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Advanced Sentence Correction concepts

Practice Drills at the end of each chapter

Practice set of 125 questions with 30% **NEW** content

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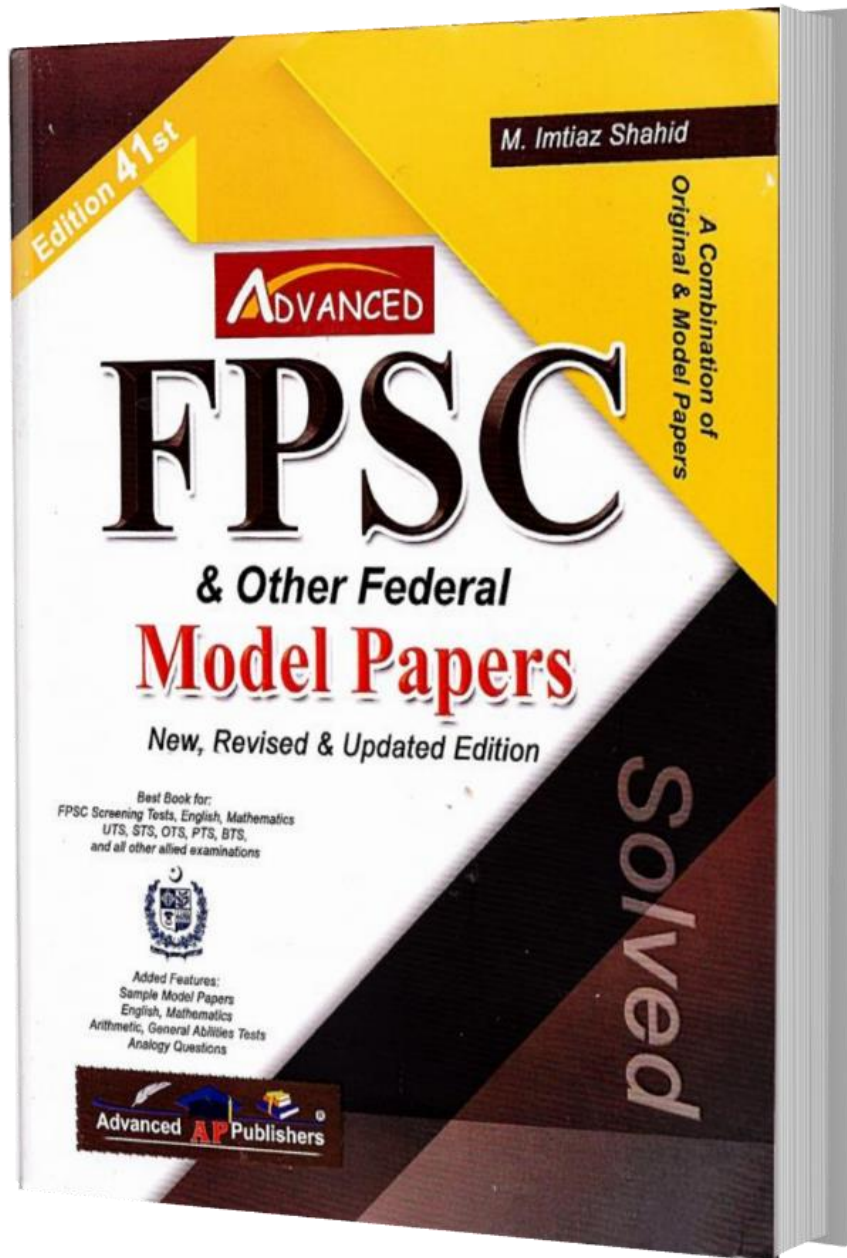
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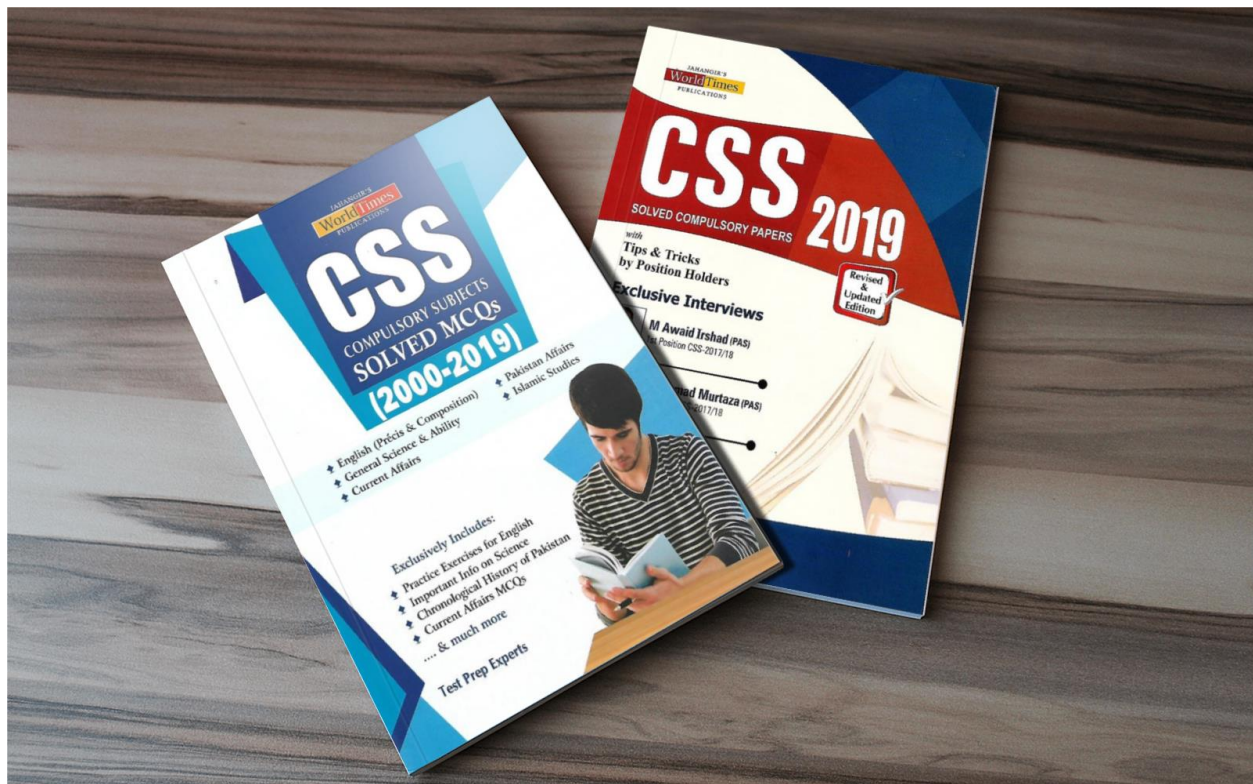


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Praise for the SC Grail

“The best thing about the SC Grail is the attention it pays to students’ needs. Be it the entire Section 3 of the book or the shortened idiom list or the quick recall section at the end, everything is targeted at making things simpler for students. A big kudos to the Aristotle team for coming out with this book.”

— *Kevin Lee, GMAT 770 (Harvard – Class of 2016)*

“I really like the SC Grail’s focused approach wherein it only teaches you concepts and questions that you are likely to see on the GMAT. There’s no beating around the bush with complicated jargon and strategies being thrown around. Everything is to the point and result oriented. Strongly recommended!”

— *Chandni Khanna, GMAT 780 (INSEAD – Class of 2015)*

“Probably the best book to smart study the SC section. It is really well written and is almost perfect for nonnatives. Builds up the basics and targets the sentence structure really well.”

— *Jhumsumtak, Moderator, gmatclub.com, GMAT 770 (v-44, q-51)*

“I got a score of 44 in Verbal thanks mainly to the SC Grail. I had gone through every possible resource for SC and was still getting half the questions wrong because I couldn’t understand where to apply which rule. The SC Grail’s application oriented approach worked wonders for my accuracy rate that went up to a consistent 80-85%. A must have book for anyone targeting a 700-plus score on the GMAT.”

— *Arnold Roebuck, GMAT 750 (Kellogg – Class of 2016)*

“The SC Grail is a must have book for all non native students as it really simplifies all the grammar concepts tested on the GMAT. I really like the writing style of this book as it feels like you are actually being taught by someone in a class. Definitely the best SC book out there.”

— *Gaurav Sajnani, GMAT 760*

“Definitely worth the money. 4.5/5”

— *Whiplash, Moderator, gmatclub.com, GMAT 760 (v-44, q-51)*

“The thing that stands out the most about the SC Grail for me is the comprehensive nature of the book. It is a one stop solution for all your SC needs—be it concepts, practice questions, short cuts, everything. This is the best book for SC that one can get.”

— *Jonathan Bates, GMAT 720 (Columbia – Class of 2016)*

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Introduction

Sentence Correction is a topic quite dreaded by candidates taking the GMAT. Though the sheer number of concepts and rules may seem intimidating at first, with discipline and the right approach, it is not difficult to master these concepts and their application to questions. Through this book, we will take you on a methodical path to ace the Sentence Correction section on the GMAT.

Sections in this book

Section 1

Gives you a broad **overview** of the GMAT—test format, duration, scoring, etc.

Section 2

Administers a **diagnostic test** that will help you assess your level of competence in Sentence Correction before you go through the concepts and strategies in this book.

Section 3

Brings you up to speed with all the important **grammar concepts** relevant to GMAT SC.

Section 4

Discusses the **major error types** tested on the GMAT.

Section 5

Covers **minor errors**, especially errors of usage, and confusing answer choices.

Section 6

Contains a **125-question SC Practice Set** to help you test your understanding of the concepts learnt in the SC Grail and your ability to apply these concepts on SC questions based on the GMAT pattern.

Section 7

Provides a **Quick Recap** of all the important concepts and rules covered in this book. This section saves you the trouble of taking notes so you can concentrate on understanding the concepts. Go through this section before every practice test that you take.

We have tried to make this book a **one-stop solution** for all your Sentence Correction needs. The book starts with a **diagnostic test** so you can get a baseline score against which you can compare your future performance. This is followed by the **grammar review** section that will help you become conversant with the important grammar terms that will be discussed in latter parts of the book. English grammar is an extremely vast field but this section will focus only on those concepts that are relevant to your doing well on the GMAT SC section.

After the grammar review section, the book will take you through the **nine commonly tested error types** on GMAT SC. Again, the focus will be on discussing only those aspects of these errors that are known to have been tested on the GMAT. While ‘Meaning’ is relevant to every error type, we have added a separate chapter on *Meanings* just to highlight the fact that the GMAT is increasingly testing this particular aspect of sentences.

The GMAT also tests you extensively on the usage of certain terms such as *whether, like, should, which, etc.* In fact, we recently did a split of all the error types tested in the Sentence Correction

chapter in OG 2018 and ‘Usage’ featured among the top three error types tested in the book. The fifth section of this book is dedicated exclusively to discussing the **correct usage** of commonly tested terms on the GMAT.

Once you have gone through all these sections, it is time to test how much of this you have actually absorbed. The **125-question practice set** that makes up Section 6 of this book will help you do precisely that. These questions have been created in such a way that they will repeatedly reinforce the important SC concepts until you start getting them right.

We have noticed that students tend to forget important SC rules (such as when to use *that* and when to use *which*) when they take practice tests, as a result of which their verbal score goes down by several points. To resolve this problem we have added a **Quick Recall** section to this book. This section contains all the important SC concepts and rules in one place. We urge you to go through this section before every practice test that you take. You will see the benefit of this when you actually get down to attempting SC questions on the test—your accuracy and speed both will improve considerably.

GMAT OG 2018, 2017 and 2016 and GMAT Verbal Review 2018, 2017 and 2016 References

For most of the concepts covered in this book, you will also find **OG question references** that will provide you with the question number of similar questions present in the OGs 2018, 2017 and 2016 and also in the OG Verbal Review (VR) 2018, 2017 and 2016. As a result, you can see how the concepts explained in this book are actually tested on the GMAT.

Access Videos Using QR Codes

You will see **QR codes** printed at different places in the book. By scanning these QR codes using your smartphones, you will be able to access videos relevant to the concept being discussed on that page. This will further help reinforce your understanding of that concept.

Clearing your Doubts/Queries

The purchase of this book provides you direct access to the experts who have written this book. So, in case there is any concept or question discussed in this book that you do not understand, please put up the same on the Forums section of our website: www.aristotleprep.com. Our experts will respond to you within 48 hours and help clear all your doubts.

To sum it up, we have tried to make the **Wiley-Aristotle Sentence Correction Grail 2018** as comprehensive and, at the same time, as student friendly as possible. We are sure you will find this book useful in your prep.

Good Luck & Study Hard!

The Aristotle Prep Team

How to Access your Videos

This book contains ‘**Expert Speak**’ videos and other exclusive training content that you can easily access through an app—on your smartphone or tablet—using the QR codes provided at various locations throughout the book.

