understood her.
- (C) she tells him to stop calling, but he acts as if he did not understand her.
- (D) she tells him to stop calling, but he acts as if he has not understood her.
- (E) she tells him to stop calling, but he acted as if he does not understand her.

### 3.3.4 Faulty Parallelism

Parallelism is the most mathematical of the errors tested on the GMAT. Just as the expressions on each side of an algebraic equation must be equivalent, so too must the parts of speech on either side of a conjunction be the same. By thinking about a conjunction in a sentence as an equal sign, you can identify and correct this error.

For example:

Which do you like best, *to swim, a drive, or jogging?*

Predicting the correct answer for these types of errors presents some difficulty as often there is more than one way of restating the sentence correctly. For example the previous sentence may be corrected in three different ways:

Which do you like best, *to swim, to drive, or to jog?*

Which do you like best, *a swim, a drive, or a jog?*

Which do you like best, *swimming, driving, or jogging?*

Any of the above is correct as long as the words or phrases connected by the conjunction *or* are the same part of speech.

### Signals

- Items in a list.
- Long phrases or clauses connected by a conjunction.

### Another example

Our firm is best suited to undertake the project because we have the financial wherewithal, vast experience undertaking similar projects, and can use our large employee base - all of which is necessary to complete the work on-time and under-budget.



- (A) the financial wherewithal, vast experience undertaking similar projects, and can use our large employee base - all of which is necessary
- (B) the financial wherewithal, vast experience undertaking similar projects, and a large employee base - all necessary
- (C) the financial wherewithal, vast experience undertaking similar projects, and a large employee base - all of whom are necessary
- (D) the financial wherewithal, vast experience undertaking similar projects, and can use our large employee base necessary
- (E) the financial wherewithal, vast experience undertaking similar projects, and can use our large employee base since they are necessary

### 3.3.5 Comparisons

Comparisons are a first cousin of Parallelism. Frequently a sentence with a comparison will appear at first glance to be correct but will actually compare two or more elements which are not expressed in similar form. For example:

The judge of the baking contest liked *the pastry* Sally made better than *Bob*. In this sentence, the judge is evaluating the comparative merits of Sally's pastry and Bob himself. Put it in another way, he is comparing Sally's pastry to Bob, rather than comparing Sally's pastry to Bob's pastry. The correct way of expressing the idea is thus:

The judge of the baking contest liked *Sally's pastry* better than *Bob's*.

#### Signals

- Key words such as than, like, unlike, as, compared to, more than, and less than should alert you to check what is being compared in the sentence.

#### Another example

Unlike its competitors, Globex and MondoCorp, the revenues of Galactic Enterprises increased by cornering the widget market in the fourth quarter, thus making Galactic Enterprises the world's most profitable company and a darling of Wall Street.

- (A) its competitors, Globex and MondoCorp, the revenues of Galactic Enterprises increased by cornering the widget market in the fourth quarter, thus making
- (B) Globex and MondoCorp, its competitors, the revenues of Galactic Enterprises increased by cornering the widget market in the fourth quarter, thus making
- (C) its competitors, Globex and MondoCorp, Galactic Enterprises increased its revenues by cornering the widget market in the fourth quarter, by making
- (D) Globex and MondoCorp, its competitors, Galactic Enterprises increased its revenues by cornering the widget market in the fourth quarter, thus making
- (E) its competitors, Globex and MondoCorp, the revenues of Galactic Enterprises cornered the widget market in the fourth quarter, thus making

### 3.3.6 Pronoun Agreement & Reference

Errors regarding pronouns fall into two broad categories: agreement and reference.

#### Agreement

Pronouns must agree with their antecedents in person, number and gender. If the antecedent is third person singular male, then the pronoun must be third person singular male as well. For example:

In recent years, Fred has tried to lose *its* excess weight through numerous diets. The correct sentence would read:

In recent years, Fred has tried to lose *his* excess weight through numerous diets.

#### Reference

Pronoun reference errors occur when ambiguity exists as to the antecedent of the pronoun. Additionally, the pronouns must clearly refer to only one antecedent. The sentence must leave no doubt in the reader's mind as to what the pronoun refers. Sentences with multiple nouns are a classic signal of a pronoun reference error.

The attorney argued that students who were denied the use of school facilities for political activities had lost *their* right of free assembly.

In the above sentence, the writer does not make clear to what *their* refers. It could refer to students, facilities or activities. The sentence must be constructed so that the reader has no doubt about the antecedent of the pronoun *their*:

The attorney argued that students lost their right of free assembly when they were denied the use of school facilities for political activities.

#### Signals

- Several nouns preceding a pronoun.

#### Another example

The *Federalist Papers* is a compilation of articles written by Alexander Hamilton and James Madison, as well as a few by John Jay, since each of them were advocates of the Constitution.

- (A) since each of them were
- (B) since they were each
- (C) since all of them were
- (D) each of which was
- (E) because all of the men were

### 3.3.7 Idioms, Usage, and Style

Sentence correction questions that revolve around idioms, usage and style generally test subtle errors in expression. Idiomatic expressions often have no basis in grammar or even logic but have been accepted into the language.

Especially for non-native speakers, some of the trickiest errors in this section are incorrect idioms. This includes using the wrong preposition with a verb, among many other things. Unfortunately, the only thing to do about this problem is practice, so do as many practice questions as possible and take note of any examples in which two different versions of an idiom are used. After you check your answers, make a list of the idioms you did not know and memorize them.

Native speakers often use idioms without thinking about the literal meaning of the words. For example:

We finished the rest of the tasks *in one fell swoop*.

The expression in *one fell swoop* makes little sense literally, but English speakers recognize it as meaning all at once.

Some conventions of Standard English may seem nit-picky, but you should familiarize yourself with some rules which are commonly tested. For example:

#### Wrong

When *compared to* Greg's ability to carry a tune, Marsha's musical skill is unimpressive.

The correct expression in this case is *compared with* because the items being compared are dissimilar: the relative musical abilities of Greg and Marsha. The construction using *compared with* points out the differences.

#### Correct

When *compared with* Greg's ability to carry a tune, Marsha's musical skill is unimpressive.

Use *compared to* when illustrating similarities. For example:

He *compared* his teacher to Bruce Greenwald, the esteemed professor famous for his Value Investing lectures at Columbia Business School.

May I *compare* thee to a summer's day? (Shakespeare, Sonnet 18)

In sum, *Compare to* is used when things are being likened. *Compare with* is used when the comparison is more specific and implies differences.

*Each . . . other* refer to **two** entities; where more than two are concerned, use *one . . . another*.

The two of them hated *each other* with a passion.

The four of us looked at *one another* and laughed.

*Student Notes:*

### 3.3.7.1 GMAT Idiom List

**a lot** - The proper form is two words, not *alot*.

**agree on** - must be followed by the *-ing* form of a verb.

**an instance of** - is different in meaning from *an example of*. An *example* is one of a number of things while an *instance* is an *example* which proves or illustrates. People may be *examples* but never *instances*.

**as vs. than** - The words are not interchangeable. Use *as* for comparisons of similarity or equality and *than* for comparisons of degree or difference. Always use *than* with the comparative (-er) form of an adjective.

**as good as or better than** - is a cliché and should be avoided. Do not telescope a comparison of similarity - *as* with a comparison of degree - *than*. A better construction is to break the juxtaposition up into separate thoughts.

**as ... as** - is a grammatical way of expressing similarity: he is *as* tall *as* his sister.

**such ... as** - is grammatical when both words are used as prepositions in a comparison: *such* men *as* he. Avoid *as such* when meaning *in principle*.

**based on** - The phrasal verb *based on* is grammatical and can be used either actively or passively.

The style of her cooking is *based on* Southern cuisine.

She *bases* her thinking *on* sound logic.

**depends on whether** - The construction is generally accepted and is certainly preferable to *depends on if*.

His fate *depends on whether* the governor calls back in time.

**different from vs. different than (differ from)**- Although strict grammarians say that *from* is the correct word to use after *different*, many authorities believe that *than* may be used in order to avoid elaborate constructions. In contrast, the authorities agree that *from* is the correct word when used with *differ*.

He is a *different* man *than* he was in 1985. Compare to: He is a *different* man *from* the man *that* he was in 1985.

**Identical with/to** - *Identical* may be used with either preposition without changing the intended meaning.

**no less a ... than** - The expression is an accepted idiom meaning great or not less impressive.

**not only/but also** - *Not only* is **always** followed by *but also* in a sentence.

The subways in summer are *not only* hot, *but also* humid.

**regard as** - The verb *regard* may be used with *as* and either an adjective or a noun.

We *regard* George's ranting *as* silly. The tribe *regards* shaking hands *as* taboo.

Do not use *regard* with an infinitive or *being*: He is regarded to be an expert; He is regarded as being an expert.

**regardless** - The word is correct. *Irregardless* is non-standard usage.

**So ... as** - The comparative construction may only be used in questions and negative statements. Otherwise, use *as ... as*.

Your house is not *so* large *as* mine.

**So ...** - Avoid the use of the appealing *so* as an intensifier. The weather is *so* delightful. *Very* would be a better choice. Similarly, when using *so* with a part participle, consider using *much* or *well* to qualify.

The car was *so much* damaged that it was not drivable.

Mary is *so well* suited to be an attorney.

### 3.3.7.2 Words Frequently Misused

**Aggravate/annoy** - *To aggravate* is to make a situation worse. *To annoy* is to irritate. In formal English, people cannot be aggravated, only annoyed.

When the Chairman of the Federal Reserve lowered interest rates, he *aggravated* the flailing economy and *annoyed* many Wall Street bankers.

**Ago/since** - *Ago* carries a thought from the present to the past. *Since* carries a thought from the past to the present.

It was twenty years *ago* that I first heard that song.

It has been twenty years *since* I first heard that song.

**Among/between** - Use *between* when comparing two items and *among* when comparing three or more

I was torn *between* studying finance and studying marketing.

After I was accepted into all three MBA programs, I had to choose *among* Harvard, Wharton and Columbia.

**Amount/number** - Use *amount* when referring to an uncountable noun and *number* when referring to a countable word.

There is a large *amount* of water in the ocean.

There are a large *number* of fish in the ocean.

**Fewer/less** - Use *fewer* when referring to a countable noun and *less* when referring to an uncountable noun. The usage of fewer/less is similar to amount/number.

The supermarket express lane is open to customers with ten items or *fewer*.

There is *less* rudeness at Dean and Deluca than at Fairway.

**Good/well** - When used as adjectives, good refers to morality or quality and well refers to health. However, only well can be used as adverb and good is always an adjective.

I feel *good* about my work.

I feel *well*.

I am *well*.

I'm doing *well*.

It is *good* to hear that you feel *well* today.

**Imply/infer** - *To imply* is to express a thought indirectly. *To infer* is to derive a conclusion indirectly.

While the politician never *implied* that he would raise taxes, the audience *inferred* that he would soon do so.

**Like/as** – Use *like* before a noun, or pronoun. Use *as* before a clause, adverb or prepositional phrase. *Like* is generally used as a preposition in such a context. *As* is generally used as an adverb while sometimes serving as a preposition with the meaning of “in the capacity of”.

My mother’s cheesecake tastes *like* glue.

I love frozen pizza because there is no other snack *like* it.

My mother’s cheesecake tastes great, *as* a mother’s cheesecake should.

There are times, *as* now, that learning grammar becomes important.

He golfed well again, *as* in the tournament last year.

He served *as* Captain in the navy.

**Less than/under** – *Less than* is the correct expression when making a comparison of number or amount. *Under* is limited to describing spatial relationships.

I will host the party if the guest list is *less than* fifty people.

**More than/over** – *More than* is the correct expression when making a comparison of number or amount. *Over* is limited to describing spatial relationships.

We processed *more than* 1,000 applications in one hour.

*Student Notes:*

### 3.4 What to Do If You Are Completely Stumped

Sometimes you may find yourself with one or more answer choices which seem to be correct. If you have followed Manhattan Review’s six-step process for Sentence Correction and still find yourself to be lost, take a step back and think about the answer choices.

**Read the answers back into the sentence, again**

- You should have already done this, but if you are still stumped, do it again. Remember that a correct answer retains the meaning of the original sentence. You may be analyzing an answer choice which changes the idea which the author wished to convey. Make sure that word order has not been switched in the answer to suggest a different meaning.

**Shorter is better**

- Wordy or long-winded ways of expressing thoughts are often not the best means of expression. Sometimes the best answer is the one with the fewest words.

**Eliminate answers with passive voice**

- You will seldom encounter a correct answer that employs the use of the passive voice. While use of the passive voice is not in and of itself grammatically incorrect, expressing an idea actively is preferable. Given the choice between The ball was hit by me and I hit the ball, the latter is the better choice.

**Avoid redundancy**

- The best answer should be clear and concise. An answer which repeats elements of the sentence unnecessarily is incorrect.

**Don't choose the answer with being**

- Don't choose such answer if there are options which don't include the word being. Unless you are positive that being is a necessary and useful part of the sentence, it is probably just confusing the issue and is better left out.

If you review the rules discussed in the Grammar Review section and follow the six-steps for Sentence Correction questions, you should have little trouble identifying the best answer among your choices.

Answers to Prior Examples

- 3.3.1 Misplaced Modifier (B)      3.3.3 Tense (D)      3.3.4 Faulty Parallelism (B)  
 3.3.5 Comparison (D)              3.3.6 Pronoun Agreement & Reference (E)

**3.5 Detailed List of Typical Errors**

Based on our close examination of all the Sentence Correction problems in the Official Guides and released old exams, we compiled the following list for your easy reference.

**TIP: PLEASE FOCUS YOUR INITIAL ATTENTION ON BASIC GRAMMAR ELEMENTS ONLY - SUBJECT, VERB AND OBJECT.** Then examine the sentence in detail. That way you will not get bogged down by verbiage.

**Goal I: Effectiveness of the Language**

To achieve conciseness & clarity in a sentence, you should pick the choices that contain:

- No wordiness or fragment
- No redundancy  
Example: the remarkable growth in increased revenue
- No ambiguous double negative meanings
- No possibility for multiple interpretations of the sentence
- No change in meaning or intent

Also, be suspicious of any answer choice containing:

- “being”
- “thing”

**Goal II: Correctness of the Language**

### 3.5.1 Modifiers

Be aware:

- a. A participle at the start of a sentence must modify the subject of the sentence. Otherwise, it is a dangling participle.

Wrong

Having read the book, there is no question the book is better than the film.

Correct

Having read the book, I have no doubt that the book is better than the film.

Also please pay attention to:

- b. Misplaced modifying clause.

Wrong

Whether baked or mashed, Tom loves potatoes.

Correct

Tom loves potatoes, whether baked or mashed.

- c. Ambiguous modifying clause

Example

People who jog frequently develop knee problems.

To eliminate ambiguity, you can change it to:

People develop knee problems if they jog frequently.

Or

People frequently develop knee problems if they jog.

- d. Proximity between the modifier and the modified object

Limiting modifiers (*just, only, hardly, almost*) must be used immediately before what they modify:

Wrong

The priest only sees children on Tuesdays between 4pm and 6pm.

Correct depending on meaning

The priest sees only children on Tuesdays between 4pm and 6pm.

-or-

The priest sees children only on Tuesdays between 4pm and 6pm.

-or-

The priest sees children on Tuesdays only between 4pm and 6pm.

- e. Correct use of *that* vs *which* modifying clauses

As relative pronouns the two words “*that*” and “*which*” are often interchangeable:



The house that/which stands on the hill is up for sale.

The school that/which they go to is just around the corner.

(When that or which is the object of a following verb, it can be omitted altogether, as in The school they go to ....)

When the relative clause adds incidental (non-essential) information rather than identifying the noun it follows, *which* is used and is preceded by a comma:

The house, *which* stands on the hill, is up for sale.

It means:

The house is up for sale. It happens to be on the hill.

When the relative clause identifies the noun it follows with essential information rather than adding incremental information, *that* is used without a comma:

The house *that* stands on the hill is up for sale.

It implies:

The house on the hill is up for sale. Not the house on the lake.

In other words, you can remove *which* from the sentence without affecting the meaning, while you have to keep *that* in the sentence to understand it fully.

#### f. Correct usage of the modifier, such as “little” vs. “few”

#### g. Difference between adjective and adverb as modifiers

### 3.5.2 Agreement

In grammar, Concord (also known as Agreement) refers to the relationship between units in such matters as number, person, and gender. Consider the following examples:

- “THEY did the work THEMSELVES” (number and person concord between THEY and THEMSELVES).
- “HE did the work HIMSELF” (number, person and gender concord between HE and HIMSELF).
- If there is no agreement, then grammatical errors occur. Consider the following example:

“The apples is on the table.” (Apples is plural; therefore, for concord to occur, the sentence should read: “The apples are on the table.”)

**A) Number and Person Concord:** In Standard English, number concord is most significant between a singular and plural subject and its verb in the third person of the simple present tense:

“That book seems interesting” (singular BOOK agreeing with SEEMS), and

“Those books seem interesting” (plural BOOKS agreeing with SEEM).

Number concord requires that two related units must always both be singular or both be plural.

Both number and person concord are involved in the use of pronouns and possessives, as in “I hurt MYself,” and “MY friends said THEY WERE COMING in THEIR car.”

**B) Gender Concord:** Gender concord is an important part of the grammar of languages like German and French. In English, gender concord does not exist apart from personal and possessive pronouns, such as “Elizabeth injured HERself badly in the accident,” and “Thomas lost HIS glasses.” These errors are generally couched in a longer sentence, so the test taker is distracted and misses the simple error.

**C) Subject-Verb Agreement:** The easiest kind of trick the GMAT will pull is to give you subjects and verbs that do not agree in time or in number.

TIP: One of the things you always have to look out for is that the GMAT will throw in lots of extra words to confuse you about what subject the verb is referring to.

**Example**

Although the sting of brown honey locusts are rarely fatal, they cause painful flesh wounds.

**Please remember:**

**a. Certain words ending in “s” such as “Diabetes” and “News” are singular.**

Other examples include:

two hundred dollars

five hundred miles

United States

**b. Compound subject is plural.** Exception: “Romeo and Juliet” is a singular noun when it is referred to as a play.

**c. “Each” and “Everyone” are singular.**

**d. Collective nouns are singular.**

Common examples include group, audience, etc.

Note that if the subject of a sentence is an entire phrase or clause, you should use a singular verb, regardless of the plural words inside this phrase or clause.

**Example**

Networking with professionals certainly helps a lot when you first start your career.

**e. Indefinite Pronouns are singular.**

Examples: each, either, anything, everything, nothing, anyone, everyone, no one, neither, anybody, everybody, nobody

**f. No verb should be missing in a sentence.**

**g. Subject and verb should ALWAYS be in agreement.**

Singular	Plural
The number of _____ together with _____ (as well as, combined with, etc)	A number of _____ and _____
	_____ or _____

\_\_\_\_\_ nor \_\_\_\_\_  
(verb agrees with nearer subject)

none, all, any, some  
(depends on context; pay attention to the object after “of”)

majority, minority  
(depends on context)  
(Singular when referring to the total group; plural when referred to many individual members of the group)

### 3.5.3 Verb Tense, Voice & Mood

Please remember to avoid:

- a. Inconsistent tense
- b. Passive voice
- c. Incorrect use of verbs in the subjunctive mood

### 3.5.4 Parallelism

Please pay attention to the inconsistent use of:

- a. Clauses
- b. Phrases (verb phrases, noun phrases, prepositional phrases, adjective phrases, etc.)
- c. Gerunds
- d. Infinitives (If an infinitive is repeated once in a list, it must be repeated each time.)

#### Wrong

I like to jog, swim and to run.

#### Correct

I like to jog, to swim and to run.

(Occasionally acceptable: I like to jog, swim and run.)

### 3.5.5 Comparisons

Please pay attention to the use of:

- a. *Like vs. As vs. Such As*
- b. *As Old As vs. Older Than*
- c. Illogical Comparison
- d. Ambiguous Comparison

### 3.5.6 Pronoun Agreement & Reference

Please remember:

- a. Antecedent and pronoun should be in agreement.
- b. No ambiguity with antecedent
- c. No missing antecedent
- d. Use of the relative pronoun should be correct
  - Which is for things only; Who/Whom for people only
  - Who vs Whom - nominative vs. objective case forms.
  - They/them is not correct as a singular pronoun, nor is it correct as a pronoun with no antecedent.

### 3.5.7 Idioms, Usage and Style

Here are some selected examples of common words and phrases tested on the GMAT.

From \_\_\_\_\_ to \_\_\_\_\_

Between \_\_\_\_\_ and \_\_\_\_\_

The same to \_\_\_\_\_ as to \_\_\_\_\_

No less \_\_\_\_\_ than \_\_\_\_\_

The more \_\_\_\_\_ the greater \_\_\_\_\_

Better served by \_\_\_\_\_ than by \_\_\_\_\_

Not only \_\_\_\_\_ but also \_\_\_\_\_

Both \_\_\_\_\_ and \_\_\_\_\_

Different from \_\_\_\_\_ (not “than” or “to”)

Either \_\_\_\_\_ or \_\_\_\_\_

Neither \_\_\_\_\_ nor \_\_\_\_\_

Whether to do something or not

They do not know x or y (NOT x nor y)

Doubt that

At the urging of somebody

Between (2) vs Among (> 2)

Affect (verb) vs Effect (noun)

Assure (give an assurance) vs Ensure (make sure something happens) vs Insure (financially guarantee)

Equivalent in number (vs “as many as people”)

A number of (not “numbers of”)

Whether vs. If - “I had to decide whether”, not “I had to decide if”

Whether is typically used to introduce doubt regarding two equal possibilities or two alternatives.

We should try to have a dinner with them *whether* it's snowing or not.

He wonders *whether* it's worth the try.

She said she'd get here *whether* by train *or* by flight.

It is preferred to use "whether" over "if" when the word "if" is not used to signal a condition and instead takes the meaning of "whether". This is particularly true with the GMAT. Using "whether" exclusively avoids the possible confusion between different possible meanings of "if".

### Wrong

I don't know *if* I am ready to take the test now and *if* I will ever be ready in the future.

### Correct

I don't know *whether* I am ready to take the test now and *whether* I will ever be ready in the future.

"Despite" is not the same as "Although". "Despite" means 'with intention, in the face of an obstacle'.

### Wrong

Despite having 5% of the world's population, the USA uses 30% of the world's energy.

### Correct

Despite his poor education, he succeeded in becoming wealthy.

### ***Idiomatic Prepositions:***

based *on*

composed *by* meaning "created by" vs composed of meaning "made up of"

credit *with* (not credit to)

depend *on*

differ *with* (meaning "disagree with") vs differ *from* (meaning "be different from")

discourage *from* doing something/encourage to do something (from is a preposition here; to is the infinitive here)

prefer \_\_\_\_\_ *to* \_\_\_\_\_

prevent *from*

prohibit *from*

### ***Idiomatic Phrases Involving or Omitting "As"***

consider x y (not *to be* y)

defined *as*

depicted *as*

regard x *as* y

regarded *as*

think of x *as* y

view x *as* y

### ***Idiomatic Phrases Involving or Omitting the Infinitive "to"***

Help someone do something  
 Make someone do something  
 Enable someone to do something  
 Forbid x to do y

**Words Associated with Subjunctive Mood in “that” Clause**

Demand *that*  
 Mandate *that*  
 Request *that*  
 Require *that* something be (not are/is)

**Different Applications Involving “use”**

<i>Use</i> (verb):	I use a pencil to write.
<i>Used to</i> ( <i>to</i> is the infinitive):	I used to teach every night.
<i>Be used to</i> something/doing something ( <i>to</i> is preposition):	I am used to challenges.
	I am used to being challenged.

***It + adjective***

After verbs such as *believe, consider, feel, find, think*, we can use *it + adjective* before a “that” clause or the infinitive.

I find *it* impulsive to talk to the CEO directly in an elevator without being introduced.

He felt *it* dreadful that his wife was diagnosed with anemia.

***Avoid Run-On Sentence***

A run-on sentence consists of two or more main clauses that are run together **without** proper punctuation. People often speak in run-on sentences, but they make pauses and change their tone so others can understand them. But in writing, we must break our sentences into shorter units so that all the readers can understand us.

**Wrong**

*It is nearly six o'clock we have not gone through all the practice problems yet.*

There are several acceptable ways to correct this:

- Insert a semicolon between the clauses:

*It is nearly six o'clock; we have not gone through all the practice problems yet.*

- Write the two clauses as two separate sentences:

*It is nearly six o'clock. We have not gone through all the practice problems yet.*

- Insert a comma and a conjunction between the clauses:

*It is nearly six o'clock, and we have not gone through all the practice problems yet.*

### 3.6 Useful Examples

Here are some examples of the types of questions you will be faced with in the Sentence Correction section.

Q1. Unlike Lee Ang whose films transcend ideology, Zhang Yi Mou is frequently dismissed with being merely a photographer for a visually impressive production with little meaning.

- (A) with merely being a photographer
- (B) as being a photographer merely
- (C) for being merely a photographer
- (D) as a mere photographer
- (E) merely for being a photographer

The problem with the sentence as it stands: dismissed with is not idiomatic, it should be dismissed as or dismissed for. These two idioms mean different things - you can be dismissed for something from a job, but by critics, etc. one is dismissed AS something. This leaves you with choices B and D. B includes the word being, which automatically makes it suspect. Also, it is the longer choice, which makes it less likely to be correct. The adverb merely is placed very far away from the verb, causing an awkward construction.

This makes D a better choice.

\*D\* is correct.

Q2. Once almost covered under centuries of debris, skilled artisans have now restored some original famous paintings during the Italian Renaissance.

- (A) skilled artisans have now restored some original famous paintings during the Italian Renaissance.
- (B) some original famous paintings during the Italian Renaissance now have been by skillful artisans restored.
- (C) the restoration of some original famous paintings during the Italian Renaissance has been done by skilled artisans.
- (D) skilled artisans during the Italian Renaissance have now restored some original famous paintings.
- (E) some original famous paintings during the Italian Renaissance have now been restored by skilled artisans.

What was covered? Some original famous paintings. The rest are like certain garnishes in a cocktail.

With modifying phrases at the beginning of the sentence, just determine what is being modified and select the answer which places that item directly after the phrase. Which have the correct opening? \*B\* \*E\*

B needlessly separates subject from verb, creating a very awkward construction.

This makes \*E\* the better choice.

**Example**

Janowitz, as other writers in New York City, considered Woolf as one of the foremost female modernist literary figures of the twentieth century.

2 mistakes:

Like vs. As in the first part (Janowitz like other artists...)

The second “As” is unnecessary (consider as is not idiomatic).

**Another Example**

In many rural provinces, the so-called party leaders are more powerful, wealthy and wield more influence as any other illicit group.

2 mistakes:

For sake of parallelism, third item in the list should be an adjective, not a verb phrase  
It should be “more than”, not “more as”.

Q3. With centuries of seasonal roaming in search of pasture for their herds or food and water, the Nomads still found the goal of a bawdy, prolonged adventure an elusive one.

- (A) With
- (B) Following
- (C) Despite
- (D) Having spent
- (E) As a result of

\*C\* is the best choice to indicate the emphasis of the Nomads’ unchanging mentality after all the journeys.