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Note:

1. The app login will be valid for 12 months from the date of activation.
 2. The app login is valid only for one device.
 3. In case of any difficulty, please reply to the confirmation email that you received in your inbox/junk email folder after registering on the app.
-



SECTION 1
About the GMAT

What is the GMAT?

The GMAT stands for **Graduate Management Admission Test**. It is an exam required for admissions to MBA programs in the US and in other top business schools across the world. It is also required for admission to a few Masters and PhD courses.

It is very important for you to know that the GMAT is a computer adaptive test. This means that the difficulty level of the next question in a section is determined by your performance on the previous questions. Therefore, as you progress through the test, the software continuously tries to evaluate your performance and adapts the difficulty level of the next questions to your performance on the previous ones. For this reason, you cannot skip or go back to questions on the test.



Scan this QR code to watch a video discussing why one shouldn't approach the GMAT very academically.

What does the GMAT consist of?

The GMAT consists of four sections, which appear in the fixed order given below.

Section	Time
Analysis of an Argument Essay	30 minutes
Integrated Reasoning	30 minutes
Quantitative	75 minutes
Verbal	75 minutes

You will get 12 questions in the Integrated Reasoning section, 37 questions in the Quantitative section and 41 questions in the Verbal section.

There are two optional 8-minute breaks during the GMAT. The first one is after the Integrated Reasoning section and the second one is after the Quantitative section.

Note: From July 11 2017, the GMAT will provide you the option of choosing the order of the four sections from three possible choices as below:

Option I: AWA, Integrated Reasoning, Quant, Verbal

Option II: Quant, Verbal, Integrated Reasoning, AWA

Option III: Verbal, Quant, Integrated Reasoning, AWA

Integrated Reasoning questions can be further divided into the following four question types:

- Graphics Interpretation
- Two-Part analysis
- Table Analysis
- Multi-Source Reasoning

Quantitative questions can be further divided into the following two question types:

- Problem Solving
- Data Sufficiency

Verbal questions can be further divided into the following three question types:

- Sentence Correction
- Critical Reasoning
- Reading Comprehension

How am I scored on the GMAT?

The GMAT scores range from 200-800. A score of 200 is the lowest you can get and a score of 800 is the highest. For each section, you get something called a scaled score and there is also a percentile score corresponding to a scaled score.

- **AWA** – This section is scored on a scale of 0-6 in half-point increments.
- **Integrated Reasoning** – This section is scored on a scale of 0-8 in one-point increments
- **Quantitative and Verbal** – These two sections are scored on a scale of 51. The GMAC does not reveal how exactly this score is calculated, but we do know for sure that the difficulty level of the questions you get correct/incorrect plays a big role in determining your final score on the test.

When can I take the GMAT? How many times is it conducted in a year?

The GMAT can be taken at any time of the year. You sign up to take the exam **INDIVIDUALLY**, whenever you are free. Yes, that's right. The only thing to consider is whether the date, on which you want to take the exam, is available at the test centre of your choice. This is important in cities such as New York, Los Angeles, Beijing, New Delhi, etc., where the number of test takers is quite high and you may have to book a slot usually a month or two before your exam date.

How do I register for the GMAT and how much is the exam fee?

You can register for the GMAT by logging on to <http://www.mba.com/> and then going to the registration page. The GMAT exam fee is \$250, as of 2017.

What should I do after taking my GMAT?

If your actual GMAT score is lower than what you would like it to be, you can always retake the test. However, if you feel you have got a satisfactory score, it is time to start working on your business school applications. You will need to start off by shortlisting schools based on criteria such as your desired field of study, your GMAT score, the country or region you want to be in, etc. At Aristotle Prep, we have a full-fledged counselling division that can assist you with the business school application process. You can go through our website for details.



Scan this QR code to watch a video discussing your GMAT retake strategy.

How do I prepare for the GMAT?

As with any other test, you start off by going through the basic quant and verbal concepts that are tested on the GMAT. Books such as the one you are holding in your hands right now are one of the best ways of doing so.

Once you have completed your basics, it's time to apply all that learning on actual GMAT questions. At this point, you will want to get your hands on the *The Official Guide for GMAT Review* (OG) set of books as these are the only source of actual GMAT questions.

Once you have completed all the questions in the OG, you need to start taking a few timed online practice tests. The GMAC provides you two of these tests (called the GMATPrep) for free on the official GMAT website: www.mba.com. You can access two more of these tests by purchasing them separately.

Once you start scoring within 20-30 points of your desired score in the GMATPrep tests, it is time for you to book your test date and take the real GMAT.



Scan this QR code to watch a video by one of our co-founders on how you should structure your GMAT prep.

While you need to work hard to get a good GMAT score, you also need to work smart. The following are some test-taking strategies for the smart test taker:

Always try to narrow down your choices to two options.

On a lot of questions, especially the high difficulty ones, you will often end up eliminating wrong answer choices rather than selecting the correct one. There is nothing wrong with this approach. In fact, we encourage students to start by eliminating wrong answer choices. The first time you read through the options, try to eliminate two or three that make absolutely no sense to you or that you are certain are wrong. This shouldn't be very difficult because it is not very easy for the test makers to provide you with four or five equally confusing choices.

So, the first time you go through the options, try to come down to two possible answers. Once you do this, you have increased your chances of getting the answer correct from 20% to 50%, which are very good odds. Once you have narrowed down to two possibilities, go through each of these options and try to identify the one that better answers the question asked. It might also be a good idea to re-read the question once again at this stage, as students often tend to misread questions on the test.

Time management will be the most important factor on the day of the test.

A good way of pacing yourself on the GMAT is to follow what we, at Aristotle, call the **8/15 rule**—for every 8 questions, you should take around 15 minutes, irrespective of the question-type mix. So, look at your watch after the first 15 minutes on the test—if you have completed more than 8 questions, then you are going too fast and probably need to slow down.

Similarly if you have completed fewer than 8 questions, you are going too slow and need to pick up your pace. Depending on how far behind you are on your timing, guess on 1 or 2 questions in the next lot of 8 questions to catch up on the time. Do not leave this guesswork for the end, as most students do, because this can have disastrous consequences on your overall score.

The strategy of leaving the guesswork till the end will put too much pressure on you towards the end of the test. You will invariably end up with a situation in which you have 6-7 questions left with 7-8 minutes to go, that is, a minute for each question. Given that there will most likely be an RC passage amongst these last questions, there is no way you can complete these questions in the remaining time.

What will eventually happen is that you will end up guessing on most or all of these questions. The problem with guessing is that, unless you are making intelligent guesses (which will not be the case at the end of the test with you under intense pressure), you can easily get most or even all of these questions wrong. If you get so many questions wrong in a row, your score will fall drastically. So all your good work in the rest of the test could be undone by this lack of attention to pacing yourself on the test.



Scan this QR code to watch a video discussing how you should manage your time while taking the GMAT.

How to guess intelligently?

If you follow the **8/15 rule**, you should not have to guess on too many questions at the end of the test. However, in case you still end up having to guess on the last 5-6 questions, here is an intelligent way of doing so that will ensure that your score does not fall by too much.

Let's start by assuming that you are on Question number 36 in the section (that is, you have 5-6 questions remaining), and your current scaled score is 34 (of course you'll have no way of knowing this but let's just assume this to be the case). Now, assuming that you have six minutes remaining on the test, how would you approach these last six questions?

Most of you would immediately see that you have one minute left for each question, so you would spend that minute on each question and if you could not arrive at the answer in a minute you would guess something and move to the next question.

By following this approach, there is a very high possibility that you will get all or most of these questions wrong, since it'll be very difficult to attempt questions in a minute at the end of the test, especially CR and RC ones. Your concentration levels will be very low and stress levels very high, which means you will need to read the question two or three times just to understand what it is stating.

The problem is that by this time your one minute will already be up, so you will end up making a random guess and moving on. If you get most of these last questions wrong, your score will fall from 34 to somewhere around 27-28. Remember your score falls drastically if you get several questions incorrect in a row.

Here is a smarter way of approaching the same situation, that is, six questions to be attempted in six minutes with your scaled score on 34—guess quickly on question 36, and by quickly we mean take five seconds at most, so mark any random option and move. Now for question 37, take two minutes and try to get it right.

Since you've most probably got the last question wrong, this should in any case not be a very high difficulty question. Now, again guess quickly on question 38 and take two minutes for question 39, guess quickly on question 40 and take two minutes for the last question.



Scan this QR code to watch a video discussing interesting tidbits from GMAT test day.

Did you notice what we did?

We divided those six minutes over three questions instead of six, thereby maximizing our chances of getting at least three of these six questions correct. If one of your guesses also proves to be right, your score will not come down below 31-32. It is for this reason that you should always guess on alternate questions—to ensure that your scaled score does not fall by much.

However, we still suggest that you follow the **8/15 rule** so you don't have to bother with any of this at the end of the test.



Scan this QR code to read a set of articles by one of our co-founders on how you should structure your GMAT prep.



SECTION 2
Diagnostic Test

Diagnostic Test

The purpose of this diagnostic test is to give you an idea of your competence level in **Sentence Correction** before you start working through this book. Among other things, this will help you assess the improvement in your performance once you have completed this book.

We have tried to make this test as GMAT-like as possible. You are likely to see around 16-18 Sentence Correction questions on the GMAT—this test also contains 18 SC questions of different difficulty levels. While it should ideally take you around 27 minutes to complete this test, do not worry too much about timing at this stage. Complete the test in however much time it takes you and then go through the part at the end that will help you evaluate your performance.

Instructions

The following Sentence Correction questions present a sentence, part or all of which is underlined. Five alternatives have been provided for phrasing the underlined part. The first of these repeats the original, while the other four are different. Follow the standard rules of written English to choose your answer. Pay special attention to grammar, word choice, and sentence construction.

1. According to a study, overworked truck drivers caused more than 160 crashes last year, they fell asleep at the wheel.
 - (A) year, they fell
 - (B) year, and falling
 - (C) year, and they fell
 - (D) year by falling
 - (E) year, so they were falling

 2. It is difficult to study the depths of the Arctic Ocean, primarily due to the icy surface being difficult to penetrate using current technology.
 - (A) primarily due to the icy surface being
 - (B) primarily due to the icy surface is
 - (C) because the primarily icy surface is
 - (D) primarily caused by the icy surface
 - (E) primarily because the icy surface is
-

3. Several of the drownings that occurred last summer which were caused by people who were careless.
- (A) which were caused by people who were careless
 - (B) that were a result of people's carelessness
 - (C) are a result of the carelessness of the people
 - (D) were caused by the carelessness of people
 - (E) happened from people being careless
4. While the exact cause of the disease is not known, experts say that improper diet and a sedentary lifestyle contributes to the onset of the disease.
- (A) sedentary lifestyle contributes to
 - (B) sedentary lifestyle contributes for
 - (C) sedentary lifestyle are contributing for
 - (D) sedentary lifestyle contribute to
 - (E) sedentary lifestyle has been contributing to
5. The legendary traveller, Ibn Battuta, wrote and published the Rihla with his purpose being to recount stories of his travels across the world.
- (A) with his purpose being to recount
 - (B) to recount
 - (C) and his purpose was recounting
 - (D) thus recounted
 - (E) for recounting
6. The talent-show participant decided to spend the night before the finals listening to music and relaxing but not to be practicing.
- (A) but not to be practicing
 - (B) and not for practicing
 - (C) more than practice
 - (D) rather than having practiced
 - (E) rather than practicing
-

7. In the 1960s, to reduce the discharge of untreated wastes into the Great Lakes, limits were set by the United States and its neighbouring countries on the amount of effluents that could be discharged into these water bodies.
- (A) limits were set by the United States and its neighbouring countries on
 - (B) limits set by the United States and its neighbouring countries for
 - (C) the United States and its neighbouring countries have set limits on
 - (D) limits have been set by the United States and its neighbouring countries restricting
 - (E) the United States and its neighbouring countries set limits on
8. If asked to name a favourite musical group, the Beatles would be the choice for many, no matter what types of music are actually preferred.
- (A) the Beatles would be the choice for many, no matter what types of music are actually preferred
 - (B) the Beatles will be chosen by many people, no matter what types of music they actually prefer
 - (C) the choice for many people, whatever kinds of music they actually prefer, would be the Beatles
 - (D) many people, who actually preferred different types of music, choose the Beatles
 - (E) many people, no matter what types of music they actually prefer, would choose the Beatles
9. As the economy battles recession, the Board of Directors of the company believes that they will be able to maintain profits by tapping into new markets abroad.
- (A) believes that they will be able to maintain profits by
 - (B) believe that it will be able to maintain profits by means of
 - (C) believes that it will be able to maintain profits by
 - (D) have a belief that they will maintain profits by
 - (E) believe in maintaining profits and
10. A positive cure for rabies, scientists believe, may be found within the next decade.
- (A) scientists believe, may be
 - (B) scientists may believe to be
 - (C) in the belief of some scientists, should be
 - (D) there are some scientists who believe it may be
 - (E) which, some scientists believe, may be
-

11. Because lack of education is the root cause of many other social ills is the reason why most planners attack illiteracy first
- (A) Because lack of education is the root cause of many other social ills is the reason why
 - (B) Lack of education is the root cause of many other social ills and is the reason why
 - (C) Because lack of education is the root cause of many other social ills,
 - (D) As a result of lack of education being the root cause of many other social ills
 - (E) Because lack of education is the root cause of many illnesses in the society,
12. Accounting and cost-management are an example of financial fields that have shortages in staffing.
- (A) are an example of financial fields that
 - (B) are examples of financial fields that
 - (C) are examples of a financial field that
 - (D) exemplify a financial field which
 - (E) exemplify financial fields where they
13. Salman Rushdie, the author of *Midnight's Children*, currently resides in England, but he was raised in Pakistan, being born in India first.
- (A) Salman Rushdie, the author of *Midnight's Children*, currently resides in England, but he was raised in Pakistan, being born in India first.
 - (B) Being raised in Pakistan, after being born in India, Salman Rushdie, now residing in England, wrote *Midnight's Children*.
 - (C) Born in India and raised in Pakistan, Salman Rushdie, the author of *Midnight's Children*, now resides in England.
 - (D) Although now in England, Salman Rushdie was born in India and raised in Pakistan, he is the author of *Midnight's Children*.
 - (E) Raised in Pakistan, and now he resides in England, Salman Rushdie, born in India, is the author of *Midnight's Children*.
14. Being that many Indian food recipes require you to cook and not be interrupted, it is advisable to keep all the ingredients ready in advance.
- (A) Being that many Indian food recipes require you to cook and not be interrupted,
 - (B) Because many Indian food recipes require for one to cook without interruption,
 - (C) Because many Indian food recipes require that one cook without interruption,
 - (D) Many Indian food recipes require that one cook without interruption and
 - (E) Many Indian food recipes require that one should cook without interruption;
-

15. A mixture of reggae and jazz, the music of the artist was more innovative than most of his contemporaries were.
- (A) the music of the artist was more innovative than most of his contemporaries were
 - (B) the artist was more innovative in his music than most of his contemporaries
 - (C) the artist's music was more innovative than that of most of his contemporaries
 - (D) the music of the artist being more innovative in comparison to the music of most of his contemporaries
 - (E) the artist, in his music, was more innovative than most of his contemporaries were
16. Studying the art for several years, practicing difficult notes every day, and frequent performances has enabled the young pianist to secure a contract with the country's biggest music company.
- (A) and frequent performances has enabled the young pianist
 - (B) as well as frequent performances have enabled the young pianist
 - (C) and performing frequently, the young pianist has been enabled
 - (D) and frequent performances have enabled the young pianist
 - (E) and performing frequently enabled the young pianist
17. Secretariat, the legendary horse that became the first US Triple Crown champion in twenty five years and set records that still stand today, and the hero of the movie *Secretariat*.
- (A) and
 - (B) and that has become
 - (C) and that is
 - (D) is
 - (E) having been
18. On June 11, 1993, Steven Spielberg released his film Jurassic Park, this was the inauguration of both a new style of film-making and the audience's fascination with dinosaurs.
- (A) Jurassic Park, this was the inauguration of both a new style of film-making and the audience's fascination with dinosaurs
 - (B) Jurassic Park, thus marking the inauguration of both a new style of film-making and the audience's fascination with dinosaurs
 - (C) Jurassic Park, both inaugurated a new style of film-making and the audience's fascination from dinosaurs
-

- (D) Jurassic Park, and this was the inauguration of both a new style of film-making and of the audience's fascination with dinosaurs
 - (E) Jurassic Park, whose inauguration of both a new style of film-making and the audience's fascination with dinosaurs
-

Answers and Explanations

Question no.	Answer	Question no.	Answer
1	D	10	A
2	E	11	C
3	D	12	B
4	D	13	C
5	B	14	C
6	E	15	C
7	E	16	E
8	E	17	D
9	C	18	B

How to Evaluate your test

What we have provided below is a very simplistic evaluation based on your current accuracy rate. Do keep in mind that your performance on the actual GMAT will be based on several factors other than your accuracy rate such as the difficulty level of the questions you get correct and incorrect, the manner in which you get these questions incorrect, that is, all together or spread throughout the test, etc.

If you got 15 or more correct – Excellent

If you got 12-14 correct – Good

If you got 6-11 correct – Average

If you got fewer than 6 correct – Below Average

1. According to a study, overworked truck drivers caused more than 160 crashes last year, they fell asleep at the wheel.
- (A) year, they fell
 (B) year, and falling
 (C) year, and they fell
 (D) year by falling
 (E) year, so they were falling

Answer: D

Explanation:

The sentence, as written, is a run-on sentence because it uses a comma to connect two independent clauses. Hence, eliminate A.

B and C - The usage of *and* makes no sense because the sentence is not telling us two different things that overworked truck drivers do.

Between D and E, E distorts the meaning by incorrectly suggesting that truck drivers were falling asleep as a result of the crashes. **D** properly connects the first clause with the second clause using *by* and **is the correct answer**.

2. It is difficult to study the depths of the Arctic Ocean, primarily due to the icy surface being difficult to penetrate using current technology.
- (A) primarily due to the icy surface being
 (B) primarily due to the icy surface is
 (C) because the primarily icy surface is
 (D) primarily caused by the icy surface
 (E) primarily because the icy surface is

Answer: E

Explanation:

For now, let's keep out A because it uses the avoidable *being*. (Remember the usage of *being* should be avoided but it may not always be incorrect. If we don't like any of the other options, we will go back and reconsider option A.)

Option D does not have a verb, so let's eliminate D.

This brings us down to B, C, and E. Comparing these three options vertically, we immediately spot the split between *due to* and *because*. Remember *due to* can only be used to replace *caused by*; it can never be used to replace *because/because of*. Try replacing *due to* with *caused by* in option B and you'll realise that this makes no sense. So B goes out.

C and E both are grammatically correct. Now you are being tested on the meaning of the sentence. The original sentence is using *primarily* to modify *because* so as to suggest that the primary reason for the difficulty is the fact that the icy surface is difficult to penetrate. E conveys this same meaning whereas C (by using *primarily* to modify *icy*) distorts the meaning by suggesting that the surface is primarily *icy*. Thus, **E is the correct answer.**

3. Several of the drownings that occurred last summer which were caused by people who were careless.
- (A) which were caused by people who were careless
 - (B) that were a result of people's carelessness
 - (C) are a result of the carelessness of the people
 - (D) were caused by the carelessness of people
 - (E) happened from people being careless

Answer: D

Explanation:

The sentence as written is missing a verb, so A goes out. It also uses *which* incorrectly as a restrictive modifier (there is no comma before '*which*').

B is again missing a verb.

C goes out because the present tense verb *are* does not agree with the past tense (*occurred*) implied in the sentence.

Between D and E, E is awkward in construction. *Drowning* is an accident and it is much better to say that an accident *took place*. It also uses the avoidable *being*. Hence, **D is the correct answer.**

4. While the exact cause of the disease is not known, experts say that improper diet and a sedentary lifestyle contributes to the onset of the disease.
- (A) sedentary lifestyle contributes to
 - (B) sedentary lifestyle contributes for
 - (C) sedentary lifestyle are contributing for
 - (D) sedentary lifestyle contribute to
 - (E) sedentary lifestyle has been contributing to

Answer: D

Explanation:

We can do a split using the verb *contribute*. Since we have a compound subject—improper diet and sedentary lifestyle—the verb obviously needs to be plural.

A and B go out because they use the singular *contributes*.

E goes out because of the singular verb ‘has been contributing’.

Between C and D, C unnecessarily uses the continuous tense whereas the sentence does not emphasize the ongoing nature of an activity. C also gets the idiom wrong—the correct idiom is ‘contribute to’. Hence, **D is the correct answer**.

5. The legendary traveller, Ibn Battuta, wrote and published the Rihla with his purpose being to recount stories of his travels across the world.
- (A) with his purpose being to recount
 (B) to recount
 (C) and his purpose was recounting
 (D) thus recounted
 (E) for recounting

Answer: B

Explanation:

The correct answer is one that conveys the meaning crisply using the least number of words—in this case **B**.

A and C are unnecessarily wordy.

E. The use of *for recounting* is unidiomatic.

D. Makes for a disconnected sentence. It is not clear who *recounted*.

6. The talent-show participant decided to spend the night before the finals listening to music and relaxing but not to be practicing.
- (A) but not to be practicing
 (B) and not for practicing
 (C) more than practice
 (D) rather than having practiced
 (E) rather than practicing

Answer: E

Explanation:

The non-underlined part of the sentence uses *listening* and *relaxing* so the underlined part should use *practicing* to get the parallelism right. Hence, eliminate C and D.

Options A and B unnecessarily use the words *to be* and *for* before *practicing*. This also breaks the parallelism. Hence, **E is the correct answer.**

7. In the 1960s, to reduce the discharge of untreated wastes into the Great Lakes, limits were set by the United States and its neighbouring countries on the amount of effluents that could be discharged into these water bodies.
- (A) limits were set by the United States and its neighbouring countries on
 - (B) limits set by the United States and its neighbouring countries for
 - (C) the United States and its neighbouring countries have set limits on
 - (D) limits have been set by the United States and its neighbouring countries restricting
 - (E) the United States and its neighbouring countries set limits on

Answer: E

Explanation:

The sentence starts with a modifying phrase—*to reduce the discharge of untreated wastes into the Great Lakes*—so whoever is doing this reduction should come after the comma, that is, the *United States*. Hence, eliminate A, B, and D.

The present tense *have set* in D is not consistent with the non-underlined part of the sentence, which is talking about an event in the past. **E** gets this right by using the past tense *set*, and **is the correct answer.**

8. If asked to name a favourite musical group, the Beatles would be the choice for many, no matter what types of music are actually preferred.
- (A) the Beatles would be the choice for many, no matter what types of music are actually preferred
 - (B) the Beatles will be chosen by many people, no matter what types of music they actually prefer
 - (C) the choice for many people, whatever kinds of music they actually prefer, would be the Beatles
 - (D) many people, who actually preferred different types of music, choose the Beatles
 - (E) many people, no matter what types of music they actually prefer, would choose the Beatles

Answer: E

Explanation:

The sentence starts with a modifying phrase—*If asked to name a favourite musical group*,—so what follows the comma should be whoever is asked to name a favourite musical group. Doing a first-word split quickly tells you that this has to be ‘many people’. Hence, A, B, and C go out.

In D, the use of the present tense in *choose* is not consistent with the past tense implied in the non-underlined part of the sentence (*asked*). **E** gets this right by using the past tense *would*, and **is the correct answer**.

9. As the economy battles recession, the Board of Directors of the company believes that they will be able to maintain profits by tapping into new markets abroad.
- (A) believes that they will be able to maintain profits by
 (B) believe that it will be able to maintain profits by means of
 (C) believes that it will be able to maintain profits by
 (D) have a belief that they will maintain profits by
 (E) believe in maintaining profits and

Answer: C

Explanation:

The *Board* of Directors is singular so the plural pronoun *they* cannot be used to refer to it. Hence, eliminate A.

D. *Have a belief* is wordy. Plural *they* cannot refer to the singular *Board*.

E. Distorts the meaning by removing the causal relation and instead suggesting that the Board believes in doing two things—maintaining and tapping.

Between B and C, in B, the singular *Board* does not agree with the plural *believe*. Also, the phrase *by means of* is unnecessarily wordy. Hence, **C is the correct answer**.

10. A positive cure for rabies, scientists believe, may be found within the next decade.
- (A) scientists believe, may be
 (B) scientists may believe to be
 (C) in the belief of some scientists, should be
 (D) there are some scientists who believe it may be
 (E) which, some scientists believe, may be

Answer: A

Explanation:

The sentence is **correct as written**.

B distorts the meaning by changing the placement of *may*. It is also missing a main verb.

C. The usage of *should* distorts the meaning because *should* implies that the scientists *suggest* (and not believe) that a cure be found. *In the belief of* is wordy.

D is a run-on sentence because it uses a comma to connect two independent clauses.

E is missing a main verb.

11. Because lack of education is the root cause of many other social ills is the reason why most planners attack illiteracy first.
- (A) Because lack of education is the root cause of many other social ills is the reason why
 (B) Lack of education is the root cause of many other social ills and is the reason why
 (C) Because lack of education is the root cause of many other social ills,
 (D) As a result of lack of education being the root cause of many other social ills
 (E) Because lack of education is the root cause of many illnesses in the society,

Answer: C

Explanation:

The use of *because* and *is the reason* in the same sentence is redundant, so eliminate A. C gets this right and **is the correct answer**.