Q4. The uniformized set of characters, which some historians date in the late Qing dynasty, was the key to the sustainability and prosperity of the Chinese culture over thousands of years.

- (A) The uniformized set of characters, which some historians date
- (B) The uniformized set of characters, which some historians have thought to occur
- (C) Uniformizing the set of characters, dated by some historians at
- (D) The uniformization of a set of characters, thought by some historians to have occurred
- (E) The set of characters’ uniformization, dated by some historians to have been

Before we look at the answers, let’s answer the question: what is occurring? Historians are dating something. What are they dating? Not the uniformized set of characters itself, but the time when the characters became uniformized (the uniformization of the characters).

Therefore the correct answer must be \*D\*.



*Student Notes:*

## **Chapter 4**

# **Sentence Correction Training Set**

1. A powder derived from the North American Echinacea flower, which has been effective in preventing colds, is grown by many small farmers out West.
- (A) A powder derived from the North American Echinacea flower, which has been effective in preventing colds,
  - (B) A derivative, which has been effective in preventing colds, of the North American Echinacea flower
  - (C) A North American Echinacea flower derivative, which has been effective in preventing colds
  - (D) The North American Echinacea flower has a derivative which has been effective in preventing colds, that
  - (E) The North American Echinacea flower, a derivative of which has been effective in preventing colds,
2. Trying to mimic some of the pitch variations of a dolphin chattering is the same as attempting to sing like a sick parakeet when one is intoxicated; the complete lack of harmony and apparent randomness of the noise means the human vocal chords are completely incapable of reproducing these sounds.
- (A) the same as attempting to sing like a sick parakeet when one is intoxicated
  - (B) similar to an intoxicated person singing like a sick parakeet
  - (C) like singing like a sick parakeet as an intoxicated person
  - (D) the same as an intoxicated person singing like a sick parakeet
  - (E) like the intoxicated person is singing like a sick parakeet
3. The possibility of an attack on Indian Point, a nuclear power plant, has caused local governmental officials to plan evacuation routes, build shelters, and offering citizens potassium pills so there will be fewer casualties in case of a leak.
- (A) plan evacuation routes, build shelters, and offering citizens potassium pills so there will be
  - (B) plan evacuation routes, build shelters, and offer citizens potassium pills in order to have
  - (C) planning evacuation routes, building shelters, and the offer of potassium pills to citizens so there will be
  - (D) evacuation route planning, building shelters, and offering citizens potassium pills in order to have
  - (E) a planning of evacuation routes, shelter building, and offering potassium pills to citizens to have

4. Although the sting of Egyptian Scorpions are rarely dangerous, they cause red welts to appear, posing minor health risks to infants, who are particularly vulnerable to its venom.
- (A) Egyptian Scorpions are rarely dangerous, they cause red welts to appear, posing minor health risks to infants, who are particularly vulnerable to its
  - (B) Egyptian Scorpions are rarely dangerous, they cause red welts to appear and pose minor health risks to infants, who are particularly vulnerable to their
  - (C) Egyptian Scorpions is rarely dangerous, it causes red welts to appear, posing minor health risks to infants, who are particularly vulnerable to their
  - (D) Egyptian Scorpions is rarely dangerous, it causes red welts to appear and poses minor health risks to infants, who are particularly vulnerable to its
  - (E) Egyptian Scorpions is rarely dangerous, they cause red welts to appear, posing the greatest danger to the infant, who are particularly vulnerable to its
5. The catastrophic San Francisco Earthquake at the turn of the century destroyed numerous buildings and many were led to believe that the city had become a permanent disaster zone.
- (A) many were led to believe that the city had become
  - (B) many had been led to believing of the city as if it were
  - (C) the belief this led to was that the city had become
  - (D) led many to the belief of the city as if it were
  - (E) led many to believe that the city had become
6. Besides offering such physiological rewards as toned muscles, karate, if practiced regularly, can turn the body into a dangerous weapon and produce numerous other benefits.
- (A) karate, if practiced regularly, can turn the body into a dangerous weapon
  - (B) one can turn the body into a dangerous weapon through karate, if it is practiced regularly
  - (C) the body can be turned into a dangerous weapon as a result of karate if practiced regularly
  - (D) when karate is practiced regularly, the body can be turned into a dangerous weapon
  - (E) when practiced regularly, the results of karate can be to turn the body into a dangerous weapon
7. The new government requires employers to inform an employee of their legal right to holidays and overtime pay.
- (A) employers to inform an employee of their
  - (B) employers to inform employees that he has a

- (C) employers to inform employees that there is a
- (D) that employers inform an employee of their
- (E) that employers inform the employees that they have a
8. Riddled with bullets, shattered by bombs, and hidden in alleys, the historic buildings in Lodz, Poland, were long ignored by tourists, traveling instead to more well-known memorial museums.
- (A) the historic buildings in Lodz, Poland, were long ignored by tourists, traveling
- (B) the historic buildings in Lodz, Poland, were long ignored by tourists, who traveled
- (C) tourists long ignored the historic buildings in Lodz, Poland, traveling
- (D) tourists long ignored the historic buildings in Lodz, Poland and traveled
- (E) tourists long ignored the historic buildings in Lodz, Poland; they depended
9. Rallies organized in conjunction with the dissemination of democratic principles which was once prohibited by Communist Chinese leaders, are beginning to take shape at a grass roots level permitted by the new Chinese leadership.
- (A) Rallies organized in conjunction with the dissemination of democratic principles which was once prohibited by Communist Chinese leaders, are
- (B) Rallies organized in conjunction with the dissemination of democratic principles, a practice that Communist Chinese leaders once prohibited, is
- (C) Organizing rallies in conjunction with the dissemination of democratic principles, as once prohibited by Communist Chinese leaders, is
- (D) Communist Chinese leaders once prohibited organizing rallies in conjunction with the dissemination of democratic principles, but they are
- (E) Communist Chinese leaders once prohibited organizing rallies in conjunction with the dissemination of democratic principles, but such principles are
10. By the end of the nineteenth century, five of the Western European states had developed a railroad system, but only one in the East.
- (A) only one in the East
- (B) only one eastern state
- (C) in the East there was only one state
- (D) in the East only one state did
- (E) only one in the East had

11. Unlike in the other states in the tri-state area, there are no gasoline taxes set by state or local authorities in New Jersey.
- (A) Unlike in the other states in the tri-state area, there are no gasoline taxes set by state or local authorities
  - (B) Unlike the other states in the tri-state area that have gasoline taxes set by state or local authorities, there are none
  - (C) Although state or local authorities usually set gasoline taxes in the tri-state area, no such one has been set
  - (D) Although state or local authorities usually set gasoline taxes in the tri-state area, no such tax has been set
  - (E) Although there are usually gasoline taxes set by state or local authorities in the tri-state area, no such taxes has been set
12. Historians and philosophers in the late nineteenth century argued that Plato’s work was perhaps the ultimate work of political philosophy, that it was the one paradigm of political discourse that there was no possibility to supersede.
- (A) that it was the one paradigm of political discourse that there was no possibility to supersede
  - (B) the one paradigm of political discourse that could not be superseded
  - (C) for it was the one paradigm of political discourse, and that it was impossible to supersede
  - (D) a paradigm of political discourse that there was no possibility to supersede
  - (E) as being the one paradigm that could not be superseded in political discourse
13. Although the initial setup of generators and a power grid by Edison and JP Morgan was rather costly, the electrification of lighting in lower Manhattan doubled work efficiency when the energy costs were cut in half.
- (A) the electrification of lighting in lower Manhattan doubled work efficiency when the energy costs were cut in half
  - (B) the electrification of lighting in lower Manhattan doubled work efficiency while cutting energy costs in half
  - (C) the electrification of lighting in lower Manhattan doubled work efficiency while costs were cut to half
  - (D) lighting electrification in lower Manhattan doubled work efficiency while energy costs were cut in half
  - (E) lighting electrification in lower Manhattan doubled work efficiency while costs were cut to half

14. Because the economic cycle in the United States changes little during its 20-year interval between recessing, it is fairly easy for analysts to predict analogous trends in the stock market.
- (A) between recessing
  - (B) of recessing
  - (C) between its recessions
  - (D) of its recessions
  - (E) as it recesses
15. After the attack on the World Trade Center, the President ordered intelligence agencies should prepare lists of who were America's most wanted terrorists.
- (A) should prepare lists of who were America's most wanted terrorists
  - (B) would do the preparation of lists of America's most wanted terrorists
  - (C) preparing lists of most wanted terrorists in America
  - (D) the preparing of a list of the most wanted terrorists in America
  - (E) to prepare lists of the most wanted terrorists in America
16. The exhibit, created by painstaking craftsmanship in the jungles of Burma, consisted of hundreds of paintings, each painting a tiny etched landscape inside its own ceramic work of pottery.
- (A) each painting a tiny etched landscape inside its
  - (B) all the paintings a tiny etched landscape inside their
  - (C) all the paintings a tiny etched landscape inside its
  - (D) every painting a tiny etched landscape inside their
  - (E) each painting a tiny etched landscape inside their
17. More than one hundred years ago, students of ornithology reported that hummingbirds can hover as insects flitting gracefully from one flower to another.
- (A) as insects flitting gracefully from one flower to another
  - (B) like insects flitting gracefully from one flower to another
  - (C) as insects do that flit gracefully from one flower to others
  - (D) like insects do that flit gracefully from one flower to others
  - (E) as do insects that flit gracefully from one flower to some other one

18. In an effort to shorten the time span and cut the costs needed to raise full-size beef stock, many ranchers substitute cornmeal and ground bones for their cattle's regular diet, branded by them to become generic-grade beef.
- (A) for their cattle's regular diet, branded by them
  - (B) for the regular diet of their cattle that have been branded
  - (C) for the regular diet of their cattle, having been branded
  - (D) in place of their cattle's regular diet, for those of them branded
  - (E) in place of the regular diet of their cattle to have been branded by them
19. New high-combustion models of engines show the potential of being able to produce high horsepower and performance without the costly requirements of maintenance and consuming of special racing fuel by earlier high horsepower models.
- (A) requirements of maintenance and consuming of special racing fuel by earlier high horsepower models
  - (B) requirements by earlier high horsepower models of consuming of special racing fuel and maintenance
  - (C) requirements for consuming of special racing fuel and maintenance of earlier high horsepower models
  - (D) consumption of special racing fuel and maintenance that was required by earlier high horsepower models
  - (E) maintenance and consumption of special racing fuel that were required by earlier high horsepower models
20. Forced to cut back their stock, automobile dealers in the area have cut prices; their pick-up trucks have been priced to sell, and they are.
- (A) have been priced to sell, and they are
  - (B) are priced to sell, and they have
  - (C) are priced to sell, and they do
  - (D) are being priced to sell, and have
  - (E) had been priced to sell, and they have
21. In the most bizarre court case this month, the judge ruled that two ping-pong ball manufacturers owed restitution to four national ping-pong teams for the illegal weighting of the ping-pong balls in an effort to fix the tournament.
- (A) that two ping-pong ball manufacturers owed restitution to four national ping-pong teams for the illegal weighting of
  - (B) that two ping-pong ball manufacturers owed restitution to four national ping-pong teams because of their illegal weighting of
  - (C) that two ping-pong ball manufacturers owe restitution to four national ping-pong teams for their illegal weighting of



- (D) on two ping-pong ball manufacturers that owed restitution to four national ping-pong teams because they illegally weighted
- (E) on the restitution that two ping-pong ball manufacturers owed to four national ping-pong teams for the illegal weighting of
22. The electronics manufacturer announced that while earnings grew by 5% in the last quarter, revenue decreased whereas it might have been expected for it to rise.
- (A) it might have been expected for it to rise
- (B) it might have been expected to rise
- (C) it might have been expected that it should rise
- (D) its rise might have been expected
- (E) there might have been an expectation it would rise
23. The Chinese army consists of several million young men, about equivalent to the enrollment of colleges in India.
- (A) equivalent to the enrollment of
- (B) the equivalent of those enrolled in
- (C) equal to those who are enrolled in
- (D) as many as the enrollment of
- (E) as many as are enrolled in
24. In the United States, a larger percentage of the defense budget is spent on development of an anti-missile shield than is spent on nuclear missile technology in the People's Democratic Republic of North Korea.
- (A) In the United States, a larger percentage of the defense budget is spent on development of an anti-missile shield than is spent on nuclear missile technology in the People's Democratic Republic of North Korea.
- (B) In the United States they spend a larger percentage of the defense budget on development of an anti-missile shield than the People's Democratic Republic of North Korea does on nuclear missile technology.
- (C) A larger percentage of the United States' defense budget is spent on development of an anti-missile shield than the People's Democratic Republic of North Korea spends on nuclear missile technology.
- (D) The United States spends a larger percentage of its defense budget developing its anti-missile shield than the People's Democratic Republic of North Korea spending on nuclear missile technology.
- (E) The United States spends a larger percentage of its defense budget on developing its anti-missile shield than the People's Democratic Republic of North Korea does on nuclear missile technology.

25. Statisticians from the Department of Motor Vehicles have calculated that one human being should be struck every three minutes by a vehicle, while each minute two animals can be expected to die from such collisions.
- (A) one human being should be struck every three minutes by a vehicle
  - (B) a human being should be struck by a vehicle once in every three minutes
  - (C) a vehicle will strike one human being once in every three minutes
  - (D) every three minutes a human being will be struck by a vehicle
  - (E) every three minutes a human being should be struck by a vehicle
26. Acme, the family oriented entertainment company, has moved away from traditional family programming and now draws on the production both of adult entertainers who work for magazines and of those in the movie industry.
- (A) now draws on the production both of adult entertainers who work for magazines and of those
  - (B) now draws on the works of adult entertainers, both those who work for magazines and those who work
  - (C) it draws on the works of adult entertainers now, both those working for magazines and who work
  - (D) draws now on the works both of adult entertainers working for magazines and who are working
  - (E) draws on the works now of both adult entertainers working for magazines and those
27. Although coffee is not usually considered a drug, it is so addictive that it has become a critical part of breakfast for many people.
- (A) it is so addictive that it has become a critical
  - (B) it is of such addiction, it has become a critical
  - (C) so addicting is it as to become a critical
  - (D) such is its addiction, it becomes a critical
  - (E) there is so much addiction that it has become a critical
28. The survey showed that children are much more psychologically stable when raised in a family with two parents than in a family where one parent only cares for the child.
- (A) a family where one parent only
  - (B) of a family where only one parent
  - (C) that for families in which only one parent
  - (D) a family in which only one parent
  - (E) those of families in which one parent only

29. The CEO has proposed a new policy requiring that employees should retain all pensions indefinitely or be allowed to cash them in at retirement.
- (A) that employees should retain all pensions
  - (B) that all pensions be retained by employees
  - (C) the retaining by employees of all pensions
  - (D) employee's retention of all pensions
  - (E) employees to retain all pensions
30. The recently discovered notes of the writer suddenly revealed that this most timid and shy of women was an intellectual giant guided in both emotional and spiritual activities by a sharp sense of moral courage.
- (A) that this most timid and shy of women was an intellectual giant guided in both emotional and
  - (B) that this most timid and shy of women was an intellectual giant also guided both in emotional as well as
  - (C) this most timid and shy of women was an intellectual giant and that she was guided in both emotional and
  - (D) this most timid and shy of women was an intellectual giant and that she was guided in both emotional as well as
  - (E) this most timid and shy of women to have been an intellectual giant and that she guided herself in both emotional as well as
31. Declining values for bonds, the financial vehicles against which investors hedge to get through the bear market, is going to force currency trading to increase.
- (A) the financial vehicles against which investors hedge to get through the bear market, is
  - (B) which investors use as financial vehicles to hedge against to get through the bear market, is
  - (C) the financial vehicle which is hedged against by investors to get through the bear market is
  - (D) which investors use as financial vehicles to hedge against to get through the bear market, are
  - (E) the financial vehicles against which investors hedge to get through the bear market, are
32. Except for internal networks involve identical operating systems, whose identification protocol is the same, all legacy multi-system networks need software emulators to communicate.
- (A) Except for internal networks involve identical operating systems, whose identification protocol is the same

- (B) As well as internal networks involving identical operating systems with the same identification protocol
- (C) Unless internal networks involve identical operating systems, which have the same identification protocol
- (D) In addition to an internal network between identical operating systems with the same identification protocol
- (E) Together with internal networks between identical operating systems, whose identification protocol is the same
33. In one of the most surprising victories in World War I, the newly-formed Soviet communist state was routed by the Polish General, Jozef Pilsudski, demanding that it should push back its borders east of Vilnius.
- (A) demanding that it should
- (B) demanding it to
- (C) and their demand to
- (D) who demanded that it
- (E) who demanded them to
34. Recently discovered gravitational lensing around certain proximate stars strongly suggests that the nine planets of our solar system are a common phenomenon in the universe rather than developing incidentally from a unique galactic phenomenon several billion years ago.
- (A) rather than developing incidentally from
- (B) rather than a type that developed incidentally from
- (C) rather than a type whose development was incidental of
- (D) instead of developing incidentally from
- (E) instead of a development that was incidental of
35. The Great Wall Space Agency’s recent attempts to launch a man into space, a major goal of their space program for the past few years, has not substantially decreased the gaps existing between the technology-rich and technology-poor cities around the space center.
- (A) has not substantially decreased the gaps existing
- (B) has not been substantial in decreasing the gap that exists
- (C) has not made a substantial decrease in the gap that exists
- (D) have not substantially decreased the gap that exists
- (E) have not been substantial in a decrease of the gap that exists

36. Most MBA programs now mandate that potential applicants be finished with an undergraduate degree before applying.
- (A) mandate that potential applicants be finished
  - (B) mandate potential applicants to be finished
  - (C) mandate that potential applicants will be finished
  - (D) have a mandate for a potential applicant finishing
  - (E) have a mandate to finish potential applicants
37. The manager of the plastic fork factory tried to convince the unruly factory workers they should join forces to optimize production on the belt rather than attempting to be contrary.
- (A) they should join forces to optimize production on the belt rather than attempting to be contrary
  - (B) that they should join forces to optimize production on the belt rather than attempt to be contrary
  - (C) about joining forces to optimize production on the belt instead of attempting to be contrary
  - (D) for the joining of forces to optimize production on the belt rather than attempt to be contrary
  - (E) to join forces to optimize production on the belt rather than attempting to be contrary
38. Although he is as brilliant as, if not more brilliant than, many of his fellow students, he is very lazy and his thesis will be unfinished.
- (A) Although he is as brilliant as, if not more brilliant than, many of his fellow students, he is very lazy and his thesis will be unfinished.
  - (B) Although he is as brilliant as, if not more brilliant than, many of his fellow students, he is very lazy with his thesis remaining unfinished.
  - (C) Although he is as brilliant as, if not more brilliant than, many of his fellow students, he is very lazy and will not finish his thesis.
  - (D) Despite his being brilliant as, if not more brilliant than his fellow students, he is very lazy and will not finish his thesis.
  - (E) Being as brilliant as, or more brilliant than, many of his fellow students, he is very lazy and his thesis will be unfinished.
39. Doctors are loath to prescribe powerful painkillers because their abuse as addictive drugs is a danger for many patients.
- (A) their abuse as addictive drugs is
  - (B) as addictive drugs, their abuse is

- (C) the abuse of such addictive drugs is  
(D) the abuse of such addictive drugs are  
(E) the abuse of them as addictive drugs is
40. The beginning of the show always brought in lots of money, yet the average singer ended the show with a decrease in what their tip may be.
- (A) with a decrease in what their tip may be  
(B) with what was a decrease in what their tips were able to be  
(C) having decreased that which their tips might be  
(D) decreasing in their tips  
(E) with a decrease in tips
41. Because memory weakens with age, for the experiment to be valid, it is important that a group to be tested for drug induced memory loss be compared with a control group.
- (A) to be tested for drug induced memory loss be compared with  
(B) being tested for memory loss induced by drugs are compared with  
(C) being tested for drug induced memory loss should be compared to  
(D) being tested for drug induced memory loss are to be compared to  
(E) that is to be tested for drug induced memory loss are to be comparable with
42. As the journalist left to interview the convicted murderer, she was advised of the man's short temper, told she should not anger him, and was given a tape recorder.
- (A) of the man's short temper, told she should not anger him, and was  
(B) of the man's short temper, told she should not anger him, and  
(C) of the man's short temper and that she should not anger him and  
(D) that the man had a short temper, should not anger him, and was  
(E) that the man had a short temper, that she should not anger him, and was
43. The average individual's cost of going into space is estimated at a fraction of the price per economy ticket of transatlantic airplane travel by the end of the 21st century.
- (A) The average individual's cost of going into space is estimated at a fraction of the price per economy ticket of transatlantic airplane travel by the end of the 21st century.  
(B) The average individual's cost by the end of the 21st century of going into space is estimated at a fraction of the price per economy ticket of transatlantic airplane travel.

- (C) By the end of the 21st century, the average individual's cost of going into space is estimated at a fraction of the price per economy ticket of transatlantic airplane travel.
- (D) To go into space, the cost to the average individual is estimated at a fraction of the price per economy ticket of transatlantic airplane travel by the end of the 21st century.
- (E) It is estimated that by the end of the 21st century the cost to the average individual of going into space will be a fraction of the current price per economy ticket of transatlantic airplane travel.
44. Praise for Johnny Starstruck and his entourage are common, although statistics show Americans still associate his name with the ritualistic murders.
- (A) are common, although statistics show Americans still associate his name with
- (B) are common, although statistics shows Americans still associate his name with
- (C) are common, although statistics shows Americans still associate his name to
- (D) is common, although statistics show Americans still associate his name with
- (E) is common, although statistics shows Americans still associate his name to
45. If seriously mentally ill people do not receive medication, they can grow unable to support themselves, become irrational, and perhaps even threatening the safety of themselves or others.
- (A) and perhaps even threatening
- (B) and may even threaten
- (C) and even a possible threat to
- (D) as well as possibly threatening
- (E) as well as a possible threat to
46. When Henry dreams about his late wife, he sees her as she was during her youth.
- (A) he sees her as she was during
- (B) he sees her as she had been during
- (C) he sees her as if during
- (D) she appears to him as she did in
- (E) she appears to him as though in

47. Unlike that of the colonies of Portugal, France, and Germany, those of England are still affected by the former imperial power in modern days.
- (A) Unlike that of
  - (B) Unlike those of
  - (C) Unlike
  - (D) In contrast to that of
  - (E) Dissimilar to
48. America's nuclear arsenal has expanded, but China's and Pakistan's too.
- (A) but China's and Pakistan's too
  - (B) and also China's and Pakistan's
  - (C) but so have China's and Pakistan's
  - (D) and so also China's and Pakistan's
  - (E) but so did China's and Pakistan's
49. The average American may not think of sexual harassment to be a widespread issue, but 75 percent of all women report experiencing it in the workplace.
- (A) The average American may not think of sexual harassment to be
  - (B) The average American may not think of sexual harassment being
  - (C) An average American may not think of sexual harassment being
  - (D) The average American may not think of sexual harassment as
  - (E) Sexual harassment may not be thought of by the average American as
50. Seven out of ten households in the United States own two or more televisions.
- (A) Seven out of ten households in the United States own two or more televisions.
  - (B) Out of every ten, seven households in the United States owns two or more televisions.
  - (C) Two or more televisions are owned by seven out of every ten households in the United States.
  - (D) In the United States, seven out of every ten households owns two or more televisions.
  - (E) Out of every ten households in the United States, two or more televisions are owned by seven.