- B. This sentence makes it appear as though *lack of education* is the reason why planners attack illiteracy first, whereas it is the entire first clause that is the reason and not just the lack of education.
- D. Awkward and wordy construction because of the usage of *being*.
- E. Distorts the meaning by changing *social ills* into *illnesses in society*.
12. Accounting and cost-management are an example of financial fields that have shortages in staffing.
- (A) are an example of financial fields that
 (B) are examples of financial fields that
 (C) are examples of a financial field that
 (D) exemplify a financial field which
 (E) exemplify financial fields where they

Answer: B

Explanation:

This sentence is testing you on the knowledge of singular and plural subjects. Remember that we have a compound subject—accounting and cost-management—so the verb needs to be plural as well. Therefore, **B is the correct answer.**

- A. Two things can be *examples* and not *an example*.
- C. The singular *financial field* does not agree with the compound subject.
- D. The singular *financial field* does not agree with the compound subject.
- E. The pronoun *they* has no logical referent.

13. Salman Rushdie, the author of *Midnight's Children*, currently resides in England, but he was raised in Pakistan, being born in India first.

- (A) Salman Rushdie, the author of *Midnight's Children*, currently resides in England, but he was raised in Pakistan, being born in India first.
- (B) Being raised in Pakistan, after being born in India, Salman Rushdie, now residing in England, wrote *Midnight's Children*.
- (C) Born in India and raised in Pakistan, Salman Rushdie, the author of *Midnight's Children*, now resides in England.
- (D) Although now in England, Salman Rushdie was born in India and raised in Pakistan, he is the author of *Midnight's Children*.
- (E) Raised in Pakistan, and now he resides in England, Salman Rushdie, born in India, is the author of *Midnight's Children*.

Answer: C

Explanation:

The sentence tells you three things about Salman Rushdie—he was born in India, he was raised in Pakistan, and he now resides in England. These facts need to be conveyed in a coherent and logical manner. **C** does this best and **is the correct answer.**

- A. Awkward construction. The phrase *being born in India first* appears disjointed with the rest of the sentence.
- B. Awkward construction. Uses too many *beings*.
- D. Creates a run on sentence by using a comma to connect two independent clauses.
- E. Awkward construction. The participle *raised* is not parallel to the verb *resides*.

14. Being that many Indian food recipes require you to cook and not be interrupted, it is advisable to keep all the ingredients ready in advance.

- (A) Being that many Indian food recipes require you to cook and not be interrupted,
- (B) Because many Indian food recipes require for one to cook without interruption,

- (C) Because many Indian food recipes require that one cook without interruption,
- (D) Many Indian food recipes require that one cook without interruption and
- (E) Many Indian food recipes require that one should cook without interruption;

Answer: C

Explanation:

The question is talking about a cause and its effect so it's best to start with *because*. The use of *require* implies the subjunctive mood so *require* must be followed by a *that*. Therefore, **C is the correct answer.**

- A. The usage of *being* makes the sentence awkward and unclear.
 - B. According to the subjunctive mood, *require* needs to be followed by a *that*.
 - D. No grammatical error but the usage of *and* fails to show the cause and effect relation implied by the original sentence.
 - E. The usage of *require* and *should* is logically inconsistent because *requires* implies a compulsion whereas *should* implies a suggestion. Also the usage of a semicolon fails to show the cause and effect relation implied by the original sentence.
15. A mixture of reggae and jazz, the music of the artist was more innovative than most of his contemporaries were.
- (A) the music of the artist was more innovative than most of his contemporaries were
 - (B) the artist was more innovative in his music than most of his contemporaries
 - (C) the artist's music was more innovative than that of most of his contemporaries
 - (D) the music of the artist being more innovative in comparison to the music of most of his contemporaries
 - (E) the artist, in his music, was more innovative than most of his contemporaries were

Answer: C

Explanation:

The sentence starts with a modifying phrase—*A mixture of reggae and jazz*,—so what follows the comma should be the *music* and not the artist. Thus, B and E go out.

A incorrectly compares the music of the artist with his contemporaries (and not with their music).

Between C and D, D is unnecessarily wordy and also the use of *being* makes the construction awkward. Therefore, **C is the correct answer.**

16. Studying the art for several years, practicing difficult notes every day, and frequent performances has enabled the young pianist to secure a contract with the country's biggest music company.
-

- (A) and frequent performances has enabled the young pianist
- (B) as well as frequent performances have enabled the young pianist
- (C) and performing frequently, the young pianist has been enabled
- (D) and frequent performances have enabled the young pianist
- (E) and performing frequently enabled the young pianist

Answer: E

Explanation:

The sentence is testing you on parallel construction. The pianist did three things to secure the contract and these should be stated in the correct parallel form—*studying*, *practicing*, and *performing*. Thus, **E is the correct answer**.

- A. Gets the parallelism wrong. Also the singular verb *has* does not agree with the compound subject.
- B. This option also gets the parallelism wrong.
- C. The passive nature of this construction makes it sound awkward.
- D. Gets the parallelism wrong.

17. Secretariat, the legendary horse that became the first US Triple Crown champion in twenty five years and set records that still stand today, and the hero of the movie *Secretariat*.
- (A) and
 - (B) and that has become
 - (C) and that is
 - (D) is
 - (E) having been

Answer: D

Explanation:

The part between the commas (*the legendary...stand today*) is a modifying phrase that describes Secretariat. Outside of this modifying phrase, the sentence does not have a verb. Hence, A is incorrect.

In B and C the use of *and* does not make sense because the sentence is not telling us two things about the horse.

Between D and E, E again does not have a main verb; hence, **D is the correct answer**.

18. On June 11, 1993, Steven Spielberg released his film Jurassic Park, this was the inauguration of both a new style of film-making and the audience's fascination with dinosaurs.
- (A) Jurassic Park, this was the inauguration of both a new style of film-making and the audience's fascination with dinosaurs
- (B) Jurassic Park, thus marking the inauguration of both a new style of film-making and the audience's fascination with dinosaurs
- (C) Jurassic Park, both inaugurated a new style of film-making and the audience's fascination from dinosaurs
- (D) Jurassic Park, and this was the inauguration of both a new style of film-making and of the audience's fascination with dinosaurs
- (E) Jurassic Park, whose inauguration of both a new style of film-making and the audience's fascination with dinosaurs

Answer: B

Explanation:


The sentence, as given, is a run-on sentence because it uses a comma to connect two independent clauses. **B is the correct answer** as it gets the placement of *both* right and also uses the parallel structure correctly.

- C. The placement of *both* is incorrect. The original sentence implies that the release of Jurassic Park led to the inauguration of two things; hence, *both* should come after *inauguration*.
- D. The use of *and* is not appropriate because it fails to show the causal relationship implicit in the sentence. Also, the preposition 'of' does not have to be repeated in the phrase *of the audience's fascination with dinosaurs* because *of* is coming before *both*, which implies that it applies to both the things that come after *both*.
- E. This sentence is missing a main verb.

This diagnostic test would have given you a fair estimate of your current level of competence in Sentence Correction. Whatever has been your score, it only gets better hereon.

The rest of the sections in this book have been designed to help you improve your competence by getting a clear understanding of what exactly is measured on the GMAT.

Let's begin by understanding the basics of English grammar.



SECTION 3
Grammar Review

Grammar Review

Before taking a look at the specific error types that will be tested on GMAT Sentence Correction questions, it is important to brush up your basic grammar fundamentals. Many students ask us whether it is actually important to know such detailed grammar concepts. Well, for one, the concepts covered in this chapter will be anything but detailed; we'll just be scratching the surface of English grammar. More importantly, you can choose to leave out these concepts in case you are targeting a score of around 600, but if your target is a 700+ score then you will need to have some basic idea of these concepts.

Let us start by taking a look at the different parts of speech. These are basically the words that you use to make up a sentence. There are eight parts of speech in the English language:

1. Noun
2. Pronoun
3. Adjective
4. Verb
5. Adverb
6. Preposition
7. Conjunction
8. Interjection

3.1 Noun

Nouns are naming words. Everything we see or talk about is represented by a word which names it—that word is called a noun. Nouns can be names for people, animals, places, objects, substances, qualities, actions, etc.

1. Names for people, animals, places—Tom, Englishman, brother, cat, office, China, etc.
2. Names for objects and substances—chair, computer, hammer, oxygen, water, etc.
3. Names for qualities—kindness, beauty, bravery, faith, etc.
4. Names for actions—rowing, cooking, reading, listening, etc.

Common and Proper Nouns

A **common noun** is the word used for a class of person, place, or thing.

Examples: bus, man, town, steel, company, etc.

A **proper noun** is the name of a particular or specific person, place, or thing. A proper noun always starts with a capital letter.

Examples: Alisha, China, Uncle Ben, Mercedes, etc.

Countable and Non-countable Nouns

A **countable noun** (or count noun) is a noun with both a singular and a plural form, and it names anything (or anyone) that you can count. You can make a countable noun plural and attach it to a plural verb in a sentence.

Countable nouns are the opposite of non-countable nouns and collective nouns.

In the following two sentences, the highlighted words are countable nouns:

1. John painted the **fans** red and the **lamp shades** blue.
2. The eucalyptus tree lost three **branches** in the **storm**.

A **non-countable noun** is a noun that does not have a plural form and that refers to something that you could not usually count.

A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns (though not the same) and the opposite of countable nouns.

In each of the following sentences, the highlighted words are non-countable nouns:

1. Living things cannot survive in the absence of **oxygen**.
2. We decided to move the **furniture** from one room to another.

In the above examples, the words *oxygen* and *furniture* cannot normally be made plural and take the singular verb *is* rather than the plural verb *are*.

Examples of non-countable nouns:

- love, happiness, information, news
- furniture, luggage, sugar, butter, water
- electricity, power, money

Collective Nouns

A **collective noun** is a noun naming a group of things, animals, or persons. Even though it is possible to count the individual members of the group, you usually think of the group as one unit.

You need to be able to recognize collective nouns in order to maintain subject-verb agreement. A collective noun is similar to a non-countable noun, and is roughly the opposite of a countable noun.

In each of the following sentences, the **highlighted** word is a collective noun:

1. The **pride** of lions spends most of its time sleeping. (The collective noun ‘pride’ takes the singular verb ‘spends’ and the singular pronoun ‘its’.)
 2. The **jury** has still not arrived at a verdict.
 3. The **army** is against the military ruler.
-

List of some common Collective Nouns

Army	Array
Audience	Band
Bevy	Board
Bunch	Cast
Choir/Chorus	Class
Committee	Corporation
Council	Crowd
Department	Faculty
Family	Firm
Group	Jury
Majority	Minority
Party	Public
School	Senate
Society	Staff
Team	Troupe

Possessive Nouns

When you want to show that something belongs to somebody or something, add (’s) to a singular noun and an apostrophe to a plural noun.

For example:

- the student’s pen (one student)
- the students’ pen (two or more students)

Noun used as an Adjective

A noun is a person, place, or thing and an adjective is a word that describes a noun. Sometimes we can use a noun to describe another noun. In that case, the first noun acts as an adjective.

Examples:

- Shoe rack
- Phone screen
- Tennis ball

In some exceptional cases you can have several consecutive nouns acting as adjectives.

For example:

- Australian softball team

In the above sentence, *Australian* and *softball* are both nouns acting as adjectives modifying the final noun *team*.

To Sum it up

- **Noun** – the name of a person, place, or thing
- **Common Noun** – refers to a general group
- **Proper Noun** – refers to a particular item in a group
- **Countable Nouns** – can be counted (*bottle, computers, etc.*)
- **Noncountable Nouns** – cannot be counted (*nitrogen, milk, etc.*)
- **Collective Nouns** – group of items that are referred to in the singular (*committee, family, etc.*)
- **Possessive Nouns** – use apostrophe to show possession
- **Nouns as Adjectives** – *race horse, cricket ball, etc.*



Scan this QR code to watch a video discussing the use of tips and tricks on GMAT SC.

3.2 Pronoun

A **pronoun** is used to replace a noun or another pronoun in a sentence. You use pronouns such as *he, she, them, their, which, that*, etc., to make your sentences less cumbersome and verbose.

For example:

Do you like the CEO? I don't like the CEO. I think the CEO is too arrogant.

The above lines sound wordy and repetitive. Using pronouns, we can rephrase the above lines as:

Do you like the CEO? I don't like him. I think he is too arrogant.

The first set of sentences sounds awkward while the second set replaces the *CEO* with the pronouns *him* and *he* and gets the meaning across more crisply.

Singular and Plural Pronouns

There are several pronouns that seem to be plural but act as singular, taking singular verbs. The most common of these pronouns are *anybody*, *anything*, *each*, *either*, *everyone*, *everybody*, *nobody*, *not one*, etc. These pronouns must be followed by a singular verb.

1. Not one of the apples *was* (not ‘were’) ripe.
2. Everyone *has* (not ‘have’) completed the assignment.

Relative Pronouns

A **relative pronoun** is used to introduce a relative clause. We use relative pronouns to tell us more about a person or thing.

For example:

The man *who* met me yesterday is my uncle.

In the above sentence, the relative pronoun *who* modifies the *man* and provides more information about him.

There are five relative pronouns used most commonly—*who*, *whom*, *whose*, *that*, and *which*. The compounds *whoever*, *whomever*, and *whichever* are also relative pronouns.

In each of the following sentences, the **highlighted** word is a relative pronoun:

1. You may invite **whomever** you like to the reception.
2. The student **who** scores the highest marks is not always the smartest.
3. The box, **which** was lying in the garage, has now been moved into the attic.



Scan this QR code to watch a video on the importance of relative pronouns on GMAT Sentence Correction.

Indefinite Pronouns

An **indefinite pronoun**, as the name suggests, does not refer to a specific noun. It is vague and not specific or definite. Examples include *all*, *any*, *some*, *anybody*, *everything*, etc.

1. **Anyone** can come for the concert.
2. **Everybody** enjoyed the game.
3. Jack gave the book to **somebody**.

4. Can **anyone** help me with this question.
5. I knocked several times but **nobody** answered.

To Sum it up

- **Pronoun** – replaces a noun or another pronoun
- **All these are singular** – *everyone, each, not one, anybody, etc.*
- **Relative Pronouns** – *who, whom, whose, that, which*
- **Indefinite Pronouns** – *all, any, none, some, everything, etc.*

3.3 Adjective

An **adjective** modifies or describes a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun that it modifies.

In the following examples, the **highlighted words** are adjectives:

1. The **red** balloon floated over the mountains.
2. Mrs. Jones painted her **kitchen** walls in a **hideous** color.
3. The **little** dog fought bravely with the **large** buffalo.

An adjective can be modified either by an adverb or by a phrase or clause functioning as an adverb. In the next sentence, the adverb *unbearably* modifies the adjective *hot*.

Today is an *unbearably* **hot** day.

Do keep in mind that it is possible for the same word to act as a noun, adjective, and verb in different sentences, depending on the context of the sentence. For example, in the next three sentences, the word *model* is used as a noun, adjective, and verb, respectively.

1. John is a *model*. (noun)
2. John is a *model* citizen. (adjective)
3. John *models* occasionally to earn some extra money. (verb)

Comparative and Superlative Adjectives

We use **comparative adjectives** when talking about or comparing two things (not three or more things).

For example, Jack is *taller* than Peter.

A **superlative adjective** expresses the extreme or highest degree of a quality. We use a superlative adjective to describe the extreme quality of one thing in a group of things.

For example, Jack is the *tallest* of all my students.

We can use superlative adjectives when talking about three or more things.

Usually, we can get to the comparative form by adding *-er* at the end of a word and to the superlative form by adding *-est*.

To Sum it up

- **Adjectives** – tell us something about the noun
- They can be modified by adverbs
- The same word can act as a noun, adjective, and verb in different sentences
- **Comparative** – *bigger*
- **Superlative** – *biggest*



Scan this QR code to watch a video discussing the qualities you should look for in a GMAT coach.

3.4 Verb

The **verb** is perhaps the most important part of a sentence. Even the shortest sentence contains a verb. You can also make a one-word sentence with a verb, for example:

“Run!”

You cannot make a one-word sentence with any other type of word.

Verbs are sometimes described as *action words*. This is partly correct because many verbs give the idea of action—of *doing* something. For example, words such as *speak*, *write*, *do*, *work*, all convey action.

However, there are some verbs that do not give the idea of action; they give the idea of existence or of a state of being. For example, words such as *be*, *exist*, *seem*, and *belong*, all convey state.

Thus, verbs are words that tell us what a subject *does* or *is*, that is, they describe:

- action (Jack *plays* football), or
- state (Jack *seems* angry)

In each of the following sentences, the verb or compound verb is highlighted:

1. A tiger *bites* its prey on the neck. (The verb *bites* describes the action the tiger takes.)
2. In early September, Gordon *will start* his MBA Program. (Here, the compound verb *will start* describes an action that will take place in the future.)

3. The first book I read *was* ‘The Fountainhead’, but I *remember* ‘The Alchemist’ more vividly. (In this sentence, the verb *was* identifies a particular book and the verb *remember* describes a mental action.)

Helping and Main Verbs

Consider the following sentences:

- I will
- People have to
- The Earth does

Do these convey any meaning to you?

Obviously not.

This is because these verbs are helping verbs and have no meaning on their own. They are necessary for the grammatical structure of a sentence, but they do not tell us much on their own.

We usually use helping verbs along with main verbs. They *help* the main verb. The sentences in the above examples are, therefore, incomplete. They need at least one main verb to complete them, as given below:

- I will study.
- People have to eat.
- The Earth does rotate.

Now, these sentences definitely convey some meaning because the verbs that have been added are main verbs and have meaning on their own. They tell us something.

Active and Passive Verbs

The **active voice** is the normal voice that we use most of the time. In this voice the object receives the action of the verb performed by the subject.

Sounds complicated?

Let’s look at this simple example:

Dogs eat bones.

Here the subject *dogs* is performing an action *eat* on the object *bones*. Hence, this sentence is in the active voice.

As opposed to this, in the passive voice, the subject receives the action of the verb being performed by the object.

Let’s modify the earlier example a little:

Bones are eaten by dogs.

Here, the subject *bones* has an action *eaten* being performed on it by the object *dogs*. Hence, this sentence is in the passive voice.

Usually the active voice has the construction *Who does What* (I read a book), while the passive voice has the construction *What was done by Whom* (The book was read by me).

Verbs also have tense and mood connotations that will be discussed in subsequent sections of this book.



Still confused about verbs?

Scan this QR code to watch a video that will give you a quick trick to identify verbs in a sentence.

To Sum it up

- **Verbs** – express action or a state of being
- **Helping Verbs** – Not enough on their own. Need the support of main verbs. For example: *must, will, can, etc.*
- **Main Verbs** – have meaning on their own
- **Active Voice** – Who does What
- **Passive Voice** – What was done by Whom



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3.5 Adverb

An **adverb** can modify or describe a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates *manner, time, place, cause, or degree* and answers questions such as *how, when, where, how much, etc.*

While some adverbs can be identified by their characteristic *-ly* suffix, most of them must be identified by untangling the grammatical relationships within the sentence or clause as a whole.

1. The tailor *quickly* stitched the suit. (In this sentence, the adverb *quickly* modifies the verb *stitched* and indicates in what manner (or how fast) the suit was stitched.)
2. The students sat *patiently* through the long lecture. (In this sentence, the adverb *patiently* modifies the verb *sat*.)

Apart from modifying verbs, adverbs can also modify adjectives and other adverbs.

Examples:

- The *seemingly* easy question stumped the students. (In this sentence, the adverb *seemingly* modifies the adjective *easy*.)
- The trainer urged John to complete the exercise *more* expeditiously. (Here, the adverb *more* modifies the adverb *expeditiously*.)
- *Unfortunately*, the shops are shut on Mondays. (In this sentence, the adverb *unfortunately* modifies the entire sentence.)

To Sum it up

- **Adverbs** – primarily modify verbs
- Can also modify adjectives, other adverbs, phrases, and clauses
- Usually end with ‘-ly’. For example: *slowly*, *quickly*, *etc.*



Scan this QR code to watch a video discussing what not to do with the GMAT Official Guide.

3.6 Preposition

A **preposition** is a word that links nouns, pronouns, and phrases to other words in a sentence. A preposition always goes with a noun or pronoun that is called the object of the preposition. Some common prepositions include *in*, *of*, *about*, *above*, *below*, *beneath*, *by*, *despite*, *down*, and *during*.

Examples:

- The cup is *on* the desk.
- The cup is *under* the desk.
- The cup is *beside* the desk.
- He held the cup *over* the desk.
- He drank *from* the cup *during* the class.

In each of the preceding sentences, a preposition locates the noun *cup* in space or in time.

Prepositions will always come as part of prepositional phrases. A prepositional phrase always starts with a preposition and ends with a noun or a pronoun. A prepositional phrase can function as a noun, adjective, or adverb.

Examples:

- I am going to stay *at home*.
- I reached the airport just *in time*.
- I got a present *from John*.
- John is going for a movie *with Terry*.
- The cat is sitting *under the table*.

Ground Rule for Prepositions:

A preposition is always followed by a *noun*. It is never followed by a verb.

A preposition cannot be followed by a verb. If you want to follow a preposition by a verb, you must use the *-ing* form which is technically a gerund, that is, a verb in noun form.

To Sum it up

- **Prepositions** – express a relation between parts of a sentence
- Must be followed by a noun
- Examples: *in, about, above, below, beneath, between*



Scan this QR code to watch a video discussing three tips to keep in mind for GMAT test day.

3.7 Conjunction

Conjunctions are connecting words that are used to link words, phrases, and clauses.

Examples:

- I ate the burger *and* the sandwich.
- Kevin studied for long hours, *so* he got a good score.

Co-ordinating Conjunctions

Co-ordinating conjunctions (*and, but, or, nor, for, so, yet*) are used to join individual words, phrases, and independent clauses that are grammatically equal. There are seven such conjunctions which can be remembered using the acronym FANBOYS – *For, And, Nor, But, Or, Yet, So*.

Examples:

- Nike *and* Adidas are popular sports shoe brands.
- John had a great GMAT score, *yet* he couldn't get into Harvard.

Note: One can also use the conjunctions **but** and **for** as prepositions.

Subordinating Conjunctions

A **subordinating conjunction** introduces a dependent clause and indicates the nature of the relationship among the independent clause(s) and the dependent clause(s).

Note: Dependent and Independent clauses will be covered later in this section.

The most common subordinating conjunctions are *after, although, as, because, before, how, if, once, since, that, though, till, until, when, where, whether, and while*.

Examples:

- *After* she got a job, Alice felt more independent. (The subordinating conjunction *after* introduces the dependent clause *After she got a job*.)
- *If* the train departs on time, you will reach Georgetown latest by 6 p.m. (the subordinating conjunction *if* introduces the dependent clause *If the train departs on time*.)

Conjunctive Adverbs

Conjunctive adverbs are used to show relationships such as cause and effect, contrast, comparison, etc. Conjunctive adverbs include words such as *however, therefore, thus, moreover, nevertheless, etc.*

There are some specific rules with regards to the use of punctuation along with conjunctive adverbs. We'll discuss these in the next chapter under the topic *Run-on Sentences*.

To Sum it up

- **Conjunctions** – connect different parts of a sentence
- **Co-ordinating Conjunctions** – connect parts that are grammatically equal
Examples: *and, for, nor, etc.*
- **Subordinating Conjunctions** – connect a dependent clause to a main clause
Examples: *although, because, since, etc.*
- **Conjunctive Adverbs:** used to show relationships
Examples: *however, therefore, moreover, thus, etc.*



Scan this QR code to watch a video discussing the use of coordinating conjunctions on GMAT SC.

3.8 Interjection

Hello!

That's an **interjection**.

Interjections are short exclamations such as *Oh!*, *Ah!*, etc. They have no real grammatical value but we use them quite often, usually more in speaking than in writing. An interjection is sometimes followed by an exclamation mark (!) when written.

Examples:

- Ah!
- Alas!
- Hmm
- Ouch!
- Oh No!

Note: *Interjections are NOT relevant for the purpose of the GMAT. We have put them here just for the sake of completeness.*

With this, we come to the end of our discussion about the eight parts of speech. Next, let's look at the parts of a sentence and a few other important aspects of grammar review.

3.9 Subject, Object, and Predicate

Subject is the person or thing who/which carries out the action of the verb. In other words, the subject is the noun to which the sentence's verb refers.

For example:

The *teacher* is playing with the students.

In the above sentence, the main verb is *playing*. This action is being carried out by the *teacher*. So, the *teacher* is the subject of the sentence.

The **object** is the person or thing upon whom/which the action of the verb is being carried out.

In the example above, the action *playing* is being carried out on the *students*. Thus, *students* is the object of the sentence.

The **predicate** in a sentence tells us what a person or a thing does or did or what happened to a person or to a thing? A simple predicate consists of a verb, verb string, or compound verb.

Thus, in the above sentence, *teacher* is the subject, *students* is the object, and *is playing* is the predicate.

The predicate must:

1. Agree in number with the subject
2. Have the correct tense, and
3. Be in the proper voice (active or passive).

As you must have realized, a predicate must have a verb, and a verb all by itself can also be a predicate. However, this does not mean that *predicate* and *verb* refer to the same thing as there are verbs that are not predicates, and there can be predicates that have much more in them than verbs.