51. Many are confused that the Atkins Diet, which permits such seeming less healthy foods as bacon, forbids bread.
- (A) which permits such seeming less healthy foods as
  - (B) which permits such seemingly less healthy foods as
  - (C) which is permitting such seeming less healthy foods like
  - (D) permitting such foods that seem less healthy, for example
  - (E) permitting such seeming less healthy foods like
52. The UN arms inspectors are reviewing Iraq's arsenal of weapons for the determination of whether they are meeting the requirements set by the Security Council.
- (A) for the determination of whether they are meeting the requirements set by the Security Council
  - (B) for the determining of whether or not it meets the requirements set by the Security Council
  - (C) for the determining of whether the requirements set by the Security Council are being met or not
  - (D) determining whether the requirements set by the Security Council are being met
  - (E) to determine whether the requirements set by the Security Council are being met
53. A survey of men from ages 18 to 30 revealed homosexual experiences in 30 percent of them and they ranged from an isolated incident to a permanent lifestyle.
- (A) homosexual experiences in 30 percent of them and they ranged
  - (B) experiences in 30 percent were homosexual and ranging
  - (C) the ranging of homosexual experiences in 30 percent of them to be
  - (D) that 30 percent had had homosexual experiences ranging
  - (E) that 30 percent of them had had experiences that were homosexual; the range was
54. George Brown lost more than 180 pounds since having an operation truncating his stomach three years ago.
- (A) lost more than 180 pounds since having
  - (B) lost more than 180 pounds since having had
  - (C) has lost more than 180 pounds since
  - (D) has lost more than 180 pounds after
  - (E) has lost more than 180 pounds subsequently to

55. At school, Miruko is antisocial and sullen, but in her home she is a bubbly, even-tempered child.
- (A) in her home
  - (B) in her home, in which
  - (C) it is in her home in which
  - (D) in her home where
  - (E) it is in her home and
56. A high school student fanatically devoted to modern art, Fanny has toured five museums, perhaps most remarkably the enormous Museum of Modern Art.
- (A) Fanny has toured five museums, perhaps most remarkably the enormous Museum of Modern Art
  - (B) perhaps the most remarkable of the five museums toured by Fanny was the enormous Museum of Modern Art
  - (C) of the five museums toured by Fanny, perhaps the most remarkable was the enormous Museum of Modern Art
  - (D) five museums were toured by Fanny, of which the enormous Museum of Modern Art is perhaps the most remarkable
  - (E) the enormous Museum of Modern Art is perhaps the most remarkable of the five museums toured by Fanny
57. When the chorus divides the women into sopranos and altos, it will be able to sing songs many times more complicated compared to those that can be sung as it is now.
- (A) compared to those that can be sung
  - (B) compared to those it can sing
  - (C) than that can be sung
  - (D) than those that can be sung
  - (E) than those singing
58. Angel food cake, a cholesterol-free cake, solves the problem of how to bake a cake for a health-conscious family.
- (A) how to bake a cake for a health-conscious family
  - (B) having a health-conscious family for which to bake a cake
  - (C) how can one bake a cake for a health-conscious family
  - (D) how one could feed a health-conscious family a cake
  - (E) having a health-conscious cake to bake for a family

59. The local orchestra, which used to perform everything from Bach and Handel to Bartok, appears to have reduced its repertoire to only baroque music.
- (A) Bach and Handel to Bartok, appears to have
  - (B) Bach, Handel, and Bartok, appears having
  - (C) Bach, Handel, and Bartok, appears that it has
  - (D) Bach and Handel to Bartok, appears that it has
  - (E) Bach and Handel as well as Bartok, appears to have
60. Experts believe that senior citizens with higher than average cholesterol and their families develop a predisposition to cardiovascular disease are more likely to die at an age below that of their life expectancy.
- (A) and their families develop a predisposition to cardiovascular disease
  - (B) whose families have a predisposition to cardiovascular disease
  - (C) and a predisposition to cardiovascular disease runs in the family
  - (D) whose families have a predisposition to cardiovascular disease running in them
  - (E) with a predisposition to cardiovascular disease running in their family
61. Sometimes, it seems like Mary does things only to make it more inconvenient for her husband to have a good time when he's out with his friends.
- (A) to make it more inconvenient for her husband to have
  - (B) to make more inconvenient for her husband the having of
  - (C) making it more inconvenient for her husband so he can have
  - (D) that her husband more inconveniently can have
  - (E) for her husband to more inconveniently
62. His love of basketball, long legs, and athletic talent makes him well suited for a place on the high school basketball team.
- (A) His love of basketball, long legs, and athletic talent makes
  - (B) Long legs, his love of basketball, and athletic talent makes
  - (C) Athletic talent, long legs, and his love of basketball makes
  - (D) Long legs, athletic talent, and his love of basketball make
  - (E) His love of basketball, as well as long legs and athletic talent, make

63. Stanford University gave the Musician of the Year Award to Joan White, one of only eight musicians who had performed in the end-of-the-year revue.
- (A) one of only eight musicians who had performed in the end-of-the-year revue
  - (B) one of eight of the only musicians who have performed in the end-of-the-year revue
  - (C) one of the only eight musicians who performs in the end-of-the-year revue
  - (D) only one of eight musicians to perform in the end-of-the-year revue
  - (E) only one of the eight end-of-the-year musicians who performs in the revue
64. As the United States Census showed, college graduates are five times more likely to own houses as to own apartments.
- (A) college graduates are five times more likely to own houses as
  - (B) college graduates are five times as likely to own houses as it is for them
  - (C) college graduates are five times more likely to own houses than
  - (D) it is five times more likely for college graduates to own houses than they are
  - (E) it is five times as likely that college graduates will own houses as they are
65. Hospitals are increasing the hours of doctors, significantly affecting the frequency of surgical errors, which already are a cost to hospitals of millions of dollars in malpractice lawsuits.
- (A) significantly affecting the frequency of surgical errors, which already are a cost to hospitals of
  - (B) significantly affecting the frequency of surgical errors, which already cost hospitals
  - (C) significantly affecting the frequency of surgical errors, already with hospital costs of
  - (D) significant in affecting the frequency of surgical errors, and already costs hospitals
  - (E) significant in affecting the frequency of surgical errors and already costs hospitals
66. The pharmaceutical company hired a consultant to supervise a division studying lower salaries as to their effects on employees' morale.
- (A) studying lower salaries as to their effects on employees' morale
  - (B) studying the effects of lower salaries on employees' morale
  - (C) for studying what are the effects in employees' morale that lower salaries would cause
  - (D) studying the effects of employees' morale on lower salaries
  - (E) studying what the effects lower salaries would have on employees' morale

67. Marian Corey has developed a chest cold that, with persistent coughing, could gravely strain the five-octave voice that earned her fame.
- (A) that, with persistent coughing, could gravely strain
  - (B) that, because of persistent coughing, could be a grave strain for
  - (C) with persistent coughing, and it could gravely strain
  - (D) with persistent coughing and could be a grave strain for
  - (E) with persistent coughing and could gravely strain
68. During gladiator matches, the unfair match-up between a prisoner with a short sword and ten soldiers with horses and whips can drive the prisoner to a state of manic frenzy, like a rampaging bull whose rage increases when its hide is pierced with swords.
- (A) like a rampaging bull whose rage increases when its hide is pierced with swords
  - (B) like the increased rage of a rampaging bull when its hide is pierced with swords
  - (C) like a rampaging bull that increases rage while rampaging with its hide pierced with swords
  - (D) just as a rampaging bull that increases rage by piercing its hide with swords
  - (E) just as a rampaging bull's rage increases when it is pierced with swords
69. Eye movement occurs more rapidly during dreams than when waking.
- (A) more rapidly during dreams than when waking
  - (B) when dreaming more rapidly than waking hours
  - (C) more rapidly during dreaming than waking
  - (D) more rapidly during dreams than during the period of time when a person is awake
  - (E) more rapidly when dreaming than when waking
70. The Jukes family lost all of their money gambling, and they were forced to move to a suburb bordering the city from their apartment.
- (A) they were forced to move to a suburb bordering the city from their apartment
  - (B) they had been forced to move from their apartment to a suburb that bordered the city
  - (C) they were forced to move from their apartment to a suburb bordering the city
  - (D) they having been forced to, moved from their apartment to a suburb that bordered the city
  - (E) they withdrew, because they were forced to, from their apartment to a suburb bordering the city

71. Parents' disagreements on how to discipline their child, has made problems for teachers as they are teaching such spoiled students.
- (A) has made problems for teachers as they are teaching such
  - (B) has made problems for teachers teaching such
  - (C) has made problems for teachers as they are teaching
  - (D) have made it problematic for teachers to teach such
  - (E) have made it problematic for teachers as they are teaching such
72. Despite her recent promise not to talk about her divorce with the media, she decided to do so at the press conference because she thought that many women, likely most, would appreciate her message of empowerment.
- (A) do so at the press conference because she thought that many women, likely most, would appreciate
  - (B) talk at the press conference since she thought that many women, likely most, would have appreciated
  - (C) so talk at the press conference due to her thinking that many women, even most, would likely appreciate
  - (D) do so at the press conference because she thought that many women, if not most, would appreciate
  - (E) do so at the press conference since she thought many women, and even most, would likely appreciate
73. Students of violin can distinguish a good tone quality from a bad one long before the identification that a given instrument is out of tune.
- (A) the identification that
  - (B) they can identify that
  - (C) they would identify
  - (D) they could have the identification of
  - (E) having the identification of
74. Like their sister schools in England, the American School of Ethical Culture has always embraced the philosophy of nonviolence.
- (A) Like their sister schools in England, the American School of Ethical Culture has always
  - (B) Like that of their sister schools in England, the American School of Ethical Culture has always
  - (C) Like its sister schools in England the American School of Ethical Culture always have

- (D) Like that of its sister schools in England, the American School of Ethical Culture always has
- (E) Like its sister schools in England, the American School of Ethical Culture has always
75. The leader of the physics seminar was prepared to start discussions herself, for not everyone in attendance was knowledgeable that the material being discussed involved new theories of quantum mechanics unknown to many in the profession.
- (A) for not everyone in attendance was knowledgeable
- (B) for everyone in attendance did not know
- (C) with everyone in attendance not knowing
- (D) with everyone attending not knowledgeable
- (E) for not everyone attending knew
76. Isabelle so loved her dead husband that when forced to sell his collection of Genghis Khan's diaries to raise money, she first made copies of more than 50.
- (A) she first made copies of more than 50
- (B) first she made more than 50 copies
- (C) more than 50 copies first were made
- (D) copies of more than 50 were made
- (E) she copies more than 50 of them beforehand
77. Using the methods employed by Soviet agents, a new form of torture has been developed by Chinese generals to aid in extracting information from unwilling captives.
- (A) Using the methods employed by Soviet agents, a new form of torture has been developed by Chinese generals to
- (B) Using the methods employed by Soviet agents, a new form of torture that was developed by Chinese generals will
- (C) Using the methods of Soviet agents, Chinese generals have developed a new form of torture to
- (D) Employing the methods of Soviet agents there has been a development by Chinese generals of a new form of torture that will
- (E) Employing the methods of Soviet agents, a new form of torture that was developed by Chinese generals will

78. Most people think that women have achieved equality with men, but sociologists know that statistics for both post-graduate education and median income indicate as drastic of a gap as there was 10 years ago.
- (A) that statistics for both post-graduate education and median income indicate as drastic of
  - (B) that statistics for both post-graduate education and median income indicate as drastic
  - (C) that both the post-graduate education and median income statistics indicate as drastic of
  - (D) of both post-graduate education and median income statistics that indicate as drastic of
  - (E) of statistics for both post-graduate education and median income indicating as drastic of
79. Al Gore was vice-president of the United States, while earlier his father has been a senator.
- (A) while earlier his father has been
  - (B) where his father earlier is
  - (C) just as earlier his father had been
  - (D) as his earlier father has been
  - (E) his father earlier being
80. Two disabled children, one with crutches and the other one with a wheelchair, enters the class on Monday.
- (A) the other one with a wheelchair, enters
  - (B) the other one a wheelchair, enter
  - (C) the other with a wheelchair, enters
  - (D) the other with a wheelchair, enter
  - (E) one with a wheelchair, enters
81. In Pomona College, a rule has been passed that permits students to cook and serve their food, as well as to buy it.
- (A) permits students to cook and serve their food, as well as to buy it
  - (B) permits students to cook, serve, and to buy their food
  - (C) permits students to cook, to serve, and buy food
  - (D) will permit the student to cook, serve, as well as to buy food
  - (E) will permit food to be cooked, served, as well as bought by students



82. Some of them burned out eons ago, the night sky is spotted with thousands of stars.
- (A) Some of them burned out eons ago, the night sky is spotted with thousands of stars.
  - (B) Burned out eons ago, the night sky is spotted with many thousands of stars.
  - (C) Thousands of stars, some of them burned out eons ago, are spotting the night sky.
  - (D) The night sky is spotted with thousands of stars, some of which are burnt out eons ago.
  - (E) The night sky is spotted with thousands of stars, some of them burned out eons ago.
83. The humidity, air pollution, and noise have affected the children of Maria less drastically than those of her neighbor.
- (A) affected the children of Maria less drastically than those of
  - (B) affected the children of Maria less drastically than
  - (C) affected the children of Maria less dramatically than they have
  - (D) dramatically affected the children of Maria less than
  - (E) dramatically affected the children of Maria and
84. Content though she seems, the unhappiness of the housewife is evident to those who know her well.
- (A) Content though she seems, the unhappiness of the housewife
  - (B) Even though she seems content, the unhappiness of the housewife
  - (C) Though content, the housewife's unhappiness
  - (D) Though the housewife seems content, her unhappiness
  - (E) The unhappiness of the housewife who seems content
85. Language immersion experiences are valuable because they can quickly teach students who may be unlikely to learn the language in other settings or months of regular teaching.
- (A) who may be unlikely to learn the language in other settings or months of regular teaching
  - (B) whose learning the language is unlikely in other settings or months of regular teaching
  - (C) who might not learn the language in other settings or during months of regular teaching
  - (D) who may not learn the language under other settings or months of regular teaching
  - (E) unlikely not to learn the language during months of regular teaching or in other settings

86. During the late 1960's and the 1970's, funding for space missions fell by nearly 70 percent from its peak in 1968 down to its nadir in 1977.
- (A) During the late 1960's and the 1970's, funding for space missions fell by nearly 70 percent from its peak in 1968 down to its nadir in 1977
  - (B) During the late 1960's and the 1970's, funding for space missions fell by nearly 70 percent from its peak in 1968 to its nadir in 1977
  - (C) At the time of the late 1960's and the 1970's funding for space missions fell by almost 70 percent from its 1968 peak down to its 1977 nadir
  - (D) At the time of the late 1960's and the 1970's, funding for space missions fell from its peak in 1968, by nearly 70 percent, to its nadir in 1977
  - (E) During the late 1960's and the 1970's, funding for space missions fell from its peak in 1968 to its nadir in 1977 by nearly 70 percent
87. In his speech last night, the Mayor acknowledged Citizens for Communities, a grassroots organization that has been active in drawing residents of impoverished neighborhoods together.
- (A) been active in drawing residents of impoverished neighborhoods together
  - (B) been active as a drawing together of residents of impoverished neighborhoods
  - (C) been active to draw together residents of neighborhoods that are impoverished
  - (D) become active to drawing together residents of impoverished neighborhoods
  - (E) become active to draw together neighborhoods that are impoverished
88. The actors in *The Mystery of Edwin Drood* have become known as a prime example of the interaction between performers with the audience.
- (A) a prime example of the interaction between performers with
  - (B) a prime example of the interaction of performers and
  - (C) being prime examples of the interaction between performers with
  - (D) prime examples of the interaction between performers with
  - (E) prime examples of the interaction between performers and
89. The pharmaceutical company must report to the FDA the number of casualties suffered by its test subjects and that the statistics be released to the public.
- (A) suffered by its test subjects and that the statistics be released
  - (B) that its test subjects suffered and that the statistics be released
  - (C) that was suffered by its test subjects with the statistics being released
  - (D) suffered by its test subjects and release the statistics
  - (E) suffered by its test subjects and released the statistics

90. The PTA decided that just as alcohol is discussed in health class to protect those who might actually abuse it, other drugs should also be covered to prevent students from falling prey to addiction.
- (A) just as alcohol is discussed in health class to protect those who might actually abuse it
  - (B) like alcohol, which is discussed in health class to protect those who might abuse it
  - (C) similar to alcohol, which is discussed in health class in order to protect those who might actually abuse it
  - (D) while, to protect those who might actually abuse it, alcohol is discussed in health class
  - (E) similar to the discussion of alcohol in health class in order to protect those who might actually abuse it
91. The child psychologist suggests that the formation of social groups of young children, like the adults who raised them, is based on common interests and hobbies.
- (A) the adults who raised them
  - (B) that of the adults who raised them
  - (C) that among the adults who raised them
  - (D) they that raised the adults
  - (E) the formation of social groups of the adults who raised them
92. The shipping of raw materials being improved has become an economical factor in the transformation of Japan into a world economic power.
- (A) The shipping of raw materials being improved has become an economical
  - (B) The improved shipping of raw materials has become an economical
  - (C) That the shipping of raw materials is improved has become an economical
  - (D) The shipping of raw materials being improved has become an economic
  - (E) The improvement in shipping of raw materials has become an economic
93. Ms. Kardon spent three years studying the puffin in order to learn more about their social organization, mating rituals, and foods that they prefer.
- (A) their social organization, mating rituals, and foods that they prefer
  - (B) their social organization, mating rituals, and their preferred foods
  - (C) its social organization, mating rituals, and preferred foods
  - (D) its social organization, mating rituals, and about preferred foods
  - (E) social organization, mating rituals, and foods that are preferred

94. Contrary to popular opinion, it may be that increasing fatal automobile accidents as a result of producing faster cars would be beneficial to society at large.
- (A) increasing fatal automobile accidents as a result of producing
  - (B) increased fatal automobile accidents resulting from the production of
  - (C) increasing fatal accidents in automobiles resulting from the production of
  - (D) fatal automobile accidents that had increased from producing
  - (E) fatal automobile accidents that increased from producing
95. Factories can mass-produce beautiful glass vessels that are valued almost as much as that of the old-fashioned glass-blower that remain.
- (A) that are valued almost as much as that of the old-fashioned glass-blowers that remain
  - (B) of a value that is almost as much as that of the old-fashioned glass-blowers that remain
  - (C) almost as much in value as those of the remaining old-fashioned glass-blowers
  - (D) almost as much in value as that of the remaining old-fashioned glass-blowers
  - (E) valued almost as much as those of the remaining old-fashioned glass-blowers
96. Because her parents will no longer support her, Julie either now or after she graduates from college will be forced to enter the job market.
- (A) either now or after she graduates from college will be forced to enter the job market
  - (B) will either be forced to enter the job market after she graduates from college or is now
  - (C) will be forced to enter the job market either soon or after she graduates from college
  - (D) either will be now forced to enter the job market or will be after she graduates from college
  - (E) is either now or will be after she graduates from college forced to enter the job market
97. Unlike that of the French, who linger when they eat meals, Americans are so enamored of eating quickly that they have a type of meal called “fast food”.
- (A) Unlike that of the French, who linger when they eat
  - (B) Unlike the French, who linger when they eat
  - (C) Unlike the French, lingering when eating
  - (D) Dissimilar to the French, lingering during
  - (E) Lacking similarity to the French, who linger during

98. The field of mathematics, which in recent years was neglected by elementary school teachers, who prefer topics that can be easily illustrated by hands-on activities.
- (A) mathematics, which in recent years was
  - (B) mathematics that was to be
  - (C) mathematics, one which has, in recent years, been
  - (D) mathematics is one that in recent years has been
  - (E) mathematics, in recent years, is one that was
99. The incidence of rape in rural areas is equally high or more so than in urban areas.
- (A) equally high or more so than in urban areas
  - (B) equal to or higher than in urban areas
  - (C) as high as in urban areas or more
  - (D) equal to, if not more, than in urban areas
  - (E) as high as it is in urban areas, if not higher
100. Sociologists have discovered that caregivers subconsciously enjoy the chance to nurse someone; the workers are, in fact, disappointed when patients recover.
- (A) the workers are, in fact, disappointed when patients recover
  - (B) and the workers are, in fact, disappointed when patients recovered
  - (C) the workers are, in fact, disappointed when patients recovered
  - (D) in fact, they are disappointed when patients recovered
  - (E) the workers are disappointed at the recovery of patients, in fact
101. The president's ill-advised economic policies affected the employed and the jobless alike; vast quantities of people were precariously balanced on the edge of poverty.
- (A) the employed and the jobless alike; vast quantities of people were precariously balanced
  - (B) both the employed and the jobless alike; large amounts of people precariously balanced themselves
  - (C) the employed and the jobless alike; great numbers of people were precariously balanced
  - (D) both the employed and the jobless alike; vast amounts of people precariously balanced themselves
  - (E) both the employed and the jobless; great quantities of people were precariously balanced

102. The pieces performed in their latest concert show the chamber musicians have combined styles of music from the Middle East to that of Russia.
- (A) the chamber musicians have combined styles of music from the Middle East to that
  - (B) that the chamber musicians have combined styles of music from the Middle East to that
  - (C) the chamber musicians have combined styles of music from the Middle East to that
  - (D) that the chamber musicians have combined styles of music from the Middle East with those
  - (E) that chamber musicians have combined styles of music from Egypt and those
103. Fencing is a tantalizing sport, unappreciated at best, where two opponents fight a pitched and lightning-fast battle with electrically connected swords and metal vests.
- (A) where two opponents fight a pitched and lightning-fast battle with
  - (B) when two opponents fight a pitched and lightning-fast battle having
  - (C) which two opponents have pitched and in lightning-fast battle fighting with
  - (D) having two opponents who fight a pitched and lightning-fast battle that has
  - (E) in which two opponents fight a pitched and lightning-fast battle with
104. Scientists have determined that the inner ear assists in awareness of body orientation, since people with disorders of the inner ear were found to have increased difficulties in maintaining balance.
- (A) were found to have increased difficulties
  - (B) have been found to have increased difficulty
  - (C) were found to have increasing difficulty
  - (D) had been found to have increased difficulties
  - (E) have been found to have increasing difficulties
105. The city of Montreal spends a large portion of its annual budget on the construction of tourist attractions such as amusement parks, even if it is by no means certain that the construction of tourist attractions increases revenue from tourism.
- (A) even if it is by no means certain that the construction of tourist attractions increases
  - (B) even if the city is by no means certain that the construction of tourist attractions will increase
  - (C) even if there is no certainty that the construction of tourist attractions increases

- (D) even though the city is by no means certain that the construction of tourist attractions increases
- (E) though there is no certainty as to the construction of tourist attractions increasing
106. Certain painkilling drugs such as Oxycotin have recently been shown to be addictive to patients, which may limit their potential to reduce pain.
- (A) which may limit their potential to reduce
- (B) which may limit their potential for reducing
- (C) which may limit such drugs' potential to reduce
- (D) an effect that may limit their potential to reduce
- (E) an effect that may limit the potential of such drugs to reduce
107. Many fear the epidemic of obesity in America; the amount of food consumed per person in America is as much as thrice that consumed in Japan.
- (A) as much as thrice that consumed in Japan
- (B) as much as thrice that of Japan's consumption
- (C) up to three times of Japan's consumption
- (D) up to three times what Japanese consumed
- (E) up to triple the amount the Japanese consumed
108. Books to be added to the high school curriculum should be educational and should have no profanity in them or be lewd.
- (A) and should have no profanity in them or be lewd
- (B) and should not have profanity in them or not be lewd
- (C) and contain no profanity or lewdness
- (D) without containing profanity nor be lewd
- (E) without having any profanity or no lewdness in them
109. Some civil libertarians insist that the best way to ensure freedom of religion for all citizens is to reduce the prominence of the Judeo-Christian god in politics.
- (A) insist that the best way to ensure freedom of religion for all citizens is to reduce
- (B) have insisted the best way freedom of religion can be ensure for all citizens is reducing
- (C) insist the best way to ensure freedom of religion for all citizens is the reduction of
- (D) are insistent that the best way freedom of religion can be ensured for all citizens is the reduction of
- (E) insist that the best way for the ensurance of freedom of religion for all citizens is to reduce

110. Unchallenged as a result of having 16th-century European firearms, Native Americans viewed the white man with suspicion, for they feared the thunder sticks of death that were pointed at them.
- (A) Native Americans viewed the white man with suspicion, for they
  - (B) Native Americans were suspicious of the white man, and they
  - (C) the white man was viewed with suspicion by Native Americans, who
  - (D) the white man was suspicious to Native Americans, and it was
  - (E) the white man was viewed with suspicion by Native Americans, it being
111. When he could no longer play violin himself, Howard taught, imparted his knowledge to students to encourage them to be as successful as he once was.
- (A) imparted his knowledge to students to encourage
  - (B) and he imparted his knowledge to students and encouraged
  - (C) and imparting his knowledge to students encouraged
  - (D) imparting his knowledge to students and encouraged
  - (E) imparting his knowledge to students and encouraging
112. Annabelle's pack-a-day smoking habit has done seriously and potentially fatal damage to her lungs.
- (A) has done seriously and potentially fatal damage to
  - (B) did damage that is seriously and potentially fatal
  - (C) damaged, serious and potentially fatally
  - (D) has done serious and potentially fatal damage to
  - (E) did damage, serious and potentially fatal
113. When deer damage plants, it can be prevented if human hair is spread around the garden.
- (A) When deer damage plants, it
  - (B) The damage to plants caused by deer
  - (C) The fact that deer cause damage to plants
  - (D) When deer cause plant damage, it
  - (E) Deer damage plants, which



114. Upset by the litter around her neighborhood, the idea of after-school cleanups were substitutes for detention by Jane.
- (A) the idea of after-school cleanups were substitutes for detention by Jane
  - (B) after-school cleanups were ideas for substitution for detention suggested by Jane
  - (C) Jane suggested the after-school cleanup as a substitute for detention
  - (D) Jane suggested that detention be substituted as after-school cleanups
  - (E) the after-school cleanup was suggested to be a substitute for detention by Jane
115. Because of persuasive arguments made by both lawyers, juries often have difficulty distinguishing the innocent from the guilty; DNA testing helps prevent innocent people from being convicted.
- (A) the innocent from
  - (B) the innocent and
  - (C) the innocent or
  - (D) for the innocent or
  - (E) among the innocent or
116. Research has found that a child born into a family whose members have schizophrenia will most likely themselves develop schizophrenia in their adolescence.
- (A) a child born into a family whose members have schizophrenia will most likely themselves develop schizophrenia
  - (B) children born into families whose members have schizophrenia will most likely themselves develop schizophrenia
  - (C) a child born into a family the members of which have schizophrenia will most likely themselves develop schizophrenia
  - (D) in those families where members have schizophrenia, children will most likely develop schizophrenia themselves
  - (E) children born into families where there is schizophrenia will themselves most likely develop schizophrenia
117. No less an expert than John H. McWhorter has claimed that African-American children do poorly in schools because of implicit social pressure to fail academically.
- (A) No less an expert than
  - (B) Not less an expert
  - (C) Not less expert
  - (D) Not less an expert than
  - (E) An expert not less than

118. Many police officers arrest African-Americans not from their significance as perpetrators of suburban crime but because they are members of an ethnic minority.
- (A) not from their significance as perpetrators of suburban crime
  - (B) although they are not a significant perpetrators of suburban crime
  - (C) not in that they are significant as suburban perpetrators of crime
  - (D) not because they are significant perpetrators of suburban crime
  - (E) not because being significant perpetrators of crime in suburban areas
119. Punk teenagers infuriate adults as much by wearing provocative clothing than by their disregard for authority.
- (A) than by their disregard for authority
  - (B) rather than by their disregard for authority
  - (C) than by disregarding authority
  - (D) as by their disregard for authority
  - (E) as by disregarding authority
120. After Georgio's Caf  got a favorable review in a travel guidebook, the number of tourists eating there were in excess of the number of local customers going regularly.
- (A) were in excess of the number of local customers
  - (B) had an excess over the local customers who were
  - (C) exceeded the local customers who were
  - (D) numbered more than the local customers
  - (E) exceeded the number of local customers
121. Wretched and increasing mendicants are requesting money on the streets, money that seems to be hard to come by in the deteriorating economy.
- (A) Wretched and increasing prevalent mendicants are requesting money on the streets, money that seems
  - (B) Wretched and increasing prevalent mendicants request money on the streets, money seeming
  - (C) On the streets wretched and increasingly prevalent mendicants are requesting money that seems
  - (D) Wretchedly and increasingly prevalent mendicants request money on the streets seeming
  - (E) Wretchedly and increasingly prevalent mendicants are requesting money on the streets that seems

122. Though without understanding a word of what is being said, savvy communicators can follow a conversation in a foreign language by interpreting tone of voice and body language.
- (A) Though without understanding a word of what is being said, savvy communicators
  - (B) Without understanding a word of what is being said, savvy communicators
  - (C) Even though the person has not understood a word of what is being said, a savvy communicator
  - (D) Even when the person has not understood a word that is being said, savvy communicators
  - (E) In spite of not understanding a word of what is being said, a savvy communicator
123. The new Xerox machine does more than simply copying documents; it can resize, lighten, and collate.
- (A) The new Xerox machine does more than simply copying
  - (B) The new Xerox machine's functions are more than a simple copying of
  - (C) The new Xerox machine has done more than a simple copying of
  - (D) The new Xerox machine's functions have done more than copy simply
  - (E) The new Xerox machine does more than simply copy
124. Because both parents worked full-time, they had a nanny who not only watched the children and also cleaned the house should it be messy.
- (A) and also cleaned the house should it be
  - (B) but also did the cleaning of the house if it were
  - (C) and the house was cleaned if it were
  - (D) but also cleaned the house if it was
  - (E) and cleans the house if it were
125. Surprisingly obedient, the Smiths have a cat that follows simple instructions like "come" or "sit", words to which usually only dogs respond.
- (A) Smiths have a cat that follows
  - (B) Smiths of their cat follows
  - (C) cat belonging to the Smiths follows
  - (D) cat belonging to the Smiths has followed
  - (E) cat belonging to the Smiths, following

126. Actors on Broadway have the difficult task of being singers who must also perform as dancers.
- (A) of being singers who must also perform as dancers
  - (B) of singers who must also perform like dancer
  - (C) that they are singers who must perform like dancer
  - (D) that, as a singer, they must also perform as a dancer
  - (E) to be a singer that must also perform as a dancer
127. Regardless of the amount of dairy food they consume in adulthood, people who consumed little dairy food in childhood seem to be prone to bone fractures, a disadvantage that suggests a need for higher calcium consumption in childhood.
- (A) seem to be prone to bone fractures
  - (B) seemingly are prone to bone fractures and have
  - (C) seem to be prone to bone fractures and have
  - (D) seemingly are prone to bone fractures and to have
  - (E) are, it seems, prone to bone fractures, and they have
128. The defending attorney weakened the prosecution’s arguments so much that, at the end of the trial, the jury doubted that the victim had even existed.
- (A) doubted that the victim had even existed
  - (B) doubts that the victim has even existed
  - (C) was in doubt as to the existence of the victim
  - (D) was doubtful concerning the victim’s existence
  - (E) had doubts about the victim’s even existing
129. If the draft is not re-instated, less people will join the army in the coming 10 years than did in any other 10-year period in our nation’s history.
- (A) less people will join the army in the coming 10 years than
  - (B) less people will be joining the army in the coming 10 years as
  - (C) fewer people will join the army in the coming 10 years as
  - (D) fewer people will be joining the army in the coming 10 years as
  - (E) fewer people will join the army in the coming 10 years than

130. Germany's most infamous leader, Hitler's policies were responsible for the slaughter of 6 million Jews.
- (A) Germany's most infamous leader, Hitler's policies were responsible for
  - (B) Germany's most infamous leader, the policies of Hitler caused
  - (C) More infamous than other leaders of Germany, the policies of Hitler were responsible for
  - (D) Germany's most infamous leader, Hitler caused
  - (E) Hitler, Germany's most infamous leader, pursued policies that caused
131. No school policies forbid a teacher from scolding a student or to call the student's parents based only on another child's accusations.
- (A) a teacher from scolding a student or to call
  - (B) a teacher to scold a student or call
  - (C) that teachers scold a student or call
  - (D) the scolding by a teacher of a student or calling of
  - (E) scolding by teachers of a student or calling of
132. The miners were reluctant to embrace the company's new unionization policy because they thought it was merely meant to be a publicity stunt with no commitment to contract negotiation and eventually salary increases.
- (A) stunt with no commitment to contract negotiation and eventually salary increases
  - (B) stunt, having no commitment to contract negotiation and eventually salary increases
  - (C) stunt and did not reflect a commitment to contract negotiation and eventual salary increases
  - (D) stunt, reflecting a commitment to contract negotiation and eventual salary increases
  - (E) stunt, not one that reflected that contract negotiation and eventual salary increases was a commitment
133. Many companies pay almost twice as much to men, if the effect of faster promotions, more bonuses, and better benefits are regarded as salary, than to women, who earn 77 cents for every dollar their male counterparts earn in base salary.
- (A) are regarded as salary, than
  - (B) are regarded as salary, as
  - (C) is regarded as salary, than it pays
  - (D) is regarded as salary, as is paid
  - (E) is regarded as salary, as they pay

134. The Planned Parenthood representative suggested that all sexually active teenagers be protected from STDs as thoroughly as possible and also encouraged all parents who have post-pubescent children to talk to their children about birth control.
- (A) be protected from STDs as thoroughly as possible and also encouraged all parents who have post-pubescent children
  - (B) should be protected from STDs as thoroughly as possible and also encourages all parents that have post-pubescent children
  - (C) are protected from STDs as thoroughly as possible and also encourages those parents who are having post-pubescent children
  - (D) be protected from STDs as thoroughly as possible and also encouraged parents with post-pubescent children
  - (E) should be protected from STDs as thoroughly as possible and also has encouraged all those parents with a post-pubescent child
135. SAS is a database-forming programming language, a means to organize, in order to analyze, the huge amount of seemingly unrelated facts on a topic.
- (A) a means to organize, in order to analyze, the huge amount
  - (B) a means to organize, in order to analyze, the huge number
  - (C) the means of organizing for analyzing the huge number
  - (D) the means that organizes, in order to analyze, the huge amount
  - (E) the means for organizing in order to analyze the huge amount
136. Unlike Christians, Jews only see Jesus as a prophet; they do not think of him as the Messiah, nor do they view him as the son of God.
- (A) nor do they view him
  - (B) but they do not view him
  - (C) neither do they view him
  - (D) and they neither view him
  - (E) while viewing him neither
137. Partial-birth abortion, a procedure used in the third trimester of pregnancy involving the partial delivery and the euthanasia of a fetus, is now the subject of controversy because it involves killing a fetus that could live outside the mother.
- (A) used in the third trimester of pregnancy involving the partial delivery and the euthanasia of a fetus, is now the subject of controversy because it involves
  - (B) used in the third trimester of pregnancy involving the partial delivery and the euthanasia of a fetus, is now the subject of controversy because of involving

- (C) used in the third trimester of pregnancy, involves the partial delivery and the euthanasia of a fetus and is now the subject of controversy because it involves
- (D) in the third trimester of pregnancy that involves the partial delivery and the euthanasia of a fetus, is now the subject of controversy because it involves
- (E) in the third trimester of pregnancy involving the partial delivery and the euthanasia of a fetus, which is now the subject of controversy, involves
138. Where once housewives had submitted to the authority of their husbands by agreeing with them on every political issue, after many men supported America's decision not to sign an international treaty on the rights of women, many housewives decided to form their own political ideas.
- (A) Where once housewives had submitted to the authority of their husbands by agreeing
- (B) Where once housewives submitted to their husbands' authority for the agreement of
- (C) While once housewives had submitted to the authority of their husbands by agreement
- (D) While once housewives submitted to their husbands' authority by agreeing
- (E) While once housewives had submitted to the authority of their husbands by their agreeing
139. To end violent tendencies in young children, mothers want peaceful conflict resolution, readily available counseling, and decreasing the prominence of television shows that contain abundant and often casual violence.
- (A) decreasing the prominence of television shows that contain abundant and often casual violence
- (B) decreasing the prominence of television shows containing often casual but abundant violence
- (C) a decrease of the prominence of television shows, containing as they do often casual violence in abundance
- (D) a decreased prominence of the abundant and often casual violence contained in television shows
- (E) a decreased prominence of television shows that contain abundant but often casual violence
140. It may be many years before politicians again attempt to revive the draft, a program known to be unpopular with voters.
- (A) again attempt to revive the draft, a program known to be
- (B) attempt to revive the draft again, a program known for being

- (C) will attempt to revive the draft again, a program known as being
- (D) attempt to revive the draft again, a program that is known to be
- (E) will again attempt to revive the draft, a program known as being
141. Over the last 10 years, the population of deer in America increased dramatically over the past decade, while the number of drivers who report car accidents with deer on highways is more than four times what it was.
- (A) increased dramatically over the past decade, while the number of drivers who report car accidents with deer on highways is more than four times what it was
- (B) increased dramatically, while the number of drivers reporting car accidents with deer on highways is more than quadruple what it was at that time
- (C) has increased dramatically, while the number of drivers reporting car accidents with deer on highways has more than quadrupled
- (D) has increased dramatically over the past decade, while the number of drivers reporting car accidents with deer on highways is more than four times what it was at that time
- (E) has increased dramatically over the past decade, while the number of drivers who are reporting car accidents with deer on highways are more than quadruple what they once were
142. The organs of pigs genetically modified by human stem-cells are now viewed as forms of health insurance and as resources a human is able to use to take care of one's later illnesses.
- (A) a human is able to use to take care of one's
- (B) that a human is able to use to take care of oneself in
- (C) a human is able to use to take care of oneself in
- (D) humans are able to use to take care of them in
- (E) humans are able to use to take care of themselves in
143. The mayor regretted that Hurricane Bradley had affected the metropolitan area so much more dramatically than meteorologists had expected may occur.
- (A) had expected may occur
- (B) had expected
- (C) expected the occurrence of
- (D) expected may occur
- (E) expected



144. The intense humidity emphasized the fact it was, which the records show, the hottest day Ottawa had ever had.
- (A) it was, which the records show,
  - (B) it was, and it is the records that show it,
  - (C) of it being, as the records show,
  - (D) that the day was, as the records show,
  - (E) shown in the records, that it was
145. Animal Rescue is a non-profit organization that tries to find lost pets and that returns them to their owners.
- (A) to find lost pets and that returns them
  - (B) to find lost pets and return them
  - (C) to find lost pets for return
  - (D) at finding lost pets so as to return them
  - (E) finding lost pets and that returns them
146. National Bank of Canada's employee insurance coverage is little improved from how it was in the past ten years.
- (A) is little improved from how it was
  - (B) is a little improved from how it was
  - (C) has improved little
  - (D) has improved little from how it has been
  - (E) is little improved from the way it was
147. Not since Communist China crushed the democratic demonstrations at Tianenmen Square has a country so brutally denied the right of its citizens that they could speak freely.
- (A) has a country so brutally denied the right of its citizens that they could speak freely
  - (B) did a country so brutally deny the right of its citizens that they could speak freely
  - (C) has a country so brutally denied the right of its citizens to speak freely
  - (D) did a country so brutally deny the right of its citizens to speak freely
  - (E) has a country so brutally denied whether its citizens had the right that they could be speaking freely

148. In recent years, despite the ethnocentrism of Western cultures, Eastern customs are understood in the international community.
- (A) are understood
  - (B) are becoming better understood
  - (C) which have gained understanding,
  - (D) have become understood
  - (E) have since become understood
149. Lately, union leaders have been divided in arguments over if the union should fight for increased benefits or raised safety awareness.
- (A) over if the union should fight for increased benefits or raised safety awareness
  - (B) over whether the union should fight for increased benefits or raised safety awareness
  - (C) about the union fighting for increased benefits or raised safety awareness
  - (D) about if increased benefits should come from the union or raised safety awareness
  - (E) concerning the union and its fighting for increased benefits or raised safety awareness
150. Montreal, where the tourist industry is larger than any other Canadian city, has neighborhoods entirely composed of souvenir shops and cafes.
- (A) where the tourist industry is larger than any other Canadian city
  - (B) which has a tourist industry larger than that of other Canadian cities
  - (C) which had a tourist industry larger than any other Canadian city
  - (D) whose tourist industry is larger than any other Canadian city
  - (E) whose tourist industry is larger than that of any other Canadian city
151. With a salary of less than \$15,000 dollars a year and fewer sources of alternate income than before, Mrs. Greenman is in financial difficulty.
- (A) of less than \$15,000 dollars a year and fewer
  - (B) lower than \$15,000 dollars and less
  - (C) lesser than \$15,000 dollars and fewer
  - (D) fewer than \$15,000 dollars and less
  - (E) of fewer than \$15,000 dollars and of fewer

152. The Johnson family is to be pitied for, first of all, becoming ineligible for welfare, and secondarily, for their failure to find a well-priced apartment.
- (A) secondarily, for their failure to
  - (B) secondly, for their failure to
  - (C) secondly, that they failed and did not
  - (D) second, that they failed to
  - (E) second, failing to
153. Notice of the upcoming execution being given to convicted murderers two days before executing them is the standard practice in certain police states in Asia.
- (A) Notice of the upcoming execution being given to convicted murderers two days before executing
  - (B) Giving notice of the upcoming execution to convicted murderers two days before executing
  - (C) Notice of the upcoming execution to give to convicted murderers two days before executing
  - (D) Giving notice of the upcoming execution two days before executing
  - (E) To give notice of the upcoming execution two days before having to execute
154. More than ever, Manolo Blahniks are expected to be sold this season, due to their mention on the popular television show *Sex and the City*.
- (A) More than ever, Manolo Blahniks are expected to be sold this season
  - (B) It is expected that more Manolo Blahniks than ever will be sold this season than previously and that is
  - (C) The Manolo Blahniks expected to be sold this season is more than ever
  - (D) The amount of Manolo Blahniks that will be sold this season is expected to be greater than ever
  - (E) A great increase in the number of Manolo Blahniks expected to be sold this season is
155. Distressed by the nutritional content of the junk food sold in the school cafeteria, the possibility of removing vending machines was discussed by the PTA at its monthly meeting.
- (A) the possibility of removing vending machines was discussed by the PTA at its monthly meeting
  - (B) the removal of vending machines was discussed as a possibility by the PTA at its monthly meeting
  - (C) removed vending machines was discussed by the PTA at its monthly meeting as a possibility

- (D) the PTA discussed at its monthly meeting the possibility of vending machines being removed
- (E) the PTA, at its monthly meeting, discussed the possibility of removing vending machines
156. Robert Wood Johnson University requires that a professor with classes of more than 60 students schedule smaller extra-help sessions for their students before or after the standard classes.
- (A) that a professor with classes of more than 60 students schedule smaller extra-help sessions for their students before or after the standard classes
- (B) a professor with classes of more than 60 students schedule smaller extra-help sessions for their students before or after the standard classes
- (C) that professors with classes of more than 60 students schedule smaller extra-help sessions for their students before or after the standard classes
- (D) a professor with classes of more than 60 students to schedule smaller extra-help sessions for their students before the standard classes or after
- (E) a professor with classes of more than 60 students schedule smaller extra-help sessions for his students, before or after the standard classes
157. Just as the Russian communists of the early 20th century believed that they were overcoming the tyranny of the czars, so too did the Chinese communists believe they were avoiding the misrule of the Guomindang.
- (A) Just as the Russian communists of the early 20th century believed that they were overcoming the tyranny of the czars, so too
- (B) The Russian communists of the early 20th century believed that they were overcoming the tyranny of the czars, and in a similar way
- (C) Like the case of the Russian communists of the early 20th century who believed that they were overcoming the tyranny of the czars, so too
- (D) As in the belief that they were overcoming the tyranny of the czars held by the Russian communists of the early 20th century
- (E) Similar to the Russian communists which believed in the early 20th century that they were overcoming the tyranny of the czars
158. Jewish immigrants from Poland, Schwartz’s Deli was opened by Eli and Rivka Schwartz in 1843 after unsuccessfully attempting to find office work.
- (A) Schwartz’s Deli was opened by Eli and Rivka Schwartz in 1843 after unsuccessfully attempting to find office work
- (B) Eli and Rivka Schwartz opened Schwartz’s Deli in 1843, after unsuccessfully attempting to find office work
- (C) after unsuccessfully attempting to find office work, Schwartz’s Deli was opened by Eli and Rivka Schwartz in 1843

- (D) Schwartz's Deli was opened in 1843 by Eli and Rivka Schwartz after unsuccessfully attempting to find office work
- (E) Eli and Rivka Schwartz opened after unsuccessfully attempting to find office work Schwartz's Deli in 1843
159. After firing Danny, his boss discovered that not only had he skimmed money from the cash register he in addition sexually harassed a female coworker.
- (A) he in addition sexually harassed a female coworker
- (B) he had sexually harassed a female coworker in addition
- (C) but also he had sexually harassed a female coworker
- (D) he had also sexually harassed a female coworker
- (E) but his female coworker was sexually harassed as well
160. An attempt to elect a woman as President of the United States, begun 15 years ago, has had no success despite the willingness of the Democratic Party to back a female candidate.
- (A) to elect a woman as President of the United States, begun 15 years ago
- (B) begun 15 years ago, to elect a woman as President of the United States
- (C) begun for electing a woman as President of the United States 15 years ago
- (D) at electing a woman as President of the United States, begun 15 years ago
- (E) that has begun 15 years ago to elect a woman as President of the United States
161. After a murderer has been convicted, it is the judge who decides whether his crime calls for executing him or imprisoning him for life.
- (A) whether his crime calls for executing him or imprisoning him
- (B) if there is a crime that calls for an execution or an imprisonment of him
- (C) whether or not his crime calls for the execution or, imprisonment of him
- (D) if there is a crime that calls for executing him or his imprisonment
- (E) if his crime would call for him being censured or that he be imprisoned
162. Because Albert is the most experienced and he is therefore the best ballet dancer in the company, he is being increasingly viewed by the director as the best candidate for the role of the Nutcracker.
- (A) and he is therefore the best ballet dancer in the company, he is being increasingly viewed
- (B) he is therefore the best of ballet dancers, and it has increased the view
- (C) and therefore the best ballet dancer, he is being increasingly viewed
- (D) and therefore he is the best of ballet dancers, there is an increasing view
- (E) therefore being the best of ballet dancers, it is increasingly viewed

163. The political and social forces that may facilitate a dictator's rise to power include sudden crashes in the economy, discrimination and other methods of finding scapegoats, inciting the masses to rebellion, and their protesting that the current government may still be inadequate.
- (A) inciting the masses to rebellion, and their protesting that the current government may still be inadequate
  - (B) inciting the masses to rebellion, and a protest that the current government may still be inadequate.
  - (C) an incitement of the masses to rebellion, and a protesting that the current government may still be inadequate.
  - (D) an incitement of the masses to rebellion, and a protest of the still inadequate current government
  - (E) an incitement of the masses to rebellion, and a protest that the current government may still be inadequate.
164. Like the play that came before it, Shakespeare's Othello is the inspiration for the new play.
- (A) Shakespeare's Othello is the inspiration for the new play
  - (B) the inspiration for the new play is Shakespeare's Othello
  - (C) Shakespeare's Othello is the new play's inspiration
  - (D) the new play has been inspired by Shakespeare's Othello
  - (E) the new play has an inspiration of Shakespeare's Othello
165. To compare the thunderous brilliance of Beethoven with the bubble-gum pop tunes of Britney Spears is to compare the value of diamonds with that of plastic baubles.
- (A) To compare the thunderous brilliance of Beethoven with the bubble-gum pop tunes of Britney Spears is to compare the value of diamonds with that of plastic baubles.
  - (B) To compare the thunderous brilliance of Beethoven with the bubble-gum pop tunes of Britney Spears is comparing the value of diamonds with that of plastic baubles.
  - (C) Comparing the thunderous brilliance of Beethoven with the bubble-gum pop tunes of Britney Spears is to compare the value of diamonds with plastic baubles.
  - (D) Comparing the thunderous brilliance of Beethoven with the bubble-gum pop tunes of Britney Spears is like comparing the value of diamonds with plastic baubles.
  - (E) To compare the thunderous brilliance of Beethoven with the bubble-gum pop tunes of Britney Spears is to compare diamonds' value with plastic baubles' value.

166. When we visited the hospital, the doctors told us that using a walker was much easier for Grandmother than to try to walk on her own.
- (A) that using a walker was much easier for Grandmother
  - (B) that for Grandmother, it was much easier to use a walker
  - (C) that for Grandmother, a walker was much easier to use
  - (D) for Grandmother, using a walker was much easier
  - (E) for Grandmother, a walker was much easier than
167. The steps of the ceramic process in which the students will be involved is in the molding and smoothing of the shape, and in the decoration of the finished item.
- (A) is in the molding and smoothing of the shape, and in the decoration
  - (B) is the molding and smoothing of the shape, and also the decorating
  - (C) are the molding, smoothing of the shape, and in the decorating
  - (D) are the molding and smoothing of the shape, and the decoration
  - (E) is in the molding and smoothing of the shape, and the decorating
168. Since the President was caught having an affair, nearly 10,000 men have been sued for divorce, which is more than had been sued in the past five years combined.
- (A) which is more than had been sued
  - (B) more than had been sued
  - (C) more than they had sued
  - (D) more than had experienced suits
  - (E) which is more than had experienced suits
169. Despite the doctor's urgings that she consider surgery, Marilyn decided not to go to the hospital because she believed that herbal remedies would prove not only economical but ultimately effective in curing her malady.
- (A) she believed that herbal remedies would prove not only economical but
  - (B) herbal remedies will prove both economical and also
  - (C) she believed herbal remedies would prove themselves to be both economical and
  - (D) she believed herbal remedies would prove to be both economical and
  - (E) herbal remedies will prove her belief that they are both economical and

170. The pharmaceutical company should add many new strains of the disease to Prevnar, making the vaccine much more effective than 10 years ago.
- (A) making the vaccine much more effective than 10 years ago
  - (B) and make the vaccine much more effective than 10 years ago
  - (C) making the vaccine much more effective than it was ten years ago
  - (D) to make the vaccine much more effective than 10 years ago
  - (E) in making the vaccine much more effective than it was 10 years ago
171. The disciplinary decisions teachers make are less strict for girls than they are for boys because they usually cause less trouble and are more repentant.
- (A) The disciplinary decisions teachers make are less strict for girls than they are for boys because they usually cause less trouble and are more repentant.
  - (B) Because they usually cause less trouble and are more repentant, the disciplinary decisions teachers make are less strict for girls than the disciplinary decisions are for boys.
  - (C) The disciplinary decisions teachers make are less strict for girls than boys because they usually cause less trouble and are more repentant.
  - (D) Because girls usually cause less trouble and are more repentant than boys, the disciplinary decisions that teachers make for girls are less strict than boys.
  - (E) The disciplinary decisions teachers make are less strict for girls than they are for boys because girls are usually less troublesome and more repentant than boys are.
172. In the cities, teenagers get more independence than most suburbs.
- (A) most suburbs
  - (B) most suburbs do
  - (C) most suburbs are
  - (D) they are in most suburbs
  - (E) they do in most suburbs
173. Once near-slums with cheap rent, neighborhoods in the South Bronx have been increasingly gentrified in recent decades as urban renewal drives away the poor.
- (A) been increasingly gentrified
  - (B) been increasing gentrification
  - (C) been of increased gentrification
  - (D) gentrified, increasingly,
  - (E) increased gentrification



174. Not until Hammurabi's Code was enacted, had a government granted the right to its citizens that they could be aware of their laws.
- (A) had a government granted the right to its citizens that they could be aware
  - (B) did a government grant the right to its citizens that they could be aware
  - (C) had the government granted the right to its citizens for the awareness
  - (D) did a government grant the right to its citizens to be aware
  - (E) had the government granted that its citizens had a right that they could be aware
175. Police are mystified by the serial murderer and have no explanation as to why he attacks some of the prostitutes with whom he has contact when he spares most others.
- (A) when he spares
  - (B) where he spares
  - (C) where sparing
  - (D) when sparing
  - (E) while sparing
176. At the press conference, the President's spokesman has announced that the government plans to build up a reserve of the smallpox vaccine in case of a biological attack.
- (A) has announced that the government plans
  - (B) announced that the government plans
  - (C) has announced that the government will plan
  - (D) announced that the government has a plan
  - (E) has announced that the government planned
177. Thought to emanate from a tiny gland on the underside of their bodies, ants leave behind pheromone trails that can be used as signals or messages for other ants.
- (A) Thought to emanate from a tiny gland on the underside of their bodies, ants leave behind pheromone trails that can be used
  - (B) Ants leave behind pheromone trails that are thought to emanate from a tiny gland on the underside of their bodies, and they can use this
  - (C) Thought to emanate from a tiny gland on the underside of ants' bodies, pheromone trails left behind can be used
  - (D) Emanating it is thought from a tiny gland on the underside of their bodies, ants leave behind pheromone trails they can use
  - (E) Emanating, it is thought, from a tiny gland on the underside of their bodies, pheromone trails are left behind by ants that can be used

178. Although the public is accustomed to tax adjustments that benefit only the rich, economic experts were delighted to discover that both rich and the poor people would benefit from the President's tax plan.
- (A) rich and the poor people
  - (B) rich people and the poor
  - (C) the rich and the poor people
  - (D) rich people and poor people
  - (E) people who are rich and those who are poor
179. When buying electronics, one should request a guarantee for one's merchandise; the guarantee may be necessary if your new purchase breaks and you wish to have it replaced.
- (A) one should request a guarantee for one's merchandise
  - (B) you should request a guarantee for your merchandise
  - (C) a guarantee for your merchandise is what one should request
  - (D) a guarantee for one's merchandise is what should be requested
  - (E) a guarantee for your merchandise is what should be requested
180. At the suggestion of his guidance counselor, Brad applied to two Ivy League colleges and to the schools he knew would accept him.
- (A) At the suggestion of
  - (B) When he was suggested by
  - (C) A suggestion coming from
  - (D) A suggestion that came from
  - (E) After having a suggestion from
181. The 12-hour documentary on the Civil War revealed many interesting quirks that illustrates how complex and peculiar the war that pitched brother against brother really was.
- (A) that illustrates
  - (B) which illustrates
  - (C) that illustrate
  - (D) and illustrate
  - (E) who illustrate

182. He was an orphan, and Kyle founded the largest orphanage in China.
- (A) He was an orphan, and Kyle
  - (B) An orphan, Kyle
  - (C) Orphan that he was, Kyle
  - (D) Kyle has been an orphan and he
  - (E) Being an orphan, Kyle
183. Many historians regard the time of the Heian court as the greatest period in Japanese history.
- (A) regard the time of the Heian court as
  - (B) regard the time of the Heian court to be
  - (C) regard the time of the Heian court to have been
  - (D) consider that the time of the Heian court is
  - (E) consider the time of the Heian court as
184. As concerned citizens continue to investigate the activities of the CIA, their surprising similarity to Russia's infamous KGB has become impossible to ignore.
- (A) their surprising similarity to Russia's infamous KGB has become
  - (B) the surprise of their similarity to Russia's infamous KGB has become
  - (C) the surprising similarity between them and Russia's infamous KGB has become
  - (D) the surprising similarity between the CIA and Russia's infamous KGB becomes
  - (E) the surprising similarity of the CIA with Russia's infamous KGB becomes
185. Henry never showed effort, and his essays were always pedestrian; since his latest paper is nearly flawless, the obvious conclusion seems to be one of a more advanced student researching and writing at least part of Henry's impressive essay.
- (A) obvious conclusion seems to be one of a more advanced student researching and writing at least part of Henry's impressive essay
  - (B) conclusion of a more advanced student researching and writing at least part of Henry's impressive essay seems obvious
  - (C) conclusion seems obvious that at least part of Henry's impressive essay was researched and written by a more advanced student
  - (D) conclusion of at least part of Henry's impressive essay having been researched and written by a more advanced student seems obvious
  - (E) seemingly obvious conclusion is that a more advanced student would have researched and written at least part of Henry's impressive essay

186. To the distress of fans of musical theater, the producers are closing *Meet Pauline*, the first Broadway musical that had been written by a large group of composers and the inspiration for a plethora of similar works that crowded Broadway for years after.
- (A) that had been written by a large group of composers and
  - (B) written by a large group of composers and which was
  - (C) to be written by a large group of composers and which was
  - (D) written by a large group of composers and
  - (E) to have been written by a large group of composers and was
187. Based on the customs of countries such as Mexico and an analysis of ancient records, historians have inferred that the Aztecs fed prisoners sumptuous meals before using the prisoners as human sacrifices.
- (A) Based on the customs of countries such as
  - (B) On the basis of the customs of countries such as
  - (C) Based on the customs of countries like
  - (D) On the basis of the customs of countries, like those of
  - (E) Based on such customs as those of countries like
188. Golf games often turn out to be more tiring than they originally seemed.
- (A) they originally seemed
  - (B) they originally seem to
  - (C) they seemingly would tire originally
  - (D) it would have seemed originally
  - (E) it originally seemed they would
189. Unlike conservatives who wish to substitute abstinence training to full sex education, Mr. Jackson stresses how necessary it is to teach teenagers how to make adult decisions.
- (A) to full sex education, Mr. Jackson stresses how necessary it is to teach
  - (B) for full sex education, Mr. Jackson stresses the necessity of teaching
  - (C) to full sex education, Mr. Jackson stresses that is necessary to teach
  - (D) for full sex education, Mr. Jackson's stress is that it is necessary to teach
  - (E) to full sex education, Mr. Jackson's stress is on the necessity of teaching

190. Those watching the libel suit might speculate if the company, swift to take offense might have been as responsible for the perceived slander as the newspaper was.
- (A) speculate if the company, swift to take offense might have been
  - (B) speculate if the company, swift to take offense had been
  - (C) speculate if, in its swiftness to take offense the company was
  - (D) wonder as to whether, in its swiftness to take offense, the company was
  - (E) wonder whether the company, swift to take offense, was
191. Added to the increase in monthly wages discussed last spring, the dining hall employees are currently seeking improved insurance coverage.
- (A) Added to the increase in monthly wages discussed last spring, the dining hall employees are currently seeking improved insurance coverage.
  - (B) Added to the increase in monthly wages which had been discussed last spring, the employees of the dining hall are currently seeking an improved insurance coverage.
  - (C) The dining hall employees are currently seeking improved insurance coverage added to the increase in monthly wages that were discussed last spring.
  - (D) In addition to the increase in monthly wages that were discussed last spring, the dining hall employees are currently seeking improved insurance coverage.
  - (E) In addition to the increase in monthly wages discussed last spring, the employees of the dining hall are currently seeking improved insurance coverage.
192. Ripe peaches are marked not so much by their color but instead by their firmness and fullness of aroma.
- (A) but instead
  - (B) rather than
  - (C) than
  - (D) as
  - (E) so much as
193. Ten percent of Clarkstown South High School students go on to Ivy League colleges, compared with from Clarkstown North High School it is five percent and Nyack High School, Pomona High School, and Ramapo High School it is two percent.
- (A) Ten percent of Clarkstown South High School students go on to Ivy League colleges, compared with from Clarkstown North High School it is five percent and Nyack High School, Pomona High School, and Ramapo High School it is two percent.