Let's look at one last example to recap:

The dogs are destroying the furniture.

Subject – the dogs

Object – furniture

Predicate – are destroying

To Sum it up

- **Subject** – person or thing that carries out the action of the verb
- **Object** – person or a thing upon whom or which the action of the verb is carried out
- **Predicate** – tells about what a person or thing does or did



Scan this QR code to watch a video discussing the five bad habits to avoid on your GMAT prep journey.

3.10 Phrases and Clauses

A **phrase** is a group of words that makes sense, but not complete sense. It's a group of related words without a subject or a verb or both.

Examples (the words in *italics* are phrases):

- I am *reading a book*.
- John is an *actor of high caliber*.

- Kevin has *a black Siamese cat*.
- The fire *in the theater* was not very severe.

A **clause** is a group of words that contains both a subject and a predicate, but may not be able to stand on its own. The most basic kind of sentence consists of a single clause; more complex sentences may contain multiple clauses, including clauses contained within clauses.

Examples (the words in *italics* are clauses):

- The dinner, *which he made for us*, was delicious.
- I can't believe that *the cat ran out of the door*.
- *The girl is nice*

Types of Clauses—Independent and Dependent

If a clause can make complete sense on its own, it is called an **independent clause**. It does not need to be joined to any other clause because it contains all the information necessary to make a complete sentence.

Examples:

- The food is hot.
- The street is wet.
- She reads very fast.

Dependent clauses cannot stand alone and depend on another independent clause to make sense.

Examples:

- Although the student is leaving
- Because tomorrow is a Sunday

The above sentences don't make any sense on their own; they only make sense when you add an independent clause to both of them:

- Although the student is leaving, he will come back tomorrow.
- Because tomorrow is a Sunday, I will wash my car.

For any sentence to be a complete sentence, it must contain at least one independent clause. You cannot make a sentence using multiple dependent clauses.

To Sum it up

- Phrases are groups of words that do not contain a subject or a verb or both
- Clauses are groups of words that contain both a subject as well as a predicate
- Independent clauses are complete sentences and can make sense on their own
- Dependent clauses are not complete sentences and need to be connected to other clauses to make sense
- Phrases make up a clause and clauses make up a sentence



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3.11 Verbals—Gerunds, Participles, and Infinitives

The term **Verbals** refers to words that are based on verbs but are not used as verbs; rather they are used as nouns, adjectives, or adverbs.

There are three types of Verbals—*Gerunds, Participles, and Infinitives*.

Gerund

A **gerund** is a verbal that ends in *-ing* and functions as a noun. Since it functions as a noun, it occupies the same positions in a sentence that a noun ordinarily would, such as subject, direct object, subject complement, and object of preposition.

Examples:

- *Running* is a good exercise.

In the sentence above, *running* is used as a noun and not as a verb.

- My friends do not appreciate my *singing*.
- My dog's favorite activity is *sleeping*.

Notice that in the above sentences the actions of *running, singing and sleeping* never really take place (in which case these words would become *verbs*). These are just terms that are used to name the actions, that is, they are naming words, which are the same as nouns.

Participle

A **participle** is a verbal that is used as an adjective and most often ends in *-ing* or *-ed*. It has some features of verbs and some of adjectives, but it is basically a type of *adjective*. Since it functions as an adjective, participle can only modify nouns or pronouns.

There are two types of participles: *present participles* and *past participles*.

Present participles usually describe what a thing does and *past participles* usually describe what was done to a thing.

Present participles typically end in *-ing* whereas past participles end in *-ed, -en, -d, -t, or -n*, as in the words *asked, eaten, saved, dealt, and seen*.

Example:

She is buying a *talking* bird for her daughter.

In this sentence, *is buying* is the verb and *talking* is used as an adjective to modify the noun *bird*. Hence, *talking* here is used as a present participle.

Let's look at another example:

A *broken* clock stood on the mantelpiece.

In this sentence, *stood* is the verb in the past tense and *broken* is being used as an adjective to modify the noun *clock*. Hence, *broken* here is used as a past participle.

More examples:

- The *crying* baby had a wet diaper.
- *Shaken*, he walked away from the *wrecked* car.
- The *burning* log fell off the fire.
- *Smiling*, she hugged the *panting* dog.

Note: The words *present* and *past* in present participle and past participle do not refer to the present and past tenses. You can use a present participle in a sentence that is in the past tense and a past participle in a sentence that is in the present tense. For example, in the first sentence above—*The crying baby had a wet diaper*—*crying* is the present participle but the sentence is in the past tense *had*.



Scan this QR code to watch a video that will further clarify what are gerunds and participles.

Infinitive

An **infinitive** is a verbal consisting of the word *to* plus a verb (in its simplest form) and functioning as a noun, adjective, or adverb. Infinitives are easy to locate because of their ‘*to + verb*’ form.

Examples:

- The children wanted *to eat* (direct object)
- His ambition is *to fly* (subject complement)
- John lacked the will power *to resist* (adjective)
- We must learn *to behave* (adverb)

Students often get confused between an infinitive—a verbal consisting of *to + verb*—and a prepositional phrase beginning with *to*, which consists of *to + a noun or pronoun* and any modifiers. The following examples will make this difference clear:

Examples:

- *Infinitives*: to run, to write, to become, to stand, to eat, to belong
- *Prepositional Phrases*: to her, to the chairman, to my shop, to the mountains, to this student

How to Decide Between an Infinitive and a Participle

An infinitive is almost always used to show intention or desire, whereas a participle (specifically a present participle) is almost always used to show the result or effect of something.

Let’s look at the following examples:

- John drove his car at 150 miles an hour, *causing* an accident.
- John drove his car at 150 miles an hour *to cause* an accident.

In the first sentence, the present participle *causing* expresses the result or effect of driving at 150 mph, whereas in the second sentence, *to cause* clearly suggests that John drove his car at a particular speed with the intention of causing an accident.

To Sum it up

- **Verbals** – Words based on a verb but not used as one
- **Gerunds** – end with ‘-ing’ and used as nouns
- **Participles** – act as adjectives
- **Present participle** – ends with ‘-ing’
- **Past participle** – ends with ‘-ed’, ‘-en’, ‘-d’, etc.
- **Infinitives** – *to + verb*. Can function as noun, adjective or adverb
- Use present participle to show effect and infinitive to show intention



Scan this QR code to watch a video discussing some recent GMAT trends.

3.12 Punctuation

The GMAT does not usually test students on punctuation, except for the *colon* (:), the *semi colon* (;), and the *comma* (,).

Colon

There are two main uses for the **colon** in everyday writing.

The first use is when introducing a list, and the second is when introducing an explanation or an example.

Examples:

- I need to pick up a few things from my office: folders, staplers, and board pins.
- After several days of deliberation, the Board made its decision: it was going to sell the company.

Incorrect usage:

- My favorite places to shop are: the mall, the local shopping center, and the Internet.

You always require an independent clause before the colon.

Semicolon

The **semicolon** is primarily used to connect two independent clauses. Independent clauses are groups of words that can stand alone as complete sentences. When you have two otherwise complete sentences that you want to connect, to form one long sentence, use a semicolon between them.

Example:

- This could be a solution; this could be another solution.

If you put a comma where that semicolon is, you will end up with a *comma splice* (also called Run-ons) which is a grammar error. Sometimes, the second clause doesn't really look like a complete sentence, so you must watch closely.

Example:

- Twelve birds had originally arrived; only six remain.

Note: If there's a conjunction between the clauses (*and, but, etc.*) you don't need to use a semicolon to connect the two complete sentences. In that case, use a comma.

Example:

- This could be a solution, and this could be another one.

Comma

The GMAT will never test you on the correct usage of a comma, since there is lack of clarity amongst grammar experts themselves on this issue. However, the knowledge of the ways in which the GMAT uses the comma, can enable you to spot the subtle hints that such a construction may provide you with.

To separate non-restrictive modifiers

The comma is used to set off non-restrictive modifiers in a sentence. In case you aren't sure of what restrictive and non restrictive modifiers are, these will be dealt with in a subsequent chapter in this book.

Example:

- The third house, which has got automatic gates, is mine.

Cannot be used to connect two independent clauses

As we saw earlier in the case of semi-colons, a comma cannot by itself be used to join two independent clauses. A semi-colon, full stop, or conjunction should be used instead.

Examples:

- My uncle Tom is coming today, his wife is also coming – **Incorrect**
- My uncle Tom is coming today, and his wife is also coming – **Correct**
- My Uncle Tom is coming today. His wife is also coming – **Correct**
- My uncle Tom is coming today; his wife is also coming – **Correct**

Use of a Serial Comma:

The serial comma is the comma used immediately before a coordinating conjunction (usually *and* or *or*) preceding the final item in a list of three or more items.

Examples:

- John, Terry, and Sylvia are coming for dinner (with the serial comma).
 - We will go on Monday, Tuesday or Wednesday (without the serial comma).
-

Opinions vary among writers and editors about the usage of the serial comma. Some experts believe that it can be omitted while some insist that it must be used. It goes without saying that the GMAT will never test you on this rule.

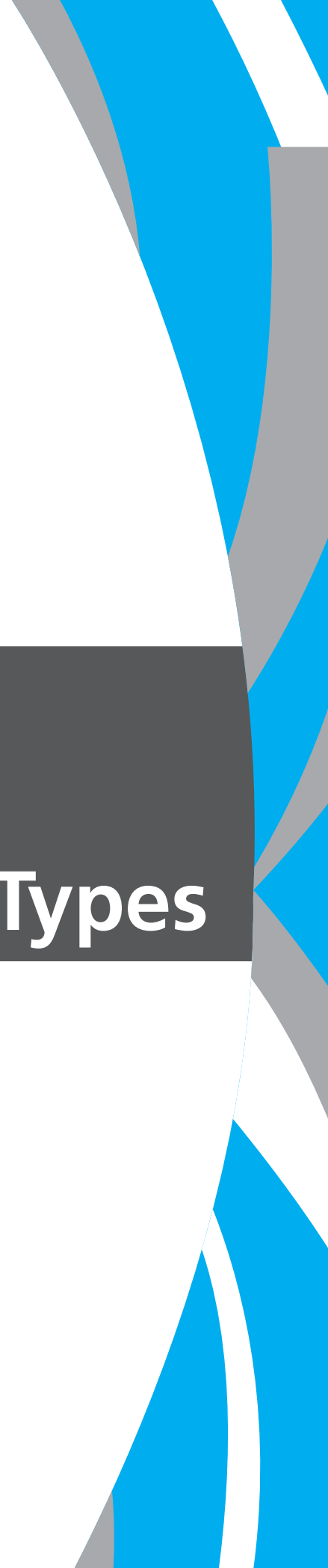
The reason we have mentioned the serial comma is because the GMAT always uses the serial comma (*Please reference the OG 2017 – Q 694, 706, etc.*), but these questions contain other errors and are not testing you on the use of the serial comma.

To Sum it up

- Use colons to introduce either a list or an explanation
- Use semicolons to connect two independent clauses
- Never use a semicolon and a conjunction together
- Comma cannot be used to join two independent clauses



Scan this QR code to watch a video discussing the importance of change as part of your GMAT prep strategy.



SECTION 4
**GMAT Sentence
Correction Error Types**

Sentence Correction—Major Error Types

In the last section, we covered the basic grammar concepts that make up a sentence. Now let's look at the various Sentence Correction error types that are tested on the GMAT.

The Sentence Correction section tests your knowledge of English grammar by asking you to choose, from five options, that one option which best conveys the correct meaning of the sentence. Among other things, you will be tested on grammar usage, sentence style, and idiom usage.

As discussed earlier, the GMAT is a standardized test, which means that the GMAT will only test you on certain types of questions and only on certain specific concepts within those questions. On Sentence Correction, this translates into nine major error types that are tested over and over again.

These error types are as follows:

- Fragments and Run-ons
 - Subject-Verb Agreement
 - Tense
 - Pronoun
 - Modifiers
 - Parallel Construction
 - Comparison
 - Idioms and Style
 - Meaning
-

4.1 How to Approach Sentence Correction Questions?

Approaching Sentence Correction Questions

The most important thing to remember in Sentence Correction is that you don't have to know every rule of grammar to answer the questions correctly. Therefore, referring to a complex grammar book such as the Wren & Martin Guide will probably not be of much help.

The GMAT does not expect you to be an English language expert; it does, however, expect you to perform well under timed conditions. In fact, it is very likely that most English language experts would struggle on the GMAT because of the time constraints.

Timing is one of the key components of the test; you not only have to get the answer correct but you also have to do so within the stipulated time. Ideally, in Sentence Correction, you should take approximately **one minute to answer each question**.

Now if you were to actually read all the five options completely, this in itself would take you more than a minute. Also, by the time you reach the last option, you will have most likely forgotten what you had read in the first or in the second option. As a result, you will end up going back and forth, wasting precious time.