- (B) Ten percent of Clarkstown South High School students go on to Ivy League colleges; from Clarkstown North High School it is five percent and from Nyack High School, Pomona High School, and Ramapo High School it is two percent.
- (C) From Clarkstown South High School, ten percent of students go on to Ivy League colleges, compared with five percent from Clarkstown North High School and two percent from Nyack High School, Pomona High School, and Ramapo High School.
- (D) The percentage of students from Clarkstown South High School who go on to Ivy League colleges is ten, compared with Clarkstown North High School's ten, Nyack High School's two, Pomona High School's two, and Ramapo High School's two.
- (E) The percentage of Clarkstown South High School students going on to Ivy League colleges is ten, that from Clarkstown North High School is five, and that from Nyack High School, Pomona High School, and Ramapo High School is two.
194. The sharp contrast in sales of sports memorabilia seen in sports in which most of the participants are male and such sales in sports in which most of the participants are female have demonstrated that women's sports are still lacking dedicated fans.
- (A) seen in sports in which most of the participants are male and such sales in sports in which most of the participants are female have
- (B) seen in sports in which most of the participants are predominately male over those that are predominately female have
- (C) that favors sports in which most of the participants are male over sports in which most of the participants are female have
- (D) that favors sports in which most of the participants are male over sports in which most of the participants are female has
- (E) seen is sports in which most of the participants are male and such sales in sports in which most of the participants are female has
195. The National Organization for Women has insisted that discrimination against women is still rampant in modern society and that unanimous opposition to prejudice is necessary for improving any aspects of the situation.
- (A) that unanimous opposition to prejudice is necessary for improving any aspects of the situation
- (B) that unanimous opposition to prejudice is necessary if any aspects of the situation are to be improved
- (C) that unanimous opposition to prejudice is necessary to improve any aspects of the situation

- (D) unanimous opposition to prejudice is necessary in improving any aspects of the situation
- (E) the prejudice needs to be unanimously opposed so that any aspects of the situation is improved
196. According to the editor of *Elle* magazine, wearing the same clothes as are worn on undersized models will lead to a fashion failure for the plus-size woman, who should shop at stores such as Lane Bryant that have clothing that will flatter her shape.
- (A) wearing the same clothes as are worn on undersized models will lead to a fashion failure for the plus-size woman, who
- (B) it will lead to a fashion failure for the plus-size woman to wear the same clothes as on the undersized models; they
- (C) fashion failure will result from wearing the same clothes as undersized models to the plus-size woman, who
- (D) fashion failure for the plus-size woman will result from wearing the same clothes as on the undersized models; they
- (E) the plus-size woman wearing the same clothes as are worn on undersized models will lead to fashion failure; they
197. The nutritionist defined an obese individual as one handicapped by a severe excess of weight with difficulty refraining from eating.
- (A) as one handicapped by a severe excess of weight with difficulty refraining from eating
- (B) to be one that is handicapped by an excess of weight with difficulty refraining from eating
- (C) as one that is handicapped by an excess of weight and that has difficulty refraining from eating
- (D) to have difficulty refraining from eating and being handicapped by a severe excess of weight
- (E) as having difficulty refraining from eating and handicapped by a severe excess of weight
198. The Constitution of the United States protects more rights for its citizens than does the constitution of any other country, but there are many areas in which it could provide more freedom.
- (A) for its citizens than does the constitution of any other country
- (B) to its citizens as the constitution of any other country
- (C) for its citizens as the constitution of any other country
- (D) to its citizens as the constitution of any other country
- (E) for its citizens than the constitution of any other country

199. Answering machines and microwaves are to the modern age just like butler and cook was to the Victorian era.
- (A) just like butler and cook was
  - (B) as have been a butler and cook
  - (C) what butlers and cooks were
  - (D) what butlers and cooks are
  - (E) just the same as butlers and cooks had been
200. Teachers want students to be as well behaved as possible for the reason that misbehavior on the part of students affect the learning experience of the entire class.
- (A) for the reason that misbehavior on the part of students affect
  - (B) for the reason because misbehavior on the part of students affects
  - (C) in that misbehavior on the part of students affect
  - (D) because misbehavior on the part of students affects
  - (E) because misbehavior on the parts of students affects
201. After the Communist Revolution in China, the Communist Party embodied the dominant ideology of the Chinese, replacing older ideologies and political systems.
- (A) embodied the dominant ideology of the Chinese, replacing older ideologies
  - (B) embodied the dominant ideology of the Chinese, replacing ideologies that were older
  - (C) embodies the dominant ideology of the Chinese and it replaced older ideologies
  - (D) embodies the dominant ideology of the Chinese and it replaced ideologies that were older
  - (E) embodies the dominant ideology of the Chinese, having replaced ideologies that were older
202. New spray cans, which do not pollute in the way aerosol cans do, hopefully will reduce levels of pollution.
- (A) in the way aerosol cans do, hopefully will reduce
  - (B) in the way aerosol cans do, will, it is hoped, reduce
  - (C) like aerosol cans, hopefully will reduce
  - (D) like aerosol cans, would reduce, hopefully
  - (E) such as aerosol cans do, will, it is hoped, reduce



203. With a total population of less than five thousand and fewer well-trained soldiers than ever before, the army base is still unprepared for a real war.
- (A) less than five thousand and fewer
  - (B) lower than five thousand and less
  - (C) lesser than five thousand and fewer
  - (D) fewer than five thousand and less
  - (E) fewer than five thousand and of fewer
204. During the Stock Market crash in 1929 the run on the banks resulted in thousands of Americans losing hard earned savings on which these depositors can no longer rely.
- (A) on which these depositors can
  - (B) on which these depositors could
  - (C) that these depositors can
  - (D) because these depositors can
  - (E) for which these depositors could
205. If a song is played on the radio often, a practice favored by popular radio stations, it increases the chance that the singer will become famous.
- (A) If a song is played on the radio often, a practice favored by popular radio stations, it
  - (B) If a song is played on the radio often, and favored by popular radio stations, it
  - (C) A practice favored by popular radio stations, a song played on the radio often,
  - (D) A song played on the radio often, a practice favored by popular radio stations,
  - (E) The playing of a song on the radio often, and a practice favored by popular radio stations,
206. Most Americans surveyed think that international environmental treaties are useless now but that they will, or could, be useful in the future.
- (A) that they will, or could,
  - (B) that they would, or could
  - (C) they will be or could,
  - (D) think that they will be or could
  - (E) think the treaties will be or could

207. Marine biologists believe that the sperm whale's head, from which hunters are thought to have first extracted oil, serves as an acoustic resonator for whale songs.
- (A) are thought to have first extracted
  - (B) were thought first to extract
  - (C) were thought at first to extract
  - (D) are thought of as first extracting
  - (E) were thought to first extract
208. Contrary to popular opinion, the war on terrorism is leading neither to better times for investing, more of a relaxed sense of national security, or actually destroying the terrorists.
- (A) leading neither to better times for investing, more of a relaxed sense of national security, or
  - (B) leading neither to better times for investing nor a more relaxed sense of national security, or
  - (C) not leading to either better times for investing nor to more of a relaxed sense of national security, and neither is it
  - (D) not leading to better times for investing, more of a relaxed sense of national security, and it is not
  - (E) not leading to better times for investing or to a more relaxed sense of national security, nor is it
209. Already controversial figures in the media, the Raelians advocate that humans be cloned, a practice that, to the Raelians, reflects the origin of human life as coming from cloning practices used by aliens thousands of years ago.
- (A) that humans be cloned, a practice that, to the Raelians, reflects the origin of human life as coming from cloning practices used by aliens thousands of years ago.
  - (B) that humans practice cloning reflecting the origin of human life as coming from cloning practices used by aliens thousands of years ago.
  - (C) humans be cloned which was a practice which reflect the origin of human life as coming from cloning practices used by aliens thousands of years ago.
  - (D) cloning of humans be practiced to reflect the origin of human life as coming from cloning practices used by aliens thousands of years ago.
  - (E) humans return to the practice of cloning to reflect the origin of human life as coming from cloning practices used by aliens thousands of years ago.

210. If additional sources of deuterium are found, it will expand the amount that can be used as heavy water for nuclear reactors and reduce the cost of energy, even if the sources are not immediately mined.
- (A) it will expand the amount that can be used as heavy water for nuclear reactors and reduce the cost of energy
  - (B) that amount that is able to be used as heavy water for nuclear reactors will expand and the cost of energy will be reduced
  - (C) it will cause an increase in the amount that is able to be used as heavy water for nuclear reactors and a reduction in the cost of energy
  - (D) the amount that can be used as heavy water for nuclear reactors will increase and the cost of energy will drop
  - (E) it will increase the amount of deuterium that can be used as heavy water for nuclear reactors and cause a drop in the cost of energy
211. Astronomical occurrences can be viewed in a religious light; many people are known to rekindle their faith after the observation of a meteor shower.
- (A) many people are known to rekindle their faith after the observation of a meteor shower
  - (B) many people are known to have rekindled their faith once a meteor shower has been observed
  - (C) there are many known people who have rekindled their faith once a meteor shower has been observed
  - (D) after a meteor shower is observed, there are many known people who have rekindled their faith
  - (E) rekindling their faith is known for many people after a meteor shower is observed
212. Following the inordinate number of post-surgery complications, medical investigators and insurance fraud agents concluded that many medical personnel work an excessive amount of overtime that has the potential of causing errors in decision-making.
- (A) overtime that has the potential of causing
  - (B) overtime that has the potential to cause
  - (C) overtime that potentially can cause
  - (D) overtime, a practice that has the potential for causing
  - (E) overtime, a practice that can, potentially, cause

213. Some analysts of the latest technological advances argue that technology moves forward not so much because of great sparks of ideas but because of smaller contributions, such as improved practices, better laboratories and more knowledgeable designers.
- (A) because of great sparks of ideas but because of
  - (B) because of great sparks of ideas as the results of
  - (C) because of great sparks of ideas as because of
  - (D) through great sparks of ideas but through
  - (E) through great sparks of ideas but results from
214. Conquistadors began the destruction of South American cities, which was characterized by ornate gold decorations, large populations, and wonderful natural beauties.
- (A) which was characterized by ornate gold decorations, large populations
  - (B) which was characterized by ornate gold decorations and large populations
  - (C) which were characterized by ornate gold decorations, large populations
  - (D) being characterized by ornate gold decorations and large populations
  - (E) characterized by ornate gold decorations, large populations
215. Although somewhat damaged, the librarians were able to read the cover of the aging tome.
- (A) Although somewhat damaged, the librarians were able to read
  - (B) Although somewhat damaged, the librarians had read
  - (C) Although it had been somewhat damaged, the librarians were able to read
  - (D) Somewhat damaged though it had been, the librarians had been able to read
  - (E) Damaged somewhat, the librarians were able to read
216. At the end of the Second World War, the United States allocated huge sums of money to cover the costs of reconstruction that it expected to undertake in Europe as a result of negotiations with European governments.
- (A) costs of reconstruction that it expected to undertake in Europe as a result of negotiations
  - (B) costly reconstruction it expected to undertake in Europe as a result from negotiations
  - (C) costing reconstructions expected to be undertaken in Europe as a result of negotiating
  - (D) negotiated costs in reconstruction it expected to undertake in Europe
  - (E) costs expected to be undertaken in reconstruction in Europe from negotiating

217. For all her asserted scorn of such books, Jeanette had a bookcase full of romance novels.
- (A) For all her asserted scorn of such books,
  - (B) Having always asserted scorn for such books,
  - (C) All such books were, she asserted, scorned, and
  - (D) Asserting that all such books were scorned,
  - (E) In spite of assertions of scorning all such activities,
218. The immolated monk, thought by some detectives to have occurred around midnight, was a crucial factor in igniting the riots that ensued.
- (A) The immolated monk, thought by some detectives to have occurred
  - (B) The immolated monk, which some detectives have thought to occur
  - (C) Immolating the monk, occurred by some detectives at
  - (D) The immolation of the monk, thought by some detectives to have occurred
  - (E) The immolated monk, thought by some detectives to have been
219. By stealing atomic bomb secrets the Rosenbergs readily demonstrated their desire to be in sympathy with the communist regime.
- (A) to be in sympathy with
  - (B) to sympathize with
  - (C) for sympathizing with
  - (D) that they should, sympathize with
  - (E) that they should have sympathy for
220. Standardized test scores of minorities are well below that of white students in spite of economic differences that are shrinking between the races.
- (A) well below that of white students in spite of economic differences that are shrinking
  - (B) much below that of white students' despite economic differences shrinking
  - (C) much below white students in spite of shrinking economic differences
  - (D) well below those of white students in spite of shrinking economic differences
  - (E) below white students' despite their economic differences that are shrinking
221. The victories of the Canadian hockey teams were marked not so much by their brute effort as it was by their strategic planning.
- (A) as it was by
  - (B) and also by
  - (C) as by
  - (D) and equally by
  - (E) as there was

222. Plutonium and U235 result from the nuclear interchange of energies between U238 with neutrons to produce extreme radiation and high temperatures.
- (A) with neutrons to produce extreme radiation and high temperatures
  - (B) with neutrons producing extreme radiation and high temperatures
  - (C) and neutrons which has produced extreme radiation and high temperatures
  - (D) and neutrons which have produced extreme radiation and high temperatures
  - (E) and neutrons and are associated with extreme radiation and high temperatures produced by the interchange
223. It is common in Helen Hayes Theater, as in almost every local theater, the opinion of administrators has played at least as large a part in deciding what to perform as has the desires of the public.
- (A) in almost every local theater, the opinion of administrators has played at least as large a part in deciding what to perform as has
  - (B) in almost every local theater, that the opinion of administrators has played at least as large a part in deciding what to perform as has
  - (C) it is in almost every local theater, that the opinion of administrators has played at least as large a part in deciding what to perform as have
  - (D) is in almost every local theater, that the opinion of administrators have played at least as large a part in deciding what to perform as have
  - (E) it is in almost every local theater, the opinion of administrators has played at least as large a part in deciding what to perform as has
224. In disagreeing with the findings of the Warren Commission, the American public must take care to to avoid moving the target of criticism from government agencies collaborating in a coup d'etat to collaborating to overthrow foreign governments.
- (A) government agencies collaborating in a coup d'etat to collaborating to overthrow foreign governments
  - (B) government agencies collaborating in a coup d'etat to foreign governments being overthrown with collaboration
  - (C) the collaboration of government agencies in a coup d'etat to the collaboration of the agencies in overthrowing foreign governments
  - (D) collaboration of government agencies by coup d'etat with foreign governments, that are overthrown
  - (E) a coup d'etat that government agencies collaborate in to collaboration that overthrows foreign governments

225. Despite Britain's obvious interest in using oil to power the Royal Navy, the creation of a national oil company lagged behind the Dutch and the Americans and developed only after when oil well construction was supported by foreign speculators.
- (A) developed only after when oil well construction was supported by foreign speculators
  - (B) developed only after foreign speculators supported oil well construction
  - (C) developed only after foreign speculators' support of oil well construction by foreign speculators
  - (D) develops only at the time after the supporting of oil well construction by foreign speculators
  - (E) developed only after there being foreign speculators' support of oil well construction
226. The chemicals that enter your body by smoking cigarettes not only gather in your lungs, thereby reducing the amount of air that you can absorb, and also damage or destroy sensitive tissue in your trachea and mouth.
- (A) and also damage or destroy
  - (B) as well as damaging or destroying
  - (C) but they also cause damage or destroy
  - (D) but also damage or destroy
  - (E) but also causing damage or destroying
227. There has been a drastic decrease in crime caused by increasing the surveillance by undercover detectives against drug dealers.
- (A) decrease in crime caused by increasing the surveillance by undercover detectives against
  - (B) decrease in crime because of increased surveillance by undercover detectives of
  - (C) decreasing in crime because of increasing surveillance by undercover detectives to
  - (D) crime decrease caused by increasing surveillance by undercover detectives against
  - (E) crime decrease because of increased surveillance by undercover detectives to
228. Because many different cultures have different cultural norms, misunderstandings among different cultures are far greater as that among individuals from the same culture: slurping one's soup, in Japan a gesture of appreciation for the cook, is unforgivably rude in America.
- (A) among different cultures are far greater as that among individuals from

- (B) among different cultures are far greater than that among individuals from
- (C) among different cultures are far greater than those among individuals of
- (D) between different cultures are far more than that between individuals of
- (E) between different cultures are greater by far than is that between individuals from
229. At a time when many English farmers had been virtually bankrupted by certain epidemics they were further required to have destroyed animals with mad cow disease or foot and mouth disease.
- (A) to have destroyed animals with mad cow disease or foot and mouth disease
- (B) to have had destroyed animals with mad cow disease or foot and mouth disease
- (C) either to have had destroyed animals with mad cow disease or foot and mouth disease
- (D) to destroy animals with either mad cow disease or foot and mouth disease
- (E) either to destroy animals with mad cow disease or foot and mouth disease
230. Producers of Broadway shows have never before been able to stage so extravagant productions of the kind they do today.
- (A) so extravagant productions of the kind they do today
- (B) so extravagant productions as they are today
- (C) such extravagant productions as they do today
- (D) such extravagant productions of the kind today's have
- (E) so extravagant a production of the kind they can today
231. When it becomes more frequent to have parents who both earn substantial incomes, paying for children's college tuition will become easier.
- (A) it becomes more frequent to have parents who both earn substantial incomes
- (B) it becomes more frequent to have parents both earning substantial incomes
- (C) it becomes more common that both parents should be earning substantial incomes
- (D) it becomes more common for both parents to earn substantial incomes
- (E) couples in which both of the parents earning substantial incomes become more common



232. Like the wines from Germany, also an area with a temperate climate, wineries in upstate New York create rich, full-bodied wines.
- (A) Like the wines from Germany, also an area with a temperate climate, wineries in upstate New York create rich, full-bodied wines.
  - (B) Wineries in upstate New York create rich, full-bodied wines similar to the wines from Germany, which, like upstate New York, is an area with a temperate climate.
  - (C) Wineries in upstate New York create rich, full-bodied wines similar to Germany's, which, like upstate New York, is an area with a temperate climate.
  - (D) Like Germany's wines, wineries in upstate New York, also an area with a temperate climate, create rich, full-bodied wines.
  - (E) Similar to those from Germany, wineries in upstate New York, also an area with a temperate climate, create rich, full-bodied wines.
233. Since 1990 there are three times as many cases of West Nile virus diagnosed, and there has been no progress in the search for a vaccine.
- (A) Since 1990 there are three times as many cases of West Nile virus diagnosed
  - (B) The diagnosis of cases of West Nile virus was only one-third in 1990
  - (C) The diagnosis of cases of West Nile virus has increased three times from 1990 on
  - (D) Tripling since 1990, there are now three times as many cases of West Nile virus diagnosed
  - (E) The number of diagnoses of West Nile virus has tripled since 1990
234. Many people discover a need for glasses in middle age, a consequence of sitting too close to the television screen for long periods of time.
- (A) a consequence of sitting too close to the television screen for long periods of time
  - (B) a consequence from sitting for long periods of time too near to the television screen
  - (C) a consequence which resulted from sitting too close to the television screen for long periods of time
  - (D) damaged from sitting too near to the television screen for long periods of time
  - (E) damaged because they sat too close to the television screen for long periods of time

235. The teacher lost control of her classroom as a result of poor discipline, a dull curriculum, as well as the destructive effects of student misbehavior that is persistent.
- (A) as well as the destructive effects of student misbehavior that is persistent
  - (B) and the destructive effect of student misbehavior that is persistent
  - (C) but persistent student misbehavior has had a destructive effect too
  - (D) and the destructive effects of persistent student misbehavior
  - (E) as well as the destructive effects of student misbehavior that persists
236. Touching on subjects like greed and corruption in corporate America and delivering a scathing condemnation of contemporary capitalism, the novel will depict one blue-collar man's attempts to succeed in the business world.
- (A) the novel will depict
  - (B) the novel shall depict
  - (C) there will be a novel depicting
  - (D) it is a novel that depicts
  - (E) it will be a novel that depicts
237. During the internet boom in the 1990's, even a relatively small move in the tech market fooled many investors having bought on rumor; they had to sell, and the dumping of stock quickly revealed how over-valued many of the companies were.
- (A) investors having bought on rumor; they had to sell, and
  - (B) investors who had bought on rumor; having had to sell,
  - (C) investors who had bought on rumor; they had to sell, and
  - (D) investors, those who had bought on rumor; these investors had to sell, and
  - (E) investors, who, having bought on rumor and having to sell,
238. The ways children adapt to new situations tell psychologists more about how they absorb information than the children's I.Q.s.
- (A) how they absorb information than
  - (B) how one absorbs information than
  - (C) how children absorb information than do
  - (D) absorbing information than
  - (E) their information absorption than do

239. Although the new laws to protect children will be expensive to enforce, Senator Bailey believes that the laws are still practical, on the basis that child abductions should be prevented.
- (A) on the basis that child abductions should be prevented
  - (B) on the grounds of preventing child abductions alone
  - (C) solely in that child abductions should be prevented
  - (D) while the abductions of children should be prevented
  - (E) if only because abductions of children should be prevented
240. In a recent survey, *Physical Fitness Weekly* found that people exercising daily consider themselves no healthier than do people exercising three to five times a week.
- (A) no healthier than do people exercising
  - (B) not any healthier than do people exercising
  - (C) not any healthier than do people who exercise
  - (D) no healthier than are people who are exercising
  - (E) not as healthy as are people who exercise
241. It may someday be feasible to try to retrieve organisms from tiny undersea vents, but at the present time submersibles require such thick walls to withstand the high pressure that it is impossible.
- (A) It may someday be feasible to try to retrieve organisms from tiny undersea vents
  - (B) Someday, it may be feasible to try and retrieve organisms from tiny undersea vents
  - (C) Trying to retrieve organisms out of tiny undersea vents may someday be feasible
  - (D) To try for the retrieval of organisms out of tiny undersea vents may someday be feasible
  - (E) Retrieving organisms out of tiny undersea vents may be feasible to try someday
242. The great directors that create cult favorites are similar to the world-class conductors directing orchestras; both are critical in molding the talents of many individuals into a cohesive and beautiful form.
- (A) the world-class conductors directing
  - (B) the world-class conductor which directs
  - (C) world-class conductors who direct
  - (D) ones to direct the world-class conductors
  - (E) ones used in directing the world-class conductors

243. The weather predictions delivered on television are usually reliable, but winds, storms that could not be foreseen, and ocean currents often cause much more extreme weather conditions than they had expected.
- (A) storms that could not be foreseen, and ocean currents often cause much more extreme weather conditions than they had
  - (B) storms that cannot be foreseen, and ocean currents often cause much more extreme weather conditions than
  - (C) unforeseeable storms, and ocean currents are the cause of much more extreme weather conditions than they had
  - (D) storms that are not foreseeable, and ocean currents often cause much more extreme weather conditions than they had
  - (E) unforeseeable storms, and ocean currents often cause much more extreme weather conditions than they had
244. To witness the atrocious conditions suffered by abandoned children in Chinese orphanages is to see the inhumanity of the Communist government's one-child policy.
- (A) To witness
  - (B) Witnessing
  - (C) Having witnessed
  - (D) Once one witnesses
  - (E) To have witnessed
245. A male musician can find a career as a solo performer, an orchestra member, or a music teacher after he graduates from college with a degree in music, depending on his talent.
- (A) A male musician can find a career as a solo performer, an orchestra member, or a music teacher after he graduates from college with a degree in music, depending on his talent.
  - (B) After graduating from college with a degree in music, depending on his talent, a male musician can find a career as a solo performer, an orchestra member, or a music teacher.
  - (C) After graduating from college with a degree in music, a male musician's talent will determine if he can find a career as a solo performer, an orchestra member, or a music teacher.
  - (D) Talent determines whether a male musician, after graduating from college with a degree in music, can find a career as a solo performer, an orchestra member, or a music teacher.
  - (E) The talent of a male musician, after graduating from college with a degree in music, will determine whether he can find a career as a solo performer, an orchestra member, or a music teacher.

246. Poor reading skills among students of inner-city schools have not resulted from failures in teaching but insufficiently supportive home environments.
- (A) not resulted from failures in teaching but
  - (B) resulted not from failures in teaching but from
  - (C) resulted from failures not in teaching but
  - (D) resulted from failures not in teaching but have stemmed from
  - (E) resulted not from failures in teaching but have stemmed from
247. The unsupervised party seeming to be innocuous teenage fun, Judith Larkin, mother of two well-behaved daughters, thought nothing of allowing her children to attend it after the prom.
- (A) The unsupervised party seeming to be
  - (B) As the unsupervised party was
  - (C) In that the unsupervised party seemed
  - (D) Since the unsupervised party was
  - (E) Because the unsupervised party seemed to be
248. Since her husband began playing violin, Molly has become much more expert in distinguishing a tuned instrument and an out of tune one, a Stradivarius and a student rental.
- (A) much more expert in distinguishing a tuned instrument and an out of tune one, a Stradivarius and
  - (B) far more expert in distinguishing a tuned instrument from an out of tune one, a Stradivarius from
  - (C) much more expert when it comes to distinguishing a tuned instrument and an out of tune one, a Stradivarius from
  - (D) far more expert in distinguishing a tuned instrument and an out of tune one, a Stradivarius and
  - (E) far more the expert when it comes to distinguishing between a tuned instrument, an out of tune one, a Stradivarius, and
249. Although the music superstar agreed to a new contract, she says that it must be posted on her public website so that both her new listeners and her old fans will know what is going on behind the scenes.
- (A) she says that it must be posted on her public website so that both her new listeners and her old fans will know what is
  - (B) she says it had to be posted on her public website so that both her new listeners and her old fans knows what is
  - (C) she says that they would have to post the contract on her public website so that her new listeners and her old fans knew what was

- (D) she says that the contract would have to be posted on her public website so that both her new listeners and her old fans would know what was
- (E) saying that the contract had to be posted on her public website so that both new listeners and old fans would know what had been
250. With just a few quick slashes of the sword, her opponents were defeated by the fencer, capitalizing on their slowness.
- (A) her opponents were defeated by the fencer, capitalizing on their slowness
- (B) the fencer defeated her opponents, capitalizing on their slowness
- (C) the fencer capitalized on the slowness of her opponents, defeating them
- (D) the fencer defeated her opponents and also capitalized on their slowness
- (E) her opponents and their slowness were defeated by the fencer



## **Chapter 5**

# **Sentence Correction Training Set – Detailed Solutions**



1. To answer this question, you first have to realize that the basic structure of this sentence is fairly simple. The main verb of the sentence is “grown”. What is grown? A flower is grown, not its derivative. Choices A, B, C and D all imply that it is a derivative or a powder which is grown out West and not the flower. This is a clear flaw in logic. The only answer choice that has the correct subject is Choice E.
2. This question is quite tricky. It involves parallel structure. You have to look carefully to figure out what form the comparison takes. The comparison is not one of similarity, it is one of equality. Saying x is y is quite different from saying x is like y or x is similar to y. Choices B, C and E all change the fundamental underlying concept of the sentence. Choice D disrupts the parallel structure. The parallel structure is “trying to mimic” and “attempting to sing”. Choice A is the correct answer.
3. This question has to do with parallel structure. Something causes officials to plan, build and offer. Choices A and C disrupt parallel structure by using an “ing” form inconsistently. Choices D and E are incorrect as you cannot cause someone to evacuation route planning or to a planning. Cause should be followed by the infinitive. Choice B is the correct answer.
4. This is a very easy question because the only mistakes you have to correct are mistakes in subject/verb agreement and subject/pronoun agreement. The subject is the sting. So you want the correct verb form to go with the singular, sting. That leaves you with C, D and E as possible choices because they say the sting is rarely dangerous. Another mistake you have to correct is a subject/pronoun agreement mistake. The venom belongs to the sting. Therefore, you would use ‘its’ before venom because sting is singular. That leaves you with choices D and E. Choice E makes another mistake by saying they cause red welts to appear. The scorpions don’t cause the red welts to appear, the sting of the scorpions does. Therefore the singular ‘it’ needs to be used. Choice D is the correct answer.
5. This sentence involves parallel structure. What did the earthquake do? It destroyed and led. These are active verbs rather than the passive constructions in A and B. C also does not provide parallel structure. D is wordy and uses the wrong tense. The past perfect should be used as the city had become a disaster zone before people came to believe this. “The belief of the city as if it were” is also non-idiomatic. Choice E is the correct answer.
6. This question has to do with dangling modifiers. There is no subject in the first phrase, the part before the first comma. Therefore the subject of the verb in that phrase must come directly after the comma. What is the verb in the phrase? Offering is the verb. Who or what does the offering? Karate offers. Therefore karate is the subject and must come directly after the first comma. The only choice which offers this is A.

7. The first issue you need to be aware of is pronoun reference. It should be employees' legal right, not employers'. Therefore, you can eliminate A and D. The singular "an employee" does not go together with the plural "their". Option B does not have agreement between the plural "employees" and the singular "he". Option E has an unclear pronoun, "they", at the end of the option. It is not clear whether this word refers to the employees or the employers. Only option C is correct.
8. This question has to do with ambiguity arising from a lack of pronouns and improper word order. Choices C, D and E all imply that tourists are the ones who were riddled with bullets, shattered by bombs and hidden in alleys. This is a case of dangling modifiers. Choice A implies that the buildings may have been the ones traveling to more well-known memorial museums. Choice B uses the pronoun "who". This correctly connects all the parts of the sentence. Choice B is the correct answer.
9. Option A is incorrect as it is unclear to what "which" is referring. It should refer to organizing rallies but the placement means it is referring to the democratic principles. B is incorrect as the subject "Rallies" does not agree with the verb "is". Option C states that organizing rallies is beginning to take shape. The democratic principles are beginning to take shape. Choice D has an ambiguity resulting from the pronoun 'they'. It is unclear to whom 'they' is referring. Choice E is the correct answer.
10. This question has to do with parallel structure. You have to have a continuity of verb tenses and structures. Because you say 'five x had', then you have to follow it by saying, 'but only one y had'. The only two choices that even have a verb in them are D and E. Choice D uses a different verb tense, the simple past. Choice E is the correct answer.
11. Eliminate A and B on the grounds of a dangling modifier. New Jersey must come after the first comma in options A and B but it does not. "No such one" in option C is non-idiomatic. There is a lack of agreement in Option E between "taxes" and "has". D is correct.
12. This question has to do with efficiency of language. What follows the comma is going to give you some peripheral information about the work. You don't need to precede it by any unnecessary words or phrases such as 'for' or 'as'. D changes the meaning by its use of 'a paradigm' rather than 'the paradigm'. 'A paradigm' implies that there were others. The other options are wordier than B. Choice B is the correct answer.
13. Choice C has an incorrect idiom: while as. Choices A, C, D & E have passive constructions in the last part of the options. A also unnecessarily has 'the' before

‘energy costs’. E eliminates ‘energy’. This word is needed or the meaning of the sentence would be altered. Choice B is the correct answer.

14. The word ‘interval’ is critical in this sentence. You might want to ask yourself why use the word ‘between’ at all? You need the word because of the word ‘interval’. ‘Interval’ implies that something is happening. That something has two parts to it. ‘Interval between’ is the correct idiomatic expression. A is incorrect because it uses the verb form ‘recessing’, which is not connected to a recession in the economy. This type of recession is what the sentence is discussing. Choice C is the best answer.
15. The part of the sentence you cannot change includes the fact that someone ordered another person or group of people. The correct following structure in this type of sentence is the infinitive. Only E provides this.
16. This is a very straightforward question of singular or plural and of usage of the words ‘each’ and ‘every’. When you use the word each, you always use the singular, even if you are referring to multiple elements. You would say, for example: each boy in the class is wearing a sweater. Despite the fact that you are referring to multiple boys, you still use the singular. Therefore choices D and E are incorrect. Choice B could be correct if it were: ‘all the paintings tiny etched landscapes’. Choice C uses ‘all’ with the singular ‘its’. This is also wrong. Choice A is the correct answer.
17. The main thing you have to determine in this sentence is whether to use ‘like’ or ‘as’. Use ‘like’ to compare nouns or pronouns. Use ‘as’ to introduce either a clause, which is a group of words with a verb, or a phrase starting with a preposition. The sentence compares hummingbirds to insects. Nouns are being compared so you need ‘like’. The word ‘do’ in option D is unnecessary. B is more economical than D. ‘From one flower to another’ is also the correct expression rather than ‘from one flower to others’. B is correct.
18. Choices B, C and E are ambiguous as it is not clear who or what has been branded. D is wordy and the phrase ‘for those of them branded’ is not idiomatically correct in this sentence. Choice B is the correct answer.
19. The correct noun to use is ‘consumption’ rather than the word ‘consuming’. Choice D has a mistake in grammar. You need to use the plural instead of ‘that was required’. Choice E is the correct answer.
20. Parallel structure demands agreement in verb tenses. The only option using the same tense throughout is C.
21. Here the first thing you have to ask yourself is: what did the judge rule? Did he

rule on two ping-pong ball manufacturers or on restitution? No, the judge ruled that they owed something. That means that A, B and C are the only possible answer choices. You have to also maintain an agreement in tenses. The judge ruled that somebody owed something, not owes. That eliminates choice C. One difference between choices A and B is the use of different idioms. The manufacturers owed restitution for something, not because of something. This is the correct idiomatic expression. The use of 'their' in B is also ambiguous. Choice A is the correct answer.

22. A, C and E are wordy. B maintains parallel structure in that you have a subject, 'revenue', and a verb, 'decreased', followed by the pronoun 'it', standing for revenue and another verb 'might have been expected'. D has a subject, 'revenue' and then another subject 'its rise' Because of the two different subjects this option does not have parallel structure. Choice B is the correct answer.
23. You can have an equivalent number but not equivalent people. A and B incorrectly apply 'equivalent' directly to the several million Chinese men. In the same way C incorrectly applies 'equal' to the men, not to the number of men. It implies that soldiers are equal to something. The correct comparison here is between the number of soldiers and the number of students. Choice D also makes a mistake in reference in that it compares soldiers to the noun 'enrollment'. Choice E is the correct answer. It compares Chinese soldiers to Indian students.
24. This sentence is comparative. X does more of A than Y does of B. What is the X? The United States. What is the Y? North Korea. The simplest structure of an English sentence is to start with the subject and the verb. D & E start in this fashion. A and C are passive. The use of 'they' in B is incorrect as it is unclear to what 'they' refers. Choice D has a mistake in parallel structure. It uses spends/spending. Choice E is the correct answer.
25. Choices A, B and E all imply that humans should be struck by vehicles, not that they are or will be. Should implies a sense of moral purpose, which is clearly not the right thing to say here. It is tantamount to saying that if too few people are hit by vehicles, then extra humans will be hit. That leaves us with choices C and D. Choice C disrupts the parallel structure necessary to make the rest of the sentence fit. D has the correct parallel structure: Every three minutes something happens and each minute something else happens. C also implies that it is the same human being that is struck every three minutes. Only choice D doesn't use the word should and maintains correct parallel structure. Choice D is the correct answer.
26. The sentence as written is incorrect as it places 'both' too far from the parts of the sentence to which it refers. B corrects this error. C unnecessarily repeats the subject using the pronoun 'it'. It also does not have parallel structure in that it uses 'work' and 'working'. D and E repeat the problem with the placement of

'both'. D is not parallel in that it uses 'working' and 'are working'. E implies that there are only two adult entertainers. B is correct.

27. When used as an intensifier 'so' is applied to adjectives while the intensifier 'such' is applied to an adjective and a noun. For example, you can say 'such a hot day' or 'the day was so hot'. B is therefore incorrect as it does not fit this pattern. The correct adjective is addictive not addicting as used in C. D is not a complete sentence. E changes the meaning. The correct option, A, emphasizes that coffee is so addictive. E loses this emphasis.
28. The first thing you want to look at in this sentence is parallel structure. Because you say in the beginning 'raised in a family', you have to maintain the singular form of family. That eliminates choices C and E as possible answers. Also, the parallel structure carries over to prepositions. In the beginning, it says 'raised in a family of x than in a family of y'. You have to maintain that structure of 'in a family'. That leaves you with two possible choices: A and D. A uses the word 'where', which is incorrect. 'Where' refers to locations. The placement of 'only' in A and E is incorrect. It implies that the only thing this parent does is to care for a child. Choice D is the correct answer.
29. There are two possible constructions after 'require' One is 'someone requires someone else to do something'. The other uses the subjunctive. For example, 'I require that you be on time'. The subjunctive is always introduced by 'that'. Choice A does not fit the correct subjunctive pattern as it uses 'should', instead of just the infinitive of the verb without 'to'. B is grammatically correct but it is passive. C is passive and uses 'retaining' instead of 'retention'. D incorrectly implies that there is only one employee. E is also grammatically correct and is shorter and simpler than B and is therefore the correct answer. It is active rather than the passive B.
30. This sentence clearly has to do with tense agreement. You can reduce the sentence down to the simple form: A woman was guided in x and y. Choice E uses different tenses. The use of 'by' in the part of the sentence which cannot be changed means that the verb before 'by' will be in the passive. E is active and changes the meaning by saying that she guided herself, rather than being guided by a sense of courage. 'And' in options A and C is more economical than 'as well as' in the other options. The use of 'also' in B is unnecessary. C is wordy. You could eliminate 'and that she was'. D repeats this error. A is correct.
31. Because 'values' is plural, you need the plural form of the verb 'to be'. Eliminate A, B and C. The placement of the preposition 'against' in E is better than in D. Prepositions should not come at the end of phrases. Choice E is the correct answer.
32. The sentence excludes a subset or an event from a larger group. You can eliminate

B, D and E because they convey the opposite meaning as they say the subset and the group have the same characteristics. A is wrong because 'Except for' should be followed by a phrase, not a sentence. Choice C is the only possible answer.

33. 'Demanding' is incorrect as it sounds as if the action is taking place now rather than during WW1. C changes the meaning and introduces an unclear pronoun, 'their'. E also has an unclear pronoun, 'them'. If the pronoun refers to the Russian state, it should be singular. Only D is correct.
34. The first thing you should consider here is whether to use rather or instead. Instead does not have an element of choice in it, merely an element of replacement. You would say, for example: I went instead of Jack. You would also say: He is a weak man rather than a timid man. Because this is not a case of replacement, you need the word 'rather'. That leaves us with choices A, B and C as possible answers. A correct comparison is required. The planets are a 'phenomenon... rather than a type'. You are correctly comparing two nouns so A can be eliminated. 'Incidental of' is an incorrect structure. 'Incidental to' is correct. Therefore only B is eliminated all these errors and is the correct answer.
35. The first thing you have to determine in this sentence is whether the verb 'to have' should be in the singular or plural form. To what does the verb 'has' refer? It refers to the attempts. You can shorten this sentence and isolate the core: the attempts (x) have done something (y). That means that only D and E can be possible answers. Choice E is too wordy. Choice D is the correct answer.
36. The first thing you should ask yourself is whether the programs have something or do something? They do something. They mandate something of somebody else. That means that choices D and E are incorrect. Now you have to determine which tense is correct. Do you mandate that someone do something, or that someone to do something? Clearly not to do something. That means choice B can be eliminated. Choice C has the wrong tense, the future. The subjunctive is required after the construction 'mandate that'. Choice A is the correct answer.
37. 'Convince about' and 'convince for' are idiomatically incorrect. Eliminate C and D. The other issue in this sentence is parallel structure. The parallel structure is 'join' and 'attempt'. A and E violate parallel structure. Choice B is the correct answer.
38. Choice E does not demonstrate the contrast in the original sentence because it does not use 'although' or a similar conjunction. Choice D is an incomplete comparison as it eliminates the necessary first 'as' from the phrase 'as brilliant as'. However, choices A, B and C don't particularly have errors of grammar or efficiency. However, stating that something will not be finished or that it is remaining unfinished does not make the necessary logical connection that he and he alone is responsible for the unfinished state of his thesis. Remember that active voice

is preferred in the GMAT over the passive voice. C is the correct answer as it uses the active voice.

39. The pronouns ‘their’ and ‘them’ in A, B and E are ambiguous. In choice D there is a grammatical mistake: The verb does not refer to ‘drugs’, it refers to ‘abuse’ and therefore should be singular. Choice C is the correct answer.
40. This question has to do with tense agreement. Choice A uses the wrong tense. Because you have the word ended (past), you would have to say might have been, not may be. Choice B uses the wrong word, ‘able’. Choice C implies that the singers were decreasing their tips. Choice D also implies that the singers were actively decreasing something. The audience is responsible for the tips, even though it is never directly mentioned here. Choice E is the correct answer.
41. Group is a collective noun and therefore requires a singular verb. Consequently, choices B, D and E can be eliminated right away. Using the word should is incorrect. The subjunctive, as seen in option A, is necessary after the construction ‘it is important that...’. Choice A is the right answer.
42. This question is all about parallel structure. The basic structure is this: Someone was advised of x, told y, and given z. The only answer choice that has this parallel structure is B. Every other choice introduces different verb forms among x, y and z. B is the correct answer.
43. The first thing you have to do is figure out what the basic structure of this sentence is. X is Y. Something is estimated. That is critical verb in this sentence. Therefore, you need to find an answer choice that has a matching order of words. Despite the fact that it appears to be fairly complex, there is only one answer that even comes close to that core structure. Choice E is the correct answer. Once you realize what the core is, eliminating the rest of the choices should be fairly simple.
44. There is a simple grammatical question. What thing/things is/are common? Praise is common. Praise is singular, so we say ‘is common’. That leaves us with choices D and E. It is correct to say that we associate x with y, not to y. ‘To’ often implies movement. As a plural noun ‘statistics’ requires the third person plural verb ‘show’. Choice D is the correct answer.
45. This question has to do with parallel structure. The correct structure is ‘grow’, ‘become’ and ‘threaten’. Only B has this combination.
46. Because he sees her in a dream at a given period of in time in the past, he sees her as she was, not as she had been. The simple past is correct. There is no need to use the past perfect. Choice C is not idiomatically correct. ‘Appear’ is the wrong

word to use: it changes the meaning of the sentence by implying that she may only momentarily appear. Choice A is the correct answer.

47. This sentence is a simple comparison. All you have to do is determine what is being compared. The colonies are being compared. Only choices C and E directly compare the colonies. Choice E is more complicated than choice C. Choice C is the correct answer; it directly compares a to b, or colonies to colonies.
48. X has happened, but y has also happened. Choices A, B and D eliminate the necessary verb. D does not provide for tense agreement as it uses the past tense. Choice C is the correct answer.
49. Does someone think of something to be something else or as something else? Do you think of movies as a form of entertainment or to be entertainment? 'As a form' is the correct idiomatic expression. Someone thinks of x as y. That leaves us with choices D and E. Choice E uses the passive. Choice D is the correct answer.
50. This is a question of order of relevance. Who or what is the subject here? Seven households. Knowing the subject makes this question very easy. Actor/agent usually comes first and that is the case here. B and D incorrectly use the singular verb form 'owns' with the plural subject 'households'. C and E are passive. A, the correct answer, is active.
51. You have to determine whether to use seeming or seemingly. Because you are modifying the comparative adjective 'less healthy' you need an adverb. Seemingly is the adverb. 'Seeming' is therefore incorrect and we are left with B and D. Parallel structure, 'permits' and 'forbids', leads us to B as the correct answer. In addition, the use of 'such...as' in B is far more efficient than the wordy construction in D.
52. Is someone is doing x doing y, for doing y or to do y? What would you normally say? If you say doing x doing y or doing x for doing y, it implies a sequence, and lacks the element of causation that is necessary for this sentence. You want to use the infinitive form because it expresses causation. Someone is doing x (because) to do y. The inspectors are reviewing the weapons to do something. Choice E is the correct answer.
53. B implies all experiences in 30 percent of the men were homosexual. C implies more than 30 percent of men may have had homosexual experiences. That leaves A, D and E. D is the shortest, simplest and clearest and is therefore correct.
54. The verb needs to cover the period of time from the operation to now. Therefore the present perfect is necessary, not the simple past. Eliminate A and B. 'Since' is the correct accompaniment to the present perfect, rather than 'after' or 'subsequently to'. C is correct.



55. A is simplest, shortest and clearest. It is correct. B and D are not complete sentences. C is too wordy. 'It' in E does not refer to anything.
56. This is a very simple question of a dangling modifier. Who is the student devoted to modern art? Fanny. Therefore, the part of the sentence after the first comma must begin with the word Fanny, who happens to do something. The only choice that does that is A, the correct answer.
57. This is a comparison. When you use 'more' you must use 'than'. Eliminate A and B. You must compare like with like, songs with songs. Songs is a plural word. 'That' in C is singular. Eliminate C. E does not compare songs with songs. It either compares songs with people or implies that the songs are singing. D is the correct answer.
58. Choices B and E change the meaning. Choice C has a wrong order of words. It should read 'how one can...'. Choice D implies that the problem lies in how to feed the cake to the family rather than in how to bake the cake. A is correct.
59. The idiom 'from...to' should be used here. That leaves A and D. There is no need to use the pronoun 'it' to repeat the subject. A is correct.
60. The first thing you have to realize in this sentence is that only the senior citizens are more likely to do or have something. Choice A implies that the senior citizens and their families are likely to die sooner. In C the verb form 'runs' is incorrect. That leaves B, D and E. B is simplest, shortest and clearest and is therefore the correct answer.
61. Mary does things to make something more inconvenient. D and E change the meaning in that they represent her husband as doing something inconveniently. C changes the meaning and implies the inconvenience is necessary for him to have a good time. A is grammatically correct and is simpler and clearer than B. A is the correct answer.
62. You have to spot the grammatical error. The subject is plural in A, B, C and D, therefore you have to use the plural verb form. Not 'it makes', but 'they make'. That means choices A, B and C are wrong. Choice E has a singular subject, his love of basketball, so the verb form would have to be the singular 'makes'. Only D is correct.
63. This question has to do with time agreement. Because the university gave the award in the past, it must further refer to a performance that had happened before that. Therefore the past perfect tense is required to refer to the performance. Only A has this tense. E also changes the meaning. A is correct.

64. Is it ‘five times more likely’ or ‘five times as likely’. The correct expression is ‘five times more likely’. When you use ‘more’ you must use ‘than’. Eliminate A, B and E. C is shorter, clearer and simpler than D. C is correct.
65. D and E change the meaning. ‘Significantly affecting’ is different from ‘significant in affecting’. B is shorter and clearer than A and C. B is correct.
66. C is wordy and uses the incorrect expression ‘effects in’. It should be ‘effects on’. D changes the meaning. B is shorter and clearer than A and E. B is correct.
67. The first thing you have to figure out is do you use with or that first. The intention of the sentence is not to state what will happen, but what may/can happen. The point is that she does not have a chest cold with a persistent cough, but that her chest cold, if it were to have a persistent cough, could produce some other result. Consequently, choices B, C, D and E are incorrect. Therefore, choice A is the correct answer.
68. This question has to do with differentiating whether you are comparing two actions or two things. You would say, for example, the frenzied man is like the raging bull. But you would have to say: the man can be whipped into frenzy just as a rampaging bull can be whipped into a further state of rage. When you compare two actions, you need to use as, not like. That leaves two possible choices: D and E. Choice D is incorrect, however, because it implies that the bull is piercing itself with swords. Choice E is the correct answer.
69. B incorrectly associates ‘more rapidly’ with dreaming rather than with eye movement. A, C and E incorrectly refer to the process of waking rather than the period of time of being awake. Choice D is the correct answer.
70. The first verb in the sentence is in the past. The past perfect in B is incorrect as the moving did not take place before the losing. The verb form ‘having been forced to’ in D is incorrect. The placement of ‘from their apartment’ in C is much better than in A. C is shorter and simpler than E. C is correct.
71. The first thing you should look at here is subject/verb agreement. Is the subject in this sentence singular or plural? The word ‘disagreements’ is plural, so you should use the verb “have”. Note how the GMAT tries to trick you by putting the word ‘child’, which is singular, next to a verb that should be plural. That eliminates choices A, B and C. Choice E is wordy and inefficient. Choice D is the correct answer.
72. ‘Likely most’ is incorrect idiomatically. Eliminate A and B. ‘To so talk’ in C is also incorrect idiomatically. ‘Due to’ in C is also incorrect. ‘Due to’ can only be used as a replacement for ‘attributable to’. For example, ‘the low level of the lakes

is due to the lack of rain'. 'Would likely appreciate' in C and E is also incorrect idiomatically. D is correct.

73. Choices A and E are missing clear noun references. Who or what is making or having the identification? The students. Choice D is wordy. 'Would' in C is not correct. 'Can' in B maintains parallel structure. B is the best answer.
74. This question is straightforward. You simply have to correct mistakes in grammar in the area of subject/verb agreement. The American school is one school, singular, so you would use its, not their. That eliminates choices A and B. Also, because the American school is singular, you need to use has and not have. That eliminates choice C. Choice D uses a pronoun, 'that', that has no clear reference. That what? The adverb of frequency, 'always' should come before the main verb. Choice E is the correct answer.
75. This sentence is causative. 'Because' or 'for' the reason that everyone was not talkative, something happened. The word 'with' is clearly the wrong choice here. It does not imply instrumentation, not causation. Choice B changes the meaning. 'Not everyone knew' has a different meaning from 'everyone did not know'. Last of all, choice A is incorrect because it is too wordy. Choice E is the correct answer.
76. B and C change the meaning. She made copies of more than fifty of the diaries, not merely more than fifty copies. If you accept the latter option it could be that she copied the entire collection fifty times. D is passive. That leaves two possibilities: A and E. Choice E is in the wrong tense, however. The sentence begins in the past tense and must continue in the past tense throughout. Choice A is the correct answer.
77. This question largely has to do with dangling modifiers. Who used the methods? The Chinese generals did. The subject must come after the comma. Eliminate A, B and E. Although there is no comma, D has a similar problem. D is also passive. C is correct.
78. The easiest thing to figure out here is whether or not to use 'of' at the end of the option. Would you say he is as melodramatic of a man as any I have seen, or he is as melodramatic a man as any I have seen? The latter is sufficient. That means you can eliminate choices A, C, D and E. Choice B is the correct answer.
79. If the first part of the sentence is in the past tense, then what happened earlier should be in the past perfect tense. That eliminates A, B, D and E. Choice C is the correct answer.
80. This is a very simple question involving subject/verb agreement. Should it be 'two children enter' or 'two children enters'? They enter (plural). That eliminates

choices A, C and E. Choice B implies that one of the children is a wheelchair. Choice D is the correct answer.

- 81.** This question deals with parallel structure. The important thing to realize here is that commas function differently from conjunctions in what they imply about parallel structure. If you say ‘to cook, serve’, you are not using parallel structure. If you say to cook and serve, you are using parallel structure. The ‘and’ carries the implied structure over, the comma does not. Choices B, D and E make this mistake. Choice C has a more straightforward mistake in parallel structure: it is missing the ‘to’ in ‘to buy’. D and E also use the wrong tense and therefore change the meaning. Choice A is the correct answer.
- 82.** This question involves dangling modifiers. What burned out eons ago? Thousands of stars did. ‘Thousands of stars’ and not ‘the night sky’ must therefore come after the comma. Eliminate A and B. C has an incorrect tense. It should be ‘spot’ and not ‘are spotting’. Choice D also has a mistake in tense. The stars are not burnt out at present, they burned out a long time ago. Choice E is the correct answer.
- 83.** What is the comparison being made in this sentence? It is being made between two sets of children: Maria’s and her neighbor’s. Choices B, C, D and E all imply that the comparison is being made between Maria’s children and her neighbor, not between Maria’s children and her neighbor’s children. Choice A is the correct answer.
- 84.** The sentence should have a contrast within it. Even though the housewife seems content, she is unhappy. E does not have this element of contrast. Choices A and B present the pronoun ‘she’ without any clear reference. It is better to have the pronoun after the noun to which it is related, not before. Choice C has a dangling modifier. The person who is content must be mentioned directly after the comma. Choice D is therefore the correct answer.
- 85.** The sentence as written implies the students may be unlikely to learn the language in other months of regular teaching. For example, they may be unlikely to learn in January and February. This would imply that they may be able to learn in March and April, for example. This is clearly not the intention of the sentence. Eliminate A, B and D. ‘Under’ in D is also incorrect. E reverses the meaning by adding ‘not’. C is correct.
- 86.** The first thing you should determine is whether to use ‘during’ or ‘at’. ‘At’ is usually used with a specific time, not with a period of time. You would say, for example, ‘at five o’clock’, but not ‘at this year’. That leaves you with A, B and E as possible answers. The placement of ‘by seventy percent’ is poor in E. Choice A uses the word ‘down’. This is redundant, because you already have the word fell. Choice B is the correct answer.