Remember: *At any time in a Sentence Correction question, if you are reading all the five options completely, you are most likely wasting your time. If any teacher or coaching class tells you otherwise, RUN! This strategy will get you in a lot of trouble.*

So what do we Suggest?

Our point is that you should be able to arrive at the correct answer, in most cases, by reading just a few specific words across the five options; at times (and we'll see such questions later) you'll be able to arrive at the answer by reading just the first 3-4 words of each option.

This is the best (and perhaps the only) way of approaching Sentence Correction questions. Most students struggle because they don't see it this way.

Here is our Golden Rule for Sentence Correction

You ALWAYS read vertically; you NEVER read horizontally.

What does this mean?

Consider the following question:

Jerry Buchanan was honoured by the President not only as a great painter but also because he wrote prolifically on various different subjects.

- (A) but also because he wrote prolifically
- (B) having written prolifically on
- (C) but because he wrote prolifically and
- (D) but also as a prolific writer
- (E) but also as a writer since he wrote prolifically

Now, we want you to look at the first two or three words of every option and group the options on this basis.

Three of the options start with *but also*, one with *having* and one with *but because*. Now if you know your idioms, you would know that *not only* (in the non underlined part of the sentence) always requires a *but also*. So, options B and C can be eliminated without even reading another word. This will save you valuable time, enabling you to finish the question in less than a minute.

Amongst the remaining three options, you can now do another split—should it be *but also because* (A) or *but also as* (D and E). Since *not only* is followed by *as*, *but also* too needs to be followed by *as*. So, A gets eliminated.

Between D and E, D is more concise. Also *a prolific writer* is parallel to *a great painter*. Thus, D should be the correct answer.

The important thing to note in the above example is that we did not read any of the options (except maybe the last two) completely. We just looked at a few words here and there and eliminated. This is the approach that you should try to adopt for every Sentence Correction question that you see on the GMAT.

You may not always be able to group the options using the first words; sometimes you can do this using the last words; sometimes you can do this using the error itself (assuming you have already spotted the error); sometimes you can do this using an idiom. What you need to ensure is that you are always reading vertically and eliminating options, rather than reading horizontally and wasting your time/getting confused.

If you are wondering whether this approach can be used on all GMAT questions, we have used this strategy to solve each of the 140 Sentence Correction questions in the OG 2017! The same are available in our book—Ultimate One-Minute Explanations to OG 2017 SC. Check it out if you haven't already.



Scan this QR code to watch a video on how to do a split on a SC question.

The “Aristotle Prep Sentence Correction Approach”

- Step 1** – Read the sentence once and try to identify the error.
- Step 2** – If you can identify the error, eliminate all the options that contain that error.
- Step 3** – If you can’t identify the error, group the options using the first or the last words (or in any other manner).
- Step 4** – Eliminate until one option remains.

Now that we have discussed the general approach to a Sentence Correction question, let’s take an in-depth look at each error that you will be tested on.

VERY IMPORTANT TIP

Always pay attention to the non-underlined part of the sentence, especially if you get stuck between two options, both of which look correct. One mistake students often make is to just skim through the non-underlined part and focus only on the underlined part. There are numerous instances in the OG in which the answer can be arrived at quickly by looking at the part that is not underlined. This is especially true for *Tense* and *Parallelism* errors.

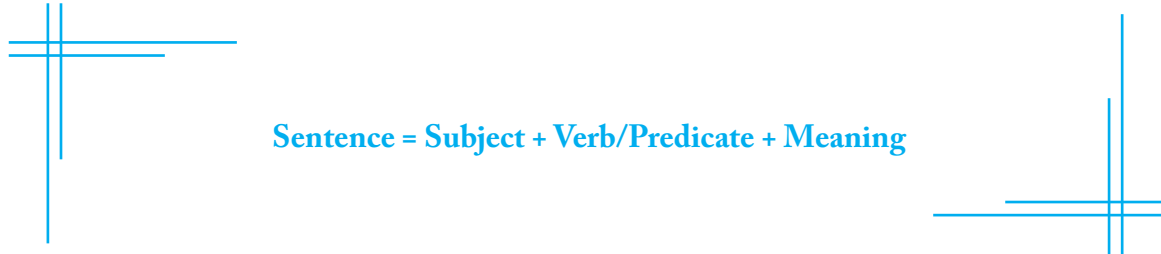
Please reference these questions
in the corresponding editions of the
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(OG 2018 – Q 786)
(OG 2017 – Q 698, 784, 788)
(OG 2016 – Q 5, 30, 118, 123)

4.2 Fragments and Run-on Sentences

4.2.1 Fragments

Let's start by looking at what makes up a complete sentence:



So, in order to make a complete sentence you need three things—a subject, a predicate, and some meaning. If any of the three is missing, the sentence is called a **fragment**. Almost always, it is the verb that will be missing in these sentences.

Consider the following example:

Bruce going for a movie today.

Does the sentence contain all three of the above requirements?

The subject is *Bruce* but what is the verb? *Going*?

Going by itself cannot act as a verb, it needs a helping verb such as *is* before it. Hence the correct sentence should read:

Bruce *is* going for a movie today.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 668, 724, 790)
(OG 2017 – Q 676, 723, 791)
(OG 2016 – Q 9, 55, 126)
(OG VR 2018 – Q 211)
(OG VR 2016 – Q 7)

Fragment Trap with Relative Clauses:

A common way of confusing students with Fragments is by using relative clauses in a sentence. Consider the following two sentences:

1. The book is lying on the table.
2. The book *that* is lying on the table.

Are both of these sentences complete?

Sentence 1 – contains the subject *book*, the helping and main verbs *is lying*, and also conveys some

meaning. So this is definitely a complete sentence.

Sentence 2 – contains the subject *book*, but does it contain a verb? Is *is lying* acting as a main verb in this sentence? If you read the sentence you will most likely think that the sentence appears incomplete and does not convey any meaning as such. This is because the relative clause *that is lying on the table* describes the position of the book, but we require a main clause outside of this relative clause for the sentence to make sense. Hence, this sentence is actually a fragment. The following can be one way of correcting this fragment, but there can be several other ways as well:

The book that is lying on the table *is* mine

In the above sentence, the main verb is the *is* before *mine*. So, now the sentence has a subject, a verb, and some meaning and, hence, is a complete sentence.

4.2.2 Run-on Sentences

A **run-on sentence** (sometimes also referred to as a comma splice or a fused sentence) is one that uses a comma to connect two independent clauses. In case you've forgotten what independent clauses are (this was covered earlier in this book), these are clauses which contain a subject, a verb, and some meaning, that is, they can stand on their own.

Consider the following sentence:

Michael Phelps is a great swimmer, he has won 22 Olympic medals.

Is the above sentence correct? Specifically, is the use of the comma correct in the above sentence?

In this sentence, look at the part before the comma—*Michael Phelps is a great swimmer*. This contains a subject, verb, and meaning, so this is an independent clause.

Again look at the part after the comma—*He has won 22 Olympic medals*. This is also an independent clause.

Remember that you can never use a comma to connect two independent clauses. If you do so, such a sentence is called a run-on sentence or a comma splice. If you do away with the comma as well, then the sentence is called a Fused sentence.

Hence, a run-on sentence is one in which you connect two independent clauses using an improper connecting word or punctuation—most often a comma.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 750, 791), (OG 2017 – Q 792)
(OG 2016 – Q 127)
(OG VR 2018 – Q 214) (OG VR 2017 – Q 296)

How to Correct a Run-on Sentence?

There are four ways of correcting run-on sentences:

1. Use a **full stop** (.)

Michael Phelps is a great swimmer. He has won 22 Olympic medals.

2. Use a **semicolon (;)**

Michael Phelps is a great swimmer; he has won 22 Olympic medals.

3. Use a **coordinating (FANBOYS) conjunction**

Michael Phelps is a great swimmer, *and* he has won 22 Olympic medals.

4. Use a **relationship word** to make one clause dependent on the other

Because Michael Phelps is a great swimmer, he has won 22 Olympic medals.

Note: To correct a run-on sentence you use either a semicolon or a coordinating conjunction but not both. The following is an incorrect sentence:

Michael Phelps is a great swimmer; and he has won 22 Olympic medals.

Run-on Sentences and Conjunctive Adverbs

We discussed the term *Conjunctive Adverb* earlier in this book under the topic *Conjunctions*. To quickly recap, conjunctive adverbs are connecting words such as *therefore, hence, thus, however, moreover, etc.*

The following punctuation rule needs to be followed when using conjunctive adverbs in a sentence: *When a conjunctive adverb is used to connect two independent clauses, it must be preceded by a semicolon and followed by a comma.*

Consider the following sentences:

1. The athlete practiced very hard, *therefore* he won the race.
2. The athlete practiced very hard, *so* he won the race.
3. The athlete practiced very hard, *but* he lost the race.
4. The athlete practiced very hard, *however* he lost the race.

Of these, sentences 2 and 3 correctly use the coordinating conjunctions *so* and *but* to connect two independent clauses.

However sentences 1 and 4 are incorrect, even though they may appear correct to you. This is because conjunctive adverbs always need to be preceded by a semicolon and not by a comma. The way they are written, sentences 1 and 4 are in fact run-on sentences.

The correct sentences will read as follows:

1. The athlete practiced very hard; *therefore*, he won the race.
2. The athlete practiced very hard; *however*, he lost the race.

Note that the conjunctive adverbs *therefore* and *however* are also followed by a comma, though this

is never tested on the GMAT.

However, when a conjunctive adverb is part of one single clause then it only needs to be set off by commas. A semicolon is not required in this case.

For example:

- The CEO has suggested price cuts as a way to counter the increased competition. The Board, however, disagrees with him.

In this sentence, the conjunctive adverb *however* is not being used to join two independent clauses; hence, it is just set off by commas.

Please reference these questions
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GMAT Official Guide

(OG VR 2018 – Q 295)



Scan this QR code to watch a video on how conjunctive adverbs can confuse you between options.

To Sum it up

- Complete Sentence = Subject + Predicate + Meaning
- If one of the above is missing, the sentence is a fragment
- Run-on sentences use a comma to connect two independent clauses
- To correct run-ons:
 - Use full stop
 - Use semicolon
 - Use a FANBOYS conjunction
 - Make one clause dependent on the other
- Conjunctive adverbs—*however, thus, nonetheless, etc.*—must be preceded by a semicolon and followed by a comma

Fragments and Run-on Sentences—Practice Drill

Go through each of the following sentences and try to identify the fragment or run-on errors in them. Once you have identified the error, also try to come up with some way of fixing the same. Some of the sentences may be correct as written, that is, they may have no error.

1. The increase in the incidence of crime can be attributed to the decrease in the number of security guards in the locality, more than 500 of them have left their jobs in the last three months.
 2. Liam is a good student, so he will do well on the GMAT.
 3. Liam is a good student, therefore, he will do well on the GMAT.
 4. The Eiffel Tower was erected in 1889, it is one of the landmarks of France.
 5. Some students decide to pursue their MBAs immediately after completing their undergrad while some others working for a year or two before doing so.
 6. The Board of Directors suggests that the controversial product be withdrawn from the market, however, the CEO argues that the product has a loyal clientele in the market.
 7. The tiger sitting by the lake in the middle of the forest and growling at the tourists.
 8. The athlete had put in a lot of effort in his preparation prior to the competition, thus, it came as no surprise that he won all the races that he participated in.
 9. The student who is always the first to arrive for the class and who always brings his laptop along with him.
 10. The residents troubled by doubts about whether the mayor will live up to the promises he had made earlier.
 11. While many teachers work at schools in addition to conducting private tuitions.
 12. I offered him a ticket to Spielberg’s new movie; a movie he had always wanted to see.
-

Fragments and Run-on Sentences Practice Drill— Explanations

1. **Error:** Run-on sentence

Explanation: The part before the comma is an independent clause and so is the part after the comma. A comma cannot be used to connect two independent clauses.

Possible Corrections:

- Use a semicolon in place of the comma.
- You can also make the second clause dependent on the first by replacing *them* with *whom*. In this case you don't need the semicolon; the comma will be fine.

2. **Error:** No error

Explanation: The sentence correctly uses the coordinating conjunction *so* to connect two independent clauses.

3. **Error:** Run-on sentence

Explanation: This sentence uses the conjunctive adverb *therefore* to connect two independent clauses. In such cases, the conjunctive adverb must be preceded by a semicolon and followed by a comma.

Possible Corrections:

- Instead of a comma, use a semicolon before *therefore*.

4. **Error:** Run-on sentence

Explanation: The part before the comma is an independent clause and so is the part after the comma. A comma cannot be used to connect two independent clauses.

Possible Corrections:

- Instead of a comma, use a semicolon before *it*.
- Connect the two clauses using a FANBOYS conjunction such as *and*.