87. You have to ask yourself what word should follow 'active'. The committee itself is not a drawing together. Eliminate B. You also would not say someone is active to do something, rather you would say someone is active in something. Choice A is the correct answer.
88. The word 'actors' is plural. Therefore, the actors have become known as prime examples. That means choices A and B are incorrect. 'Being' is unnecessary in Choice C. Choice D would be correct if it said between x and y, not between x with y. Choice E is the correct answer.
89. This question is about parallel structure. The parallel structure is 'report' and 'release'. Only D has this.
90. This sentence compares two actions. The part of the sentence that cannot be changed says 'other drugs should also be covered'. The earlier part of this comparative sentence should maintain this structure. Choice B incorrectly compares a noun, 'alcohol' to this action. C also compares 'alcohol' to the action. E incorrectly compares another noun, 'the discussion' of alcohol' to the action. D uses 'while', a word which introduces a contrast, not a comparison. For example you would say, 'while paper is available, cardboard is not'. Choice A correctly compares two actions, 'alcohol is discussed' and 'other drugs should also be covered'.
91. There is an ambiguity that arises without the use of an appropriate pronoun in this sentence. Choice A compares the adults to the formation. In choice D it is not clear to what the 'they' refers. D also changes the meaning. Choice C does not maintain parallel structure as it has 'among', which is not parallel to the earlier 'of' in the sentence. Choice E is not as efficient as choice B. B, by using the word that, refers to the correct comparison: the formation of social groups by two different age groups. Choice B is the correct answer.
92. Do you use the word economic or economical? Economical means thrifty. Economic is correct. 'The shipping of raw materials being improved' in D is idiomatically incorrect. Choice E is the correct answer.
93. The first thing you have to look at is whether to use the singular or plural pronoun. 'The puffin' is singular. So you will need to use the singular. That eliminates choices A and B. In E there is no clear connection between the items listed and the puffin. Ms. Kardon could very well be studying social organization in general. Therefore eliminate E as it changes the meaning. Now you have to pick between choices C and D. Choice D unnecessarily adds a second 'about'. Choice C is the correct answer.
94. D and E incorrectly use the past and past perfect tenses, implying that the increase has occurred and is finished. The sentence as written implies that an increase may

continue to occur. Choices A and C imply a degree of conscious agency which is inappropriate for the sentence. They imply that someone or something may quite deliberately increase fatal accidents. Choice B is the correct answer.

95. Choices A and B use the singular pronoun ‘that’ with the plural verb form ‘remain’. ‘Almost as much in value’ in C and D is idiomatically incorrect. Choice E is the correct answer.
96. Choice A has the wrong tense. It is incorrect to say that she will be forced to do something now. She will be forced to do something in the future or she has to do something now. B and D have the same problem. Choice E separates ‘is’ and ‘forced’ by placing several words in between to make a very clumsy construction. Choice C is the correct answer.
97. What is the comparison being made here? It is between the Americans and the French. Choice A does not compare the Americans and the French because it incorrectly adds the word ‘that’. ‘Unlike’ is simpler and shorter than ‘dissimilar to’ and ‘lacking similarity to’. Eliminate D and E. The simple present is necessary to describe a habitual action. ‘Lingering’ in option C implies the French are lingering now. Choice B is the correct answer.
98. The first thing you have to determine is whether to use the simple past or the present perfect. Because you are talking about a period of time which started in the past and continues in the present you need the present perfect. If you were talking about a specific point in the past you could use the simple past. Eliminate A and E. B also has the wrong tense. C unnecessarily splits the verb ‘has been’. Choice D is the correct answer.
99. ‘Equally high or more so’ is idiomatically incorrect. B is also idiomatically incorrect. The incidence of something somewhere could be equal to the incidence of something somewhere else, but not just equal to somewhere else. In choice C, or more what? Choice D is also incomplete. Equal to what? The only answer choices which is clear is choice E, the correct answer.
100. The easiest way for you to deal with this sentence is to look for any glaring grammatical errors that might eliminate several choices. In fact, choices B, C and D all make the same mistake in tense agreement. The caregivers enjoy. This is present tense. Hence ‘recover’ is correct, not ‘recovered’. That leaves choices A and E. A is shorter and simpler than E. Choice A is the correct answer.
101. This question has to do with the words that we use in combination with countable and non-countable nouns. Do you say a quantity, amount or number of people? Quantity and amount are used with non-countable nouns. In other words, you can only have a number of people (i.e. 1, 2, 3, 4, etc.) but not a quantity such

as 9 and a half people. This makes the correct answer, C, quite obvious. It is also unnecessary to use both 'both' and 'alike' in options B and D. D changes the meaning by using the active voice. Please note that 'great numbers of' is equivalent to 'a great number of'.

102. If you use words such as combine and mix, you should use the preposition 'with'. In other words, you don't mix x to y, you mix x with y. The only choice that uses 'with' is D.
103. To answer this question it helps to simplify the situation. Ask yourself, would you say: this is a competition where two people fight, when two people fight or in which two people fight? If you say where, it implies a physical location, not a characteristic of the competition. When implies a period of time, also not a characteristic of the competition as a competition. Eliminate A and B. C changes the meaning by using 'pitched' as a verb instead of as an adjective. C also has an incorrect order of words. D could mean that there are only two competitors who engage in fencing. In reality, while only two competitors are involved in each bout, there are many people who practice the sport. The end of option D, 'that has', is also not as precise as 'with' in the correct option, E. 'That has' implies that the battle, rather than the competitor, has the swords. Choice E is the correct answer.
104. This question deals with parallel structure. Scientists have determined that people have been found to have (present perfect tense throughout). That leaves us with choices B and E. Should it be 'increasing' or 'increased'? 'Increasing' implies that the difficulties are increasing over a period of time. This would change the meaning of the original sentence. Choice B is the correct answer.
105. The sentence introduces a contrast. Although x is not certain, Montreal does y. This contrast is not as easy to see if the phrase 'even if' is used. Eliminate A, B and C. The use of the future in B changes the meaning. E is not idiomatically correct. Choice D is the correct answer.
106. Do you pick 'which may limit' or 'an effect that may limit'? The relative pronoun 'which' must refer to the word immediately before it. In this sentence it is meant to refer to the fact that the drugs are addictive. However, it is incorrectly placed next to patients. Eliminate A, B and C. That leaves us with choices D and E. Now another ambiguity arises. In choice D, it is unclear what the 'their' refers to. Choice E is the best answer.
107. 'Up to three times of' in C is idiomatically incorrect. The use of the past tense in D and E is incorrect. The sentence is referring to the present. Do not be confused by the use of the word 'consumed' in option A. This is not a use of the past tense. Rather it is a reduced relative clause. You could say 'that which is consumed'. In this way option A can be seen to be using the passive voice, present tense. That

only leaves us with choices A and B. Now it is simply an issue of parallel structure. The sentence as written refers to food consumed in America, so you will also say ‘consumed in Japan’. Choice A is the correct answer.

108. The second ‘not’ in option B is unnecessary and incorrect. The ‘no’ in E is similarly unnecessary and incorrect. Option D is not parallel. Option C is more efficient than option A. C is correct.
109. ‘Have insisted’ in B is the incorrect tense. It implies an action which has occurred up to the present time. However, the sentence as written implies that the civil libertarians still insist something. The sentence can be simplified to a choice among ‘the way is to reduce’, ‘the way is the reduction’ or ‘the way is reducing’. Only the first is correct. Eliminate C and D. A is more efficient than E. A is correct.
110. The first thing you have to determine is who or what was unchallenged? The Native Americans or the white man? The white man was unchallenged. Therefore that phrase should go first after the word ‘firearms’. That leaves choices C, D and E. The second thing you have to determine is who or what feared the thunder sticks? The Native Americans. So you need a pronoun which refers correctly to the Native Americans. Choice C is the correct answer.
111. The sentence is not complete as it is written. There would have to be an ‘and’ between taught and imparted for it to be correct. B is incorrect as it unnecessarily repeats the subject by using ‘he’. Therefore you must use ‘imparting’. The final clause should have parallel structure within it. Therefore E is correct, not C or D. ‘Imparting’ and ‘encouraging’ are parallel.
112. Once again you have to figure out whether to use the simple past or the present perfect. The action has a consequence in the present so the present perfect should be used. Eliminate B, C and E. In addition, did the smoking damage her lungs only once or over a period of time? Clearly over a period of time. That eliminates choices B, C and E right away. Now you have to determine whether serious modifies an adjective or noun. It refers to damage, so it should be left as an adjective. Choice D is the correct answer.
113. The sentence is not correct as written. The damage has occurred but the second part of the sentence talks of preventing the damage. Eliminate A. What can be prevented? Is it the damage or the fact that deer cause damage. It is the damage that can be prevented. Eliminate C. D has the same problem as A. The word ‘which’ is misplaced in E. As it is written ‘which’ refers incorrectly to the plants. B is the correct answer.
114. This is clearly a question of a dangling modifier. Who or what was upset by the litter? Jane. Therefore, Jane should go immediately after the comma, otherwise



the sentence implies that something or someone else was upset by the litter. That leaves us with choices C and D. Choice D changes the meaning and sounds like detention is favored. The word ‘as’ in D is also incorrect. The correct expression is ‘substituted for’. Choice C is the correct answer.

115. The only correct idiom offered among the options is to distinguish x from y. Choice A is the correct answer.
116. This question looks complicated, but it is largely a question of sorting out very simple grammatical mistakes. If you say child, then everything has to be singular. If you say children, it has to be plural. All you are looking for is consistency of singular or plural forms. A doesn’t have it. It uses the singular ‘child’ and the plural ‘themselves’ and ‘their’. C also has a lack of agreement, this time between ‘child’ and ‘themselves’. D and E incorrectly use ‘families where’. ‘Where’ is used for locations. Therefore, choice B is the correct answer.
117. If you are not a native speaker of English, you might have some problems with this one. It is simply a language and style check, involving the usage of the idiom, no less an x than y. It is common to say in English media, for example, no less a superstar than Mrs. Jones. The correct answer choice here is A.
118. This is a question of parallel structure. Because you have ‘but because’ not underlined, you need a parallel form using the word because. The correct idiom not because x, but because y appears in two answers: D and E. Now you have to go to the second mistake in parallel structure. Not because they are x, but because they are y. Choice E does not have this structure. Choice D is the correct answer.
119. This is a question of parallel structure. You already have the non-underlined form: as much by wearing. Now you need to find match to that structure. The idiom in English is as much by x as by y. That leaves you with choices D and E. Choice D violates parallel structure by using the word disregard instead of disregarding, to match wearing. Choice E is the correct answer.
120. The first thing you have to untangle is a simple grammatical mistake. What does the excess or exceeding refer to? It refers to the number, not the tourists. Number is singular, so you would not say ‘the number were’ in excess, nor would you say ‘number numbered’. That means choices A and D are wrong. What else does number refer to? Does the number of tourists exceed local customers or the number of customers? Remember, you can’t compare apples and oranges. Choice C refers to the wrong thing. Also, the numbers didn’t have anything, per se, so choice B is incorrect. Choice E is the correct answer.
121. This question involves determining whether words are modifying adjectives or nouns. What does wretched describe? The mendicants. The word ‘mendicants’ is

a noun, so wretched stays as an adjective. That eliminates choices D and E. What does increasing refer to? It refers to the word ‘prevalent’, an adjective. Therefore you need an adverb to modify the adjective. Eliminate A and B. Choice C is the correct answer. In addition, the relative pronoun ‘that’ is correctly placed in C, next to the word to which it refers, ‘money’.

122. C and D unnecessarily add ‘the person’. It is unclear to whom ‘the person’ refers. A incorrectly adds ‘though’. B is shorter and simpler than E. Choice B is the correct answer.
123. This is a question of parallel structure. It can resize documents, lighten documents, collate documents and copy (or copying) documents. The form copy needs to be used, because this form is consistent with the rest of the sentence. That eliminates choices A, B and C. Choice D is incorrect as it changes the subject of the sentence to the functions of the machine, rather than the machine itself. The word ‘simply’ is in the wrong place in the sentence. The tense is also incorrect. Choice E is the correct answer.
124. This question once again deals with idioms. In this case, the idiom you want is ‘not only x but also y’. The ‘not only’ adds a degree of emphasis that the simple conjunction ‘and’ cannot transmit. That leaves us with choices B and D as possible answers. D is shorter and simpler than B. ‘Was’ rather than ‘were’ should be used. Choice D is clearly the correct answer.
125. This question involves a dangling modifier. Who or what is obedient? The cat or the Smiths? The cat. Therefore the word ‘cat’ should come after the word ‘the’. That leaves us with choices C, D and E. The clause containing ‘dogs respond’ uses the simple present tense. Therefore we want a similar form for the cat. Dogs respond, and the cat follows. Choice C is the correct answer.
126. Choices B, C, D and E incorrectly use the singular ‘dancer’. Choices D and E also incorrectly use the singular ‘a singer’ to refer to the plural ‘actors’. Choice A is the correct answer.
127. ‘And have’, ‘and to have’ and ‘and they have’ in B, C, D, and E are unnecessary. Choice A is, therefore, the correct answer.
128. This question involves parallel structure. The attorney weakened something and the jury doubted something. A has this structure. B uses the wrong tense. C is too wordy. D and E are not parallel. Choice A can be the only possible answer.
129. The first thing you have to determine is whether you have less people or fewer people. People are countable. Fewer is correct. The next thing you have to examine

is whether to use ‘as’ or ‘than’. This sentence is comparative. Fewer people did this than did that. As implies similarity. Choice E is the correct answer.

130. This question involves a dangling modifier. Were the policies Germany’s most infamous leader? No. Then they should not go first in the second part of the sentence. That eliminates choices A, B and C. Choice E is not as efficient as D. Choice D is the correct answer.
131. You forbid something or someone to do something. ‘Forbid from’ and ‘forbid that’ are idiomatically incorrect. Choices D and E use the passive voice and are wordy. Choice B is the correct answer.
132. Should it be ‘eventual’ or ‘eventually’? The word modifies a noun, ‘salary increases’. Therefore you need an adjective. Eliminate A and B. D changes the meaning and implies that there was a commitment. The ‘one’ in E is not correct. It implies that a commitment would also be a publicity stunt. ‘Was’ in E is incorrect as the subject of the verb is plural. ‘A commitment’ would therefore also have to be changed to ‘commitments’. Choice C is the correct answer.
133. The first thing you have to look at is subject/verb agreement. To what does the verb ‘to be’ refer? It refers to the effect, which is singular. That means you have to say is regarded. That leaves you with choices C, D and E. Choice C disrupts the as/as idiomatic phrase that you so often see on the GMAT. Choice D uses a passive construction. Choice E is the correct answer.
134. The structure of this sentence is that someone suggested that someone else do something. This structure requires the subjunctive. This is formed with the infinitive of the verb, without ‘to’. Eliminate B, C and E. B also does not have parallel structure in terms of the tenses. It uses ‘suggested’ and ‘encourages’ Choice C implies that the teenagers are already protected. This would change the meaning. It also incorrectly uses the present continuous ‘are having’. E does not have parallel structure in terms of the tenses. D is more efficient than A. Choice D is the correct answer.
135. If you use the phrase ‘the means’, that implies that there is no other possible way of organizing such information. This would change the meaning of the sentence. If the sentence said, for example, SAS is the only database-forming language, then you would use the phrase ‘the means’. That eliminates choices C, D and E. Now you have to determine whether you have an amount of facts or a number of facts. Facts are countable. So you have to use the word ‘number’, not the word ‘amount’. Choice B is the correct answer.
136. If you use the word ‘neither’ you must also have the word ‘nor’. In Choices C, D and E, you have ‘neither’ without ‘nor’, so they are incorrect. Choice B implies a

contrast which is not present in this sentence. Choice A is the correct answer.

137. The first thing you have to ask yourself is whether the procedure is inherent in the third trimester, or whether it merely happens in the third trimester. Because it merely happens, you have to say it is used in the third trimester first. That leaves choices A, B and C as possible answers. ‘Involving’ in options A and B refers to the procedure of partial-birth abortion. ‘Involving’ is too far from its reference. As the options are written ‘involving’ could refer to the pregnancy. The use of commas in option C make it clear that ‘involves’ refers to ‘partial-birth abortion’. ‘Of involving’ at the end of B is less clear than ‘it involves’. Choice C is the correct answer.
138. Is ‘where’ or ‘while’ correct? ‘Where’ is used for locations. While is used for contrasts. This sentence introduces a contrast. Eliminate A and B. ‘Agreement’ in C is not correct. ‘Agreeing’ in D is correct. D is also more efficient than C and E. Choice D is the correct answer.
139. This question deals with parallel structure. Mothers want a resolution, something available, and a decreased prominence or a decrease. This is the parallel structure. Eliminate A and B. The original sentence has the phrase ‘abundant and often casual violence’. D repeats that wording. C and E change that wording and so change the meaning of the original sentence. Choice D is the correct answer.
140. The correct expression is ‘known to be’ rather than ‘known for being’. Eliminate B. There is no need to use the future tense in C and E. Its use makes these options wordy. D is also wordy. Choice A is the correct answer.
141. The phrase ‘over the past decade’ is repetitive, as the beginning of the sentence refers to the last ten years. Eliminate A, D and E. The population has increased over a period of time in the past. That period started in the past and continues up to the present. Therefore the present perfect tense should be used. Eliminate B. Choice C is the correct answer.
142. This question has to do with concordance of grammar. Choices A, B and C all use a human with one’s or oneself. The proper idiom in this case would be itself, or him/herself. Choice D, however, makes the mistake of being unclear as to what the ‘them’ refers. Does it refer to the organs, the pigs or the humans? Choice E is the correct answer.
143. The first thing you must decide is whether to use the simple past or the past perfect. The expectations of the meteorologists occurred before the hurricane affected the metropolitan area. Therefore the past perfect should be used. Eliminate C, D and E. B is shorter and simpler than A. Therefore B is the correct answer.

144. Because you have the word ‘emphasized’, you also need to use the word ‘that’. That leaves choices D and E as possible answers. D has a better order of words than E has. You are not so much emphasizing a fact shown in the records as emphasizing the fact that it was the hottest day on record. Choice D is the correct answer.
145. This question deals with parallel structure. The parallel elements herein are: tries to find and tries to return. Even if the entire phrase is not repeated, parallel structure is still maintained by preserving the form. The only choices which use ‘return’ are B, C and D. Choice C, however, does not make it clear that it is the organization itself which returns the lost pets. In this way there is a slight change in the meaning of the original sentence. D uses the incorrect idiomatic expression ‘tries at finding’, instead of ‘tries to find’. Choice B is the correct answer.
146. The question involves efficiency of language. Only C provides efficiency. Choice C is the correct answer.
147. This question deals with the past simple or the present perfect tenses. Because of the critical phrase ‘not since’ you have to use the present perfect. The word since demands a perfect tense, as in, since then this has been happening. It began and continues to this day. That leaves us with choices A, C and E. Choice E uses the word ‘whether’ but has no other alternative. ‘Whether’ needs two possibilities. It is also inefficient. Choice E is wrong. Choice A uses the wrong word after citizens. It is not ‘a right that they could do x’, it is a right ‘to do x’. Choice C is the correct answer.
148. This question also involves usage of the present perfect tense. Because it is ‘in recent years’, you need a form that can cover those years. Neither the simple past tense nor the present tense can do this. You need a tense that goes back into the past and covers the period up to the present. That means choices A and B are incorrect. C is not a complete sentence. E unnecessarily adds the word ‘since’. Choice D is the correct answer.
149. When two alternatives are presented it is better to use ‘whether’ rather than ‘if’. C, D and E change the meaning. Choice B is the correct answer.
150. Choices A, C and D have incorrect comparisons. They imply that the industry is larger than any other Canadian City, whereas, in fact, the tourist industry in Montreal is larger than the tourist industry in any other Canadian city. C uses the wrong tense. B removes the word ‘any’ inappropriately. It is necessary to emphasize that the tourist industry in Montreal is larger than the tourist industry of any other Canadian city. Choice E is the correct answer.
151. This question is primarily concerned with countable and non-countable nouns.

Sources are countable, so you must use ‘fewer’ before ‘sources’. Eliminate B and D. Would you have less than ten dollars in your pocket or fewer than ten dollars? Fewer would refer to the actual bills. You are referring to an amount of money. You do not say ‘a fewer amount’. Eliminate E. The correct idiomatic expression is ‘less than’, not ‘lesser than’. Eliminate C. Choice A is the correct answer.

152. This is a very simple question of parallel structure. If you say first of all, then you should say, second of all. If the phrase is not complete, then the appropriate structure must be inserted anyway to imply the completed phrase. Choices D and E are the only choices that have the correct parallel structure of first and second. Choices A, B, C and D make the same grammatical mistake. The ‘they’ and ‘their’ refer to ‘family’, which is singular. A and B also unnecessarily repeat ‘for’. C changes the meaning. Choice E is the correct answer.
153. ‘Notice being given’ in A is idiomatically incorrect. ‘Notice of the upcoming execution to give’ in C is also idiomatically incorrect. D and E omit reference to the convicted murderers. Choice B is the correct answer.
154. A has an incorrect word order. To be correct the option would have to read ‘More Manolo Blahniks than ever...’. B unnecessarily adds the phrase ‘than previously’. C omits the words ‘number of’ before ‘Manolo Blahniks’. Manolo Blahniks are countable. Therefore use ‘number’ and not ‘amount’. E is correct.
155. This first question you should ask yourself is: who or what is distressed? The PTA. So the PTA should go immediately after the comma. The only answer choices that reflect this are D and E. D is passive. Choice E is the best answer.
156. There are two possible structures. You require someone to do something, or you require that somebody do something. The latter is a use of the subjunctive. E does not have either of these possible structures. Options A, B and D incorrectly use ‘a professor’ with ‘their’. Choice C is the correct answer.
157. There are several common idioms that the GMAT tests you on that involve the word as. For example, just as...so too, as many as, as much by x as by y, etc. Also, this sentence wants to emphasize, not merely state, a similarity. Using the words ‘like’ and ‘similar’ does not convey the same sense of emphasis as the words ‘just as..., so too...’. So that eliminates choices B, C, D and E. Choice A is the best answer.
158. Once again, this question involves a dangling modifier. The first question you should ask yourself is: who are the immigrants? The answer should come after the comma. Only choices B and E are possible. Choice E has an incorrect order of words. ‘Opened’ is too far from ‘Schwartz’s deli’. Choice B is the correct answer.

159. This sentence involves another common idiom: not only, but also. The idea here is not only to convey comparison, but also to emphasize. Choice C is the correct answer.
160. This question has to do with word order. The attempt was begun fifteen years ago. Options A and D could imply that the United States was begun fifteen years ago. C has poor word order by splitting 'begun' and 'fifteen years ago'. It also incorrectly uses 'for electing'. E uses the wrong tense. Choice B is the correct answer.
161. The first thing you must do is to decide whether to use the word 'whether' or the word 'if'. The word 'if' can be used if you have a single possibility. You can say, for example, "If you go to the store, I will come with you." There is no second possibility mentioned in the sentence. There are two possibilities in the sentence you are considering here. Consequently, you know you have to use the word 'whether' here. That leaves choice A and C. Choice C is not efficient. Choice A is the correct answer.
162. Choices A, B and D are all repetitive as they use 'he', which is not needed because it is clear that Albert and only Albert is being referenced. Choice E does not have the correct parallel structure. It also incorrectly uses 'it' to refer to Albert. Choice C is the correct answer.
163. The early part of the sentence, the part which we cannot change, does not use a gerund. Parallel structure dictates that gerunds not be used in the latter part of the sentence either. Eliminate A and B. 'A protesting' in C is incorrect. D could imply that the current government makes the protest. E is correct.
164. This question has to do with a dangling modifier and a comparison. What is being compared in this sentence? The old play and the new play. Therefore, the order of words should reflect that comparison. Only choices D and E are possible answers. Choice E has an incorrect structure, 'has an inspiration of'. Choice D is the correct answer.
165. This is clearly a question of parallel structure. Choices B and C are incorrect because they have 'to compare' and 'comparing'. Choice E is not parallel. It has 'the brilliance of Beethoven' and 'diamonds' value', rather than 'the value of diamonds'. Choice D uses the word like, which is distinctly different from saying something is something else. That is the main point of this question: to see if you can differentiate a comparison from a statement of equality. Choice A is the correct answer, not only because it has the correct parallel structure, but also because it adheres strictly to the sense of sameness: that to do a is to do b, not merely 'like' it. D also has an incorrect comparison by comparing the value of diamonds with plastic baubles, rather than with the value of plastic baubles.

166. This question has to do with parallel structure. The correct structure is ‘to use’ and ‘to try’. A and D have ‘using’ and ‘to try’. Choices C and E do not have parallel structure either. They compare ‘a walker’ with ‘to try’. Choice B is the correct answer.
167. This question involves parallel structure and agreement between subject and verb. Because we have the word ‘steps’, we need to use the plural. That means that choices A, B and E are wrong. Choice C is incorrect as it is missing a word between ‘molding’ and ‘smoothing’. The best answer is D.
168. ‘Which’ does not refer to ‘divorce’. Eliminate A and E. Choice C has a pronoun with no clear reference. Who is the ‘they’ who had sued the men? B is closer in meaning to the original sentence than D is. The men had been sued rather than just experiencing suits. The correct answer is B.
169. The correct expression is ‘not only...but also...’. Eliminate A. B changes the meaning by eliminating ‘she believed’. Choice C is inefficient as it uses the word ‘themselves’. Choice E uses the wrong tense, the present. Choice D is the correct answer.
170. The first thing you have to determine in this sentence is what is being compared. Time is being compared, as in today x is more effective than x was ten years ago. You are not comparing the vaccine to ten years ago. That eliminates choices A, B and D. Choice E has an unnecessary preposition, ‘in’. Choice C is the correct answer.
171. This sentence is testing your ability to spot improper or ambiguous usage of pronouns. To whom does the ‘they’ in ‘because they usually’ refer? This is not clear. Choices A, B and C are therefore incorrect. In fact, choice B implies that the disciplinary decisions cause less trouble and are more repentant. Choice D has an incorrect comparison: it compares decisions to boys, not girls to boys. Choice E is the correct answer.
172. This is simply a question of ambiguity. Choices A, B and C all imply that the suburbs have some degree of independence, and not the teenagers. The teenagers are the ones who have the independence. Choice D has an incorrect verb, ‘are’. Choice E is the correct answer.
173. The neighborhoods have been changed, have become gentrified. B, D and E incorrectly use active verbs. A is more efficient than C. The sentence is correct as written.
174. The first thing you have to do in this question is distinguish whether to use the simple past or the past perfect. The first part of the sentence uses the simple



past. To maintain [parallel] structure the second part should also. Eliminate A, C and E. can be eliminated. You have a right to something, rather than a right that. Choice D is the correct answer.

175. 'When' refers to times and 'where' refers to locations. Both are inappropriate here. 'While' introduces a contrast. There is a contrast present in this sentence. Choice E is the correct answer.
176. You must decide whether this sentence requires the simple past or the present perfect. What the president's spokesman did at a conference occurred at one particular point in time, not over a period of time. Therefore it warrants the simple past tense. That leaves choices B and D. B is more efficient than D. Choice B is the correct answer.
177. This question concerns a dangling modifier. What is thought to emanate? The pheromone trails are. Therefore 'pheromone trails' must come directly after the comma. Eliminate A and D. The 'this' at the end of option B refers to the trails. You cannot have a singular pronoun referring to a plural noun. Eliminate B. E implies it is the ants, rather than the trails, that can be used. Choice C is the best answer.
178. This question deals with efficiency of language and parallel structure. Choice A would have to say 'the rich' and 'the poor'. Choice B is not parallel. Choices C and E are not as efficient as choice D. Choice D is the correct answer.
179. This question involves parallel structure. Once you pick a pronoun form, you must use it consistently throughout the sentence. Because the sentence says 'your new purchase', you and its derivatives are the correct pronouns. That leaves us with choices B and E. Choices E is passive. Choice B is the correct answer.
180. B changes the meaning in saying that Brad was suggested by his counselor. C and D imply that Brad is the suggestion. A is more efficient than E. Choice A is the correct answer.
181. This question has to do with subject/verb agreement. If you say 'quirks that' or 'quirks which' you have to say 'illustrate' (plural). Eliminate A and B. D is not parallel. It would have to be 'illustrated'. 'Who' is inappropriate to use with 'quirks'. 'Who' is applied to people, not to things. Choice C is the correct answer.
182. Choices A is not efficient. The use of 'he was' is not necessary, nor can 'he was' be used without first mentioning a noun. D does not have parallel structure in terms of the tenses. Choices C and E are inefficient. Choice B is the most efficient option and is therefore the correct answer.

183. The correct relevant idiomatic expressions are ‘regard as’ and ‘consider to be’. Eliminate B, C and E. D has the wrong tense. Choice A is the correct answer.
184. This sentence compares the CIA to the KGB. The plural pronouns ‘their’ and ‘them’, are inappropriate as they refer to the CIA, a singular entity. Eliminate A, B and C. That leaves you with choices D and E. Choice E uses the incorrect preposition ‘of’. It is a similarity between two things, not of one with another. Choice D is the correct answer.
185. DO you make a ‘conclusion that’, or ‘a conclusion of’? ‘Conclusion that’ is correct. Eliminate A, B and D. The tense is wrong in E. The simple past, as in C, is correct, rather than the past conditional, as in E. Choice C is the correct answer.
186. Choice D has the most efficient use of language. It is the shortest, simplest and clearest option. It is the correct answer.
187. The first thing you have to consider in this question is whether to use ‘based on’ or ‘on the basis of’. This is a question of a dangling modifier. The historians are not based on the customs. Eliminate A, C and E. That leaves us with choices B and D. B is shorter and more efficient than D. Choice B is the correct answer.
188. The correct tense for the verb ‘seem’ is the past. Choice A uses the past tense and is the shortest and most efficient of the options. Choice A is the correct answer.
189. The correct preposition to use with ‘substitute’ is ‘for’. Eliminate A, C and E. B is shorter and more efficient than D. Choice B is the correct answer.
190. Should you use ‘whether’ or ‘if’? There are two alternatives. Either the company was as responsible as the newspaper, or it was not. When there two alternatives it is better to use ‘whether’. Eliminate A, B and C. E is shorter and more efficient than D. Choice E is the correct answer.
191. There is a misplaced modifier in this sentence. As it stands it implies that the employees were the ones who were added to the increase in monthly wages. That means choices A and B are incorrect. Choice C has an obvious grammatical mistake in it. ‘Increase’ is singular so it should be ‘the increase in wages was discussed’. Choice D has the same error. Choice E is the correct answer.
192. The correct idiomatic expression is not ‘so much by x as by y’. The correct answer choice is D.
193. Is it better to say ‘the percentage of students is ten’ or ‘ten percent of students’. The latter is better. Eliminate D and E. Choice A disrupts parallel structure: it

says ‘ten percent of... students’, then ‘it is five percent’. Choice B makes the same mistake. Choice C is the correct answer.

194. This question attempts to disguise a very simple grammatical mistake: is ‘contrast’ singular or plural? It is singular, therefore you have to use the word ‘has’, not ‘have’. The contrast has done something. That leaves choices D and E as possible answers. However, use of the word ‘favors’ in choice D slightly changes the meaning of the sentence. It should be a contrast between one thing and another. Choice D does not use the use the word ‘and’ and is therefore also incorrect for this reason. Choice E is the correct answer.
195. Unanimous opposition is necessary ‘to improve’, ‘for improving’ or ‘in improving’. ‘To improve’ is correct. Eliminate A and D. B is passive. It is not ‘the prejudice’, a specific example of prejudice which is to be opposed. Rather ‘prejudice’ in general is to be opposed. Eliminate E. Choice C is the correct answer.
196. It is not ‘the undersized models’, specific examples of undersized models, that the sentence is considering. Rather it is undersized models in general. Eliminate B and D. The ‘they’ in B, D and E is incorrect. Although it seems the pronoun should refer to the plus-sized woman, grammatically it could refer to the undersized models. In any case, if it refers to the plus-sizes woman the sentence mentions it should be singular. This can also be seen from the use or ‘her’ later in the sentence. The word order in C is incorrect. The phrases ‘fashion failure will result’ and ‘to the plus-size woman’ are divided by too many words. The pronoun ‘for’ is more appropriate than ‘to’. Choice A is the correct answer.
197. The major issue that you have to consider in this sentence is parallel structure. Only C has parallel structure. Choice C is the correct answer.
198. You protect something for someone, not to someone. Eliminate B and D. ‘More than’ is the correct comparative expression. Eliminate C. E lacks the necessary auxiliary verb ‘does’. Choice A is the correct answer.
199. This sentence has the following structure: x and y are to z what a and b are to c. You don’t want to use the words ‘like’, ‘as’ or ‘just’. That leaves choices C and D as possible answers. The Victorian era occurred in the past, therefore you must use a verb in the past tense. Choice C is the correct answer.
200. ‘Because’ is more efficient than ‘for the reason that’, ‘for the reason’ and ‘in that’. Eliminate A, B and C. Misbehavior is singular. The verb must be ‘affects’. The correct idiomatic expression is ‘on the part of’ not ‘on the parts of’. Eliminate E. Choice D is the correct answer.
201. There must be tense agreement in sentences. Both events are in the past, so you

must use the past tense of ‘embody’, ‘embodied’. That leaves choices A and B. Choice A is shorter and simpler than B. Choice A is the correct answer.

202. ‘Hopefully’ is an adverb. It can be used in a sentence such as: The skier looked hopefully at the sky in search of snow. It cannot be used as a replacement for ‘I hope’, ‘we hope’ or ‘it is hoped’. Eliminate A, C and D. It is not correct to say ‘pollute such as aerosol cans do’. Eliminate E. The correct answer choice is B.
203. The sentence has to do with the idiomatic usage of words for countable and non-countable nouns. Do you say: there are ‘less than five people here’ or ‘lower than five people here’, or fewer than five people here? Because you are referring to a number, five thousand in this sentence, you would use less. This is because you are essentially saying that something is less than a number. ‘Lesser than’ is incorrect. That leaves you with choice A. Note that soldiers are countable so you must use ‘fewer’ to refer to the soldiers, not ‘less’. Choice A is the correct answer.
204. You need to have appropriate tense agreement. ‘Can’ is incorrect because it is in the present tense. That leaves you with choices B and E as possible answers. You rely on something, not for something. Choice B is the correct answer.
205. B changes the meaning. The sentence as written refers to the practice being favored, not the song being favored. Eliminate B. C incorrectly implies that a song is a practice favored by stations. D has the same mistake. E incorrectly has the word ‘and’. The subject of this option is therefore plural, but the verb ‘increases’ is singular. The correct choice is A.
206. The ‘they’ in the sentence as written is a pronoun without a clear reference. Does it refer to the treaties or to the Americans? Although logically it refers to the treaties, grammatically it could refer to the Americans. Therefore A is incorrect. B, C and D repeat the same mistake. E is the correct answer.
207. Do you use the past or present tense here? It is thought now that hunters extracted oil. Therefore you must use the present tense to describe that thinking. Eliminate B, C and E. Choice D is incorrect because it places the things the hunters did in the present tense, whereas what they did is a past action. Choice A is the correct answer.
208. The relevant correct expressions are ‘neither...nor’ and ‘either...or’. Eliminate A, B and C. D is missing something between ‘better times for investing’ and ‘more of a relaxed sense of national security’. The phrase at the end of option E ‘nor is it’ is also more efficient than the phrase in D ‘and it is not’. Choice E is the correct answer.
209. B suggests that humans practice a particular type of cloning, rather than cloning

in general. In C ‘reflect’ should be ‘reflects’ to agree with its subject ‘practice’. D changes the meaning by eliminating the phrase ‘to the Raelians’. It implies the human life did come from the aliens’ cloning practices. The sentence as written says that this is just the Raelians’ view. E also changes the meaning by saying that humans should return to practicing cloning. There is no suggestion in the original sentence that humans practiced cloning. Choice A, then, is the best answer.

210. Amounts do not expand, they increase. Eliminate A and B. The ‘it’ at the start of C is a pronoun without a clear reference. E has the same problem. Choice D is the correct answer.
211. The rekindling referred to in this sentence occurred in the past. Eliminate A. The phrase ‘there are many known people’ in C is incorrect. D has the same problem. The use of the present tense in E is incorrect. The clause ‘rekindling ...is known for many people’ is also idiomatically incorrect. Choice B is the correct answer.
212. This sentence is quite difficult. What is it that causes errors in judgment? Is it working overtime? No. It is working an excessive amount of overtime. This is a practice. Eliminate A, B and C. The phrase in D ‘the potential for causing’ is idiomatically incorrect. Choice E is the correct answer.
213. You have seen many questions like this, that involve usage of as idioms. If you say: X happens not so much because of y, what follows the not so much idiom? The word ‘as’. For example, he is not so much witty as he is talkative. Eliminate A, D and E. B is not parallel. Choice C is the correct answer.
214. The verb ‘was’ in A and B refers to ‘cities’. Therefore you should use ‘were’ not ‘was’. Eliminate A and B. Efficiency of language leads you to eliminate the ‘which were’ present in C. Although the word ‘were’ is not present in the sentence we have merely left it out to increase the efficiency of the language. “Being” in D connotes a continuous tense and is unnecessary in this sentence. E is therefore the correct answer.
215. Choices A, B and E all imply that it is the librarians that have been damaged. You need to insert a pronoun to correct the ambiguity which otherwise arises. The pronoun ‘it’, in the singular, correctly identifies the cover of the aging tome as being the thing that had been damaged. The cover had been damaged before the librarians read it. The use of the past perfect twice in D is therefore incorrect. The action which happened second, the reading, should be expressed using the simple past tense. C is the correct answer.
216. ‘As a result from’ in B is incorrect. ‘Costing reconstructions’ in C is also incorrect. D implies that the reconstruction would be done with European governments. According to the original sentence, it was the negotiations which were conducted

with European governments. Eliminate D. E implies that the costs came more directly from negotiating. The costs came from the reconstruction. Eliminate E. Choice A is the correct answer.

217. As you can see a contrasts within the sentence, you want to find the phrase that best stresses that contrast. The contrast is absent in B. C, D and E completely change the meaning of the sentence. Choice A is the correct answer.
218. Did the monk occur or did his immolation occur? Clearly the immolation occurred. Eliminate A, B and E. The phrase ‘occurred by some detectives’ in C is incorrect. Choice D is the correct answer.
219. The correct idiomatic expression is not ‘desire for plus gerund’. The correct expression is ‘desire to do something’. Eliminate C. Among the other options, B is shortest and simplest. Choice B is the correct answer.
220. Choices A and B both have a mistake in agreement. Scores are plural, so you need ‘those’ not ‘that’. Choice C is incorrect because it implies that the comparison is between scores and white students. The pronoun ‘their’ in E has no clear reference. Choice D is the correct answer.
221. The idiomatic expressions using ‘as’ come up again and again on the GMAT. Even if you did not want to make the sentence more efficient and have correct as/as parallel structure, you could immediately eliminate choice A. It uses the word ‘was’ which should be plural were because it refers to victories. Choices B, D and E are clearly wrong as well. The correct expression is ‘not so much by....as by’. Choice C is the correct answer. It has parallel structure and is efficient.
222. This question has to do with usage of the preposition ‘between’. If you use ‘between’ you need to use ‘and’. Eliminate A and B. ‘Which’ in C and D refers to the interchange. However, it is placed next to ‘neutrons’, meaning that grammatically it refers to ‘neutrons’. This is incorrect. The tense in C and D is also incorrect. The earlier part of the sentence is in the simple present tense and the latter part should be also. Choice E is the correct answer.
223. Option A does not provide a complete sentence. The expression is ‘it is common that.’ E has the same problem. The noun ‘desires’ is plural so the verb referring to desires must also be plural. Eliminate B. It should be ‘as have the desires’ not ‘as has the desires’. That leaves C and D. It is necessary to say ‘as it is’ rather than ‘as is’ at the start of the option. D is also incorrect because it says ‘the opinion...have’. The correct answer is C.
224. Choices A, B and E do not make it clear who does the collaborating to overthrow the foreign governments. D changes the meaning. Choice C has parallel structure

and is the correct answer.

225. The expression 'developed after when' is incorrect. 'Developed after' is sufficient. Eliminate A. Choice C unnecessarily repeats 'foreign speculators'. Choice D has the wrong tense. The sentence is in past tense, not present. 'Developed after there being' in E is also incorrect. Choice B is the correct answer.
226. This sentence has to do with another common idiomatic phrase: not only, but also. Eliminate A, B and C. It also has to do with parallel structure. Choice E does not complete the sentence by using a structure parallel to the earlier part of the sentence. 'Gather' is not parallel to 'causing damage and destroying'. Choice D is the correct answer.
227. The key to answering this question is determining what preposition to use at the end. Is it surveillance by someone against/to/of something? All the choices here are passive, so you cannot rewrite this sentence using the active voice. The correct expression is 'surveillance of'. Only choice B is correct.
228. You are comparing more than two cultures, so you are not going to use the word between. Therefore you can eliminate choices D and E. In choices A and B the singular pronoun 'that' incorrectly refers to the plural noun 'misunderstandings'. Choice A also uses the incorrect expression 'greater as'. Choice C is the correct answer.
229. The correct expression is that the farmers were required to do something, not to have done something nor to have had done something. Eliminate A, B and C. 'Either' in E is incorrect. As E is written it implies the farmers were required to do one of two things: either destroy animals with mad cow disease or perform a second action. The second action is missing. Choice D is the correct answer.
230. The first thing you have to determine is whether to use 'such' or 'so'. You use the word 'so' in connection with adjectives. For example, you would say that 'The purchase of the necklace is so extravagant that it must be returned.' The word 'such' is used in connection with nouns. For example, 'the restaurant offers such exquisitely prepared cheeses that they melt in your mouth.' The latter formula clearly applies here. That means that choices A, B and E are incorrect. The present tense, not the present perfect, is necessary to describe habitual actions. Eliminate D. C is also more efficient than D. Choice C is the correct answer.
231. You should first decide whether to use the word 'frequent' or 'common'. 'Common' is correct here. The use of 'should' in C is incorrect. The phrase 'couples in which' in E is incorrect. 'Earning' in E is also incorrect. E also incorrectly implies that the couples become more common. Choice D is the correct answer.

232. As it stands the sentence implies that the comparison is between wines and wineries. This is not the case. You can compare wine with wine or wineries with wineries. Choices A and D have misplaced modifiers. The placement of 'which' next to 'Germany's' in C is incorrect. 'Which' refers to Germany not Germany's wines. It is not clear to what the 'those' in E refers. Grammatically it could refer to the wines or the wineries. Choice B is the correct answer.
233. Choice A uses 'since' and the present tense. The present perfect is necessary. For example, 'since 1990 there have been many cases...'. The correct subject of the sentence is 'the number of diagnoses', not 'the diagnosis of cases'. Eliminate B and C. 'Tripling' in D is incorrect. Again the present perfect would have to be used to describe an action which started in the past and has continued up to the present. Choice E, the correct answer, shows this use of the present perfect. 'The number...has tripled.'
234. Choices D and E both imply that the glasses or middle age are the things that have been damaged, not the eyes. 'A consequence from' in B is incorrect. Choice C uses the wrong verb tense, the simple past. The present should be used to form parallel structure with 'discover'. Choice A is the correct answer.
235. Parallel structure should be flashing before your eyes. The structure here is: as a result of x, y and z. 'As well as' is not as efficient as 'and'. Eliminate A and E. C is not parallel. D is shorter and more efficient than B. Choice D is the correct answer.
236. Choices E and D are clearly wrong because there is no noun preceding the 'it' that can be referenced. This question involves a dangling modifier. What is touching? The novel. The novel should therefore come after the comma. Eliminate C. 'Shall' is not usually used in the third person. It is usually used in the first person. It is used to make suggestions or to give offers of help. For example, 'shall we go the beach' and 'shall I help you with those bags'. The sentence is correct as written. Choice A is the correct answer.
237. 'Having bought on rumor' in A is incorrect. Similarly 'having had to sell' in B is incorrect. 'Those who had bought on rumor' in D is incorrect. Option E does not provide a complete sentence. There is no verb for the subject 'investors'. The phrases 'having bought on rumor and having to sell' merely describe the investors. Choice C is the correct answer.
238. Choices A and E are ambiguous. It is not clear to whom the 'their' and 'they' are referring. Choice D is equally ambiguous because you do not know who or what is absorbing information. Choice B is missing the necessary auxiliary verb 'do'. Choice C is the correct answer.



239. Choices B, C and E change the meaning by adding the words ‘alone’, ‘solely’ and ‘if only’. These choices imply that the Senator supports the legislation for only one reason. It is possible that there are other reasons for the Senator’s support. ‘While’ introduces a contrast. There is no contrast between the Senator’s belief and the basis for that belief. Choice A is the correct answer.
240. One thing you have to consider in this sentence is parallel structure. Because you say ‘people exercising daily’, you have to maintain the same form later. That eliminates choices C, D and E. Choice B uses the inefficient expression ‘not any healthier’. Choice A is the correct answer.
241. The correct expression is ‘to try to do something’, not ‘to try and do something’. Eliminate B. It is ‘retrieve from’, not ‘retrieve out of’. Eliminate C, D and E. Choice A is the correct answer.
242. D and E change the meaning ‘Which’ in B is incorrect. This question also concerns parallel structure. Directors that create are similar to conductors who direct. Choices A and E use the wrong form of the verb direct. Choice C is the correct answer. It has parallel structure.
243. This sentence simply has to have its parallel structure corrected. It begins in the present tense, ‘are usually reliable’, so the sentence should continue in the present. Choice A is not in the present tense. ‘They’ in A, C, D and E is a pronoun without a reference. Choice B is the correct answer.
244. The issue being raised in this sentence is one of parallel structure. The basic structure of this sentence is: to do x is to do y. The only choice that fits that pattern is choice A, which is the correct answer.
245. Choices A and B incorrectly imply that the degree in music depends on the talent of the musician. The modifier ‘depending on his talent’ is misplaced. C and E are incorrect as they imply the talent graduates from college. D is the correct answer.
246. This question deals primarily with parallel structure. You can say something has resulted not from x but from y. The only answer choice that maintains parallel structure is B. B is the correct answer.
247. The use of ‘seeming’ in A is incorrect. ‘Thought’ later in the sentence places the sentence in the past tense. ‘Seemed’ is necessary. Eliminate A. The use of ‘was’ in B and D changes the meaning. The use of ‘in that’ in C is not as good as the use of ‘because’ in E. ‘Because’ establishes the reason something happened. Choice E is correct answer.
248. You distinguish a from b, or distinguish between a and b. The only option which

follows either of these patterns is B. B is the correct answer.

249. The singular verb 'knows' in B incorrectly refers to the plural subject 'her new listeners and her old fans'. The use of the past 'knew' in C is incorrect. Choice D incorrectly uses 'would have to be posted'. 'Must be posted' is more efficient. It also incorrectly uses the past 'what was going on'. E incorrectly uses the past perfect 'what had been'. Choice A is the correct answer.
250. A and E are passive. This question also has to do with order of relevance. What is the most important thing the fencer did? She defeated her opponents. That should be mentioned before the fact that she capitalized on their slowness. Eliminate C. B may not appear to be parallel but it is more efficient than D. It describes how she defeated her opponents. This is the intention of the sentence rather than listing a series of activities the fencer did. A list would require parallel structure. Choice B is the correct answer.



## **Chapter 6**

# **Sentence Correction Training Set – Quick Answer Keys**

(1) E	(22) B	(43) E
(2) A	(23) E	(44) D
(3) B	(24) E	(45) B
(4) D	(25) D	(46) A
(5) E	(26) B	(47) C
(6) A	(27) A	(48) C
(7) C	(28) D	(49) D
(8) B	(29) E	(50) A
(9) E	(30) A	(51) B
(10) E	(31) E	(52) E
(11) D	(32) C	(53) D
(12) B	(33) D	(54) C
(13) B	(34) B	(55) A
(14) C	(35) D	(56) A
(15) E	(36) A	(57) D
(16) A	(37) B	(58) A
(17) B	(38) C	(59) A
(18) B	(39) C	(60) B
(19) E	(40) E	(61) A
(20) C	(41) A	(62) D
(21) A	(42) B	(63) A

(64) C	(85) C	(106) E
(65) B	(86) B	(107) A
(66) B	(87) A	(108) C
(67) A	(88) E	(109) A
(68) E	(89) D	(110) C
(69) D	(90) A	(111) E
(70) C	(91) B	(112) D
(71) D	(92) E	(113) B
(72) D	(93) C	(114) C
(73) B	(94) B	(115) A
(74) E	(95) E	(116) B
(75) E	(96) C	(117) A
(76) A	(97) B	(118) D
(77) C	(98) D	(119) E
(78) B	(99) E	(120) E
(79) C	(100) A	(121) C
(80) D	(101) C	(122) B
(81) A	(102) D	(123) E
(82) E	(103) E	(124) D
(83) A	(104) B	(125) C
(84) D	(105) D	(126) A

(127) A	(148) D	(169) D
(128) A	(149) B	(170) C
(129) E	(150) E	(171) E
(130) D	(151) A	(172) E
(131) B	(152) E	(173) A
(132) C	(153) B	(174) D
(133) E	(154) D	(175) E
(134) D	(155) E	(176) B
(135) B	(156) C	(177) C
(136) A	(157) A	(178) D
(137) C	(158) B	(179) B
(138) D	(159) C	(180) A
(139) D	(160) A	(181) C
(140) A	(161) A	(182) B
(141) C	(162) C	(183) A
(142) E	(163) E	(184) D
(143) B	(164) D	(185) C
(144) D	(165) A	(186) D
(145) B	(166) B	(187) B
(146) C	(167) D	(188) A
(147) C	(168) B	(189) B

(190) E	(211) B	(232) B
(191) E	(212) E	(233) E
(192) D	(213) C	(234) A
(193) C	(214) E	(235) D
(194) E	(215) C	(236) A
(195) C	(216) A	(237) C
(196) A	(217) A	(238) C
(197) C	(218) D	(239) E
(198) A	(219) B	(240) A
(199) C	(220) D	(241) A
(200) D	(221) C	(242) C
(201) A	(222) E	(243) B
(202) B	(223) C	(244) A
(203) A	(224) C	(245) D
(204) B	(225) B	(246) B
(205) A	(226) D	(247) E
(206) D	(227) B	(248) B
(207) A	(228) C	(249) A
(208) E	(229) D	(250) B
(209) A	(230) C	
(210) D	(231) D	



# Manhattan Review Turbocharge Your GMAT® Series (4<sup>th</sup> Edition)

- **Math Study Guide** (ISBN: 978-1-62926-000-6)
- **Math Study Companion** (ISBN: 978-1-62926-001-3)
- **Verbal Study Guide** (ISBN: 978-1-62926-002-0)
- **Verbal Study Companion** (ISBN: 978-1-62926-003-7)

## Turbocharge Your GMAT® Series

### About Manhattan Review

Manhattan Review's origin can be traced directly to an Ivy-League MBA classroom in 1999. While lecturing on advanced quantitative subjects to MBAs at Columbia University Graduate School of Business (Columbia Business School) in New York City, Prof. Dr. Joern Meissner was asked by his students to assist their friends, who were frustrated with conventional GMAT preparation options. He started to create original lectures that focused on presenting the GMAT content in a coherent and concise manner rather than a download of voluminous basic knowledge interspersed with so-called "tricks". The new approach immediately proved highly popular with GMAT students, inspiring the birth of Manhattan Review.

Since its founding, Manhattan Review has grown into a multi-national educational services firm, focusing on GMAT preparation and MBA admissions consulting and application advisory services. It has thousands of highly satisfied customers all over the United States, England, Continental Europe, Asia, the Middle East and the rest of the world. The original lectures have been continuously expanded and updated by the Manhattan Review Team, a group of master test-takers and senior academics, to assure that Manhattan Review offers the most time-efficient and cost-effective preparation available for the GMAT. Please visit the company's website [www.ManhattanReview.com](http://www.ManhattanReview.com) for further details.

### About the Author

Prof. Dr. Joern Meissner has over twenty years of teaching experience in undergraduate and graduate programs at prestigious business schools in the USA, UK and Germany. He founded Manhattan Review and created the original lectures for its first GMAT preparation class. Prof. Meissner received his Ph.D. in Management Science from Columbia University Graduate School of Business (Columbia Business School) in New York City and is a recognized authority in the area of Supply Chain Management (SCM), Logistics, Inventory Control, Dynamic Pricing and Revenue Management. Please visit his academic homepage [www.meiss.com](http://www.meiss.com) for further information.

### Student Comments

"I am happy to report I took the GMAT on the 18th of December and received a score of 750. Although this score required a huge amount of individual effort, I am indebted to Manhattan Review for its fantastic preparation material and David, our instructor, for his invaluable assistance. Dan"

"I took the GMAT for the first time last Friday and scored 690. I only had time to do about 5 hours self study. So I found the Manhattan Review course books critical to my success. Many thanks to the team. Best Regards, Jonathan"

### Free Online Resources

Manhattan Review offers a variety of GMAT prep course and GMAT private tutoring options, delivered in-person or via an interactive online classroom, to students in the US, UK, Continental Europe, Asia and the rest of the world. Please visit [www.ManhattanReview.com](http://www.ManhattanReview.com) to take a free GMAT workshop and a free GMAT practice test.

**Manhattan Review**®

Test Prep & Admissions Consulting

[www.manhattanreview.com](http://www.manhattanreview.com)  
[info@manhattanreview.com](mailto:info@manhattanreview.com)  
+1 (212) 316-2000  
+1 (800) 246-4600

Manhattan Review, 275 Madison Avenue, Suite 424, New York, NY 10016.