5. **Error:** Fragment

Explanation: The sentence consists of two clauses—one before *while* and one after *while*. The clause after *while* is missing a verb and hence becomes a fragment (*working* is a participle and not a verb).

Possible Corrections:

- Replace the present participle *working* with the verb *work*.
-

6. **Error:** Run-on sentence

Explanation: This sentence uses the conjunctive adverb *however* to connect two independent clauses. In such cases, the conjunctive adverb must be preceded by a semicolon and followed by a comma.

Possible Corrections:

- Instead of a comma, use a semicolon before *however*.
 - Replace *however* with a FANBOYS conjunction such as *but*.
-

7. **Error:** Fragment

Explanation: The sentence is missing a verb such as *is* or *was*.

Possible Corrections:

- Insert the helping verb *is* before *sitting*—The tiger is sitting...and growling.
-

8. **Error:** Run-on sentence

Explanation: This sentence uses the conjunctive adverb *thus* to connect two independent clauses. In such cases, the conjunctive adverb must be preceded by a semicolon and followed by a comma.

Possible Corrections:

- Instead of a comma, use a semicolon before *therefore*.
 - Replace *therefore* with a FANBOYS conjunction such as *so*.
-

9. **Error:** Fragment

Explanation: The sentence is missing a main verb. The two relative clauses starting with *who* modify or describe the student but the main verb needs to come outside of these two clauses.

Possible Corrections:

- Remove both the *who's* from the sentence making *is* the main verb.
- Add a main verb at the end of the sentence—The student who is always the first to arrive...and who always brings his laptop along with him *has not come today*.

10. **Error:** Fragment

Explanation: The sentence is missing a main verb. For *troubled* to act as a verb, it needs to be preceded by a helping verb such as *is* or *are*.

Possible Corrections:

- Add a helping verb before *troubled*—The residents *are* troubled by doubts about...

11. **Error:** Fragment

Explanation: This sentence contains a subject and a verb but is missing the meaning. The use of *while* at the beginning of the sentence makes this a dependent clause but there is no independent clause in the sentence on which this dependent clause can depend.

Possible Corrections:

- Remove the *while*, making the clause an independent clause.

12. **Error:** Fragment

Explanation: A semicolon is used to connect two independent clauses. In this sentence, the part after the comma is not an independent clause; rather it is an appositive phrase describing the noun before the comma, that is, *Spielberg's new movie*. Appositives do not lead to run on sentences.

Possible Corrections:

- Replace the semicolon with a comma.

4.3 Subject-Verb Agreement

4.3 Subject-Verb Agreement

Subject-Verb agreement is the most basic of concepts in the English language. While, conceptually, it appears simple and straightforward, the GMAT has several ways of complicating things, as we will discover later in this chapter.

Subject-Verb Agreement Rule

A singular subject must take a singular verb and a plural subject must take a plural verb.

A subject is whatever is doing the action of the verb (For details, refer to section 3—Grammar Review). A very simple example of a Subject-Verb mismatch could be the following sentence:

The students has taken the test.

The singular verb *has* does not agree with the plural subject *students*.

So, the correct sentence should read:

The *students have* taken the test (plural subject and plural verb)

OR

The *student has* taken the test (singular subject and singular verb)



Scan this QR code to watch a video on how students often get confused between singular and plural nouns and verbs.

Now, let's look at a more GMAT-type question:

Recent studies indicate that the ability of a soldier to remain calm under attack by enemies, internal or external, determine whether the soldier will be the victor or the vanquished.

- (A) determine whether the soldier will be the victor or the vanquished.
- (B) determines whether the soldier will be the victor and the vanquished.

- (C) determine whether the soldier should be the victor and the vanquished.
- (D) determines whether the soldier will be the victor or the vanquished.
- (E) determine if the soldier will be the victor or the vanquished.

Follow the “Aristotle Prep Method” and look at the first word of every option. Ask yourself whether it should be *determine* or *determines*? Since it is the singular *ability* and not the plural *enemies* that determines, the correct option should be the singular *determines* (and no, adding an *s* to a verb does not make it plural; this actually makes it singular in most cases).

Analyzing the options

- A, C, and E are out because of the plural *determine*.
- Between B and D, the correct choice has to be D because the *and* in option B distorts the meaning of the sentence. How can the soldier be both the victor and the loser?

How will Subject-Verb Agreement be tested on the GMAT?

1. Placing the subject and the verb far away from each other

There are primarily three ways of separating the subject from the verb:

By Using Appositives

Appositives are nouns, pronouns, or noun phrases that are placed next to nouns to further describe them. If you see large parts of a sentence separated by a comma, it might be a good idea to ignore the part between commas and read the rest of the sentence as a whole.

For example:

Nuclear fusion, one of the most effective ways of separating carbon and oxygen atoms, are being used with deadly intent by some countries.

In this sentence, seeing the plural *are* next to the plural *atoms*, you could get tricked into thinking that the sentence is correct the way it is written. To avoid such confusion, omit the part between commas, and the error will immediately become obvious to you—how can *nuclear fusion* take the plural verb *are*? Thus, the correct sentence will read as follows:

Nuclear fusion, one of the most effective ways of separating carbon and oxygen atoms, is being used with deadly intent by some countries.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 792, 799), (OG 2017 – Q 793)
(OG 2016 – Q 128), (OG VR 2018 – Q 235, 279, 284)

By Using Relative Clauses

Let's look at the following example:

The Spanish artist, who is one of the world's leading exponents of Salsa and is known to have taught thousands of students, *are* living in exile.

This is obviously incorrect, because the subject is the singular *artist*, but the verb is the plural *are*. The sentence tries to confuse you by ending the relative clause with the plural *students*.

The correct sentence will read as follows:

The Spanish artist, who is one of the world's leading exponents of Salsa and is known to have taught thousands of students, *is* living in exile.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 670, 707, 752, 801)
(OG 2017 – Q 668, 705, 749, 800), (OG 2016 – Q 77, 134),
(OG VR 2018 – Q 203), (OG VR 2016 – Q 15)

By Using a Prepositional Phrase

Let's look at the following example:

The animals in the zoo *is* hungry.

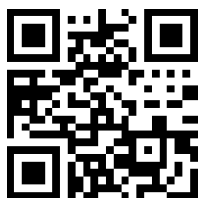
In this sentence, the subject is the plural *animals*, so the verb must be the plural *are* and not the singular *is*. Remember, in case of a prepositional phrase (*in the zoo*), the subject is always before the preposition and NOT after it (exceptions to this rule are words used to express quantity that we will see later in this chapter).

The correct sentence will read as follows:

The animals in the zoo *are* hungry.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 677, 693, 721, 771, 789)
(OG 2017 – Q 678, 691, 720, 771, 789)
(OG 2016 – Q 5, 11, 23, 52, 124),
(OG VR 2018 – Q 202), (OG VR 2017 – Q 254, 204)
(OG VR 2016 – Q 10, 76)



Scan this QR code to watch a video on the one thing you should never do while attempting Sentence Correction questions.

2. Confusing you with Additives

Look at the following two sentences:

1. John, as well as his friend, *is* coming for dinner
2. John, as well as his friend, *are* coming for dinner

Which one do you think is correct?

Surprising as it may sound, if you have answered (ii) then you are wrong. (i) is actually the correct sentence. In English, only the word *and* can make a subject plural. All other phrases (such as *as well as* in the example above) merely add extra information to the subject. These phrases are called additives. When you use **additives**, the subject always comes before the additive phrase.

Here is a list of some common additives:

- in addition to
- along with
- as well as
- together with
- including

So, to sum up:

John and his friend **are** coming for dinner.

BUT

John as well as his friend **is** coming for dinner.

How about this sentence?

Strawberries and cream *is/are* a high-calorie snack.

In this case, even though *and* is being used as the connector, the correct verb will be *is*. This is an exception to the above rule—If two words connected by *and* are thought of as a single unit, they're considered a singular subject.

A hint is to look at the word that follows the verb. If this word is singular, most probably, the verb will be singular. For example, in the above sentence, the singular word *snack* follows *is* and this reinforces the conclusion that *strawberries and cream* is a singular subject.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 685), (OG 2017 – Q 675),
(OG 2016 – Q 8)

3. Either...or/Neither...nor

1. Neither John nor his friends are/is sleeping in the lobby.
2. Neither John's friends nor John are/is sleeping in the lobby.

With *neither...nor* and *either...or* constructions, you always *make the verb agree with the subject that is closer to it*.

So, in sentence 1, the correct verb should be *are* (agrees with closer subject *friends*), and in sentence 2, the correct verb should be *is* (agrees with the closer subject *John*). The same rule applies to *either...or* constructions as well.

Note: When *either* or *neither* is used in a sentence without the *or* or *nor*, the verb has to be singular.

For example:

Neither of John's friends *is* here.



Scan this QR code to watch a video on the difference between *neither* and *none*.

4. Collective Nouns

Collective nouns are almost always singular. So, a flock of sheep *is* grazing and not *are* grazing (flock is a collective noun).

There are some cases in which a collective noun can be plural but these will almost never be tested on the GMAT, so on the GMAT, treat collective nouns as singular.

For more examples of collective nouns, check section 3—Grammar Review.

5. Each and Every

Each of the students *is/are* in the class.

If you have marked *are* as the correct option, you are wrong, because *each* is singular; thus, the correct verb should be *is*.

Here is a list of some other commonly confused singular subjects:

- Each/Every
- Anyone/Everyone/Someone
- Anybody/Everybody/Somebody
- Anything/Everything/Something
- Whoever/Whatever
- Nobody/Nothing/No one



Scan this QR code to watch a video on what you should never do with the use of *each* and *every*.

6. The number/A number

The number is singular

The number of students standing outside the office *is* increasing.

A number is plural

A number of students *are* standing outside the office.

7. Expressions of Quantity

When discussing fractions or percentages, always get the verb to agree with the subject after the preposition. This is an exception to the preposition rule discussed earlier.

For example:

Half of the *money is* stolen

but

Half of the *books are* stolen

When discussing majority, remember that *majority* by itself is singular but when it refers to a set of people, it is plural.

For example:

- A majority *is* always right.
- A majority of students *are* right.

8. One of the X who/that Y...

Consider the following sentence:

This is one of the cars that *belong/belongs* to him.

Which one do we go with, the singular *belongs* or the plural *belong*? The answer is the plural *belong*.

In general, remember the following structure for such sentences:

One of the Noun (will always be plural) + that/who + Plural Verb

Examples:

- He is one of the students who study here.
- Any of the members who disagree may leave the committee.
- This is one of the questions that are incorrect.

However, please do not confuse this construction with the one below:

One of the chairs *is* broken (not are broken)

The structure for such sentences is:

One of the Noun (will always be plural) + Singular Verb (usually 'is')

It is only when the plural noun is followed by 'that/who' that the singular verb changes into plural.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG VR 2018 – Q 242)
(OG VR 2017 – Q 251)
(OG VR 2016 – Q 62)



Still confused?

Scan this QR code to watch a video that will make things clearer with another example.

9. Inverted Sentences

Usually, in a sentence, the subject always precedes the verb, but sometimes the GMAT can reverse this order, so that the verb comes before the subject.

For example:

Through the Golden Eagle Bridge *passes* thousands of vehicles every day.

In the above sentence, the singular verb *passes* is not referring to the singular *Golden Eagle Bridge* but to the plural *thousands of vehicles*. Hence, the correct verb will be the plural *pass*.

Through the Golden Eagle Bridge *pass* thousands of vehicles every day.

10. Indefinite Pronouns

We have already discussed what indefinite pronouns are in the previous section of this book. While most indefinite pronouns are plural, there are a few that can be both singular and plural depending on the context.

These are—*all, none, some, any, most*

- Some of the students *are* in the class
- Some of the water *is* in the glass.

To Sum it up

- Subject is before the preposition
- When connecting two nouns using additives—*as well as, along with, together with, etc*—the subject will be the first noun (most likely singular)
- Only *and* makes compound subjects
- *Either or/neither nor*—Get the verb to agree with the subject closer to it
- *Each/Every* are always singular
- *The number* is singular and *a number* is plural
- *One of the plural noun + that/who* constructions will always take a plural verb
- *All, none, some, any, and most* can be both singular and plural
- If the sentence is very long, omit the part between commas
- Collective nouns are almost always singular
- Whenever you see the words *each, every, and, as well as, or, etc.*, in a sentence, always check for subject-verb agreement mismatch
- If you are still confused, go with the singular

Subject-Verb Agreement—Practice Drill

Go through each of the following sentences and try to identify whether the subject is singular or plural. Accordingly, get the subject to agree with the correct verb form. Some of the sentences may be correct as written, that is, they may have no error.

1. Motorcycles and scooters has/have two wheels each.
 2. Motorcycles or scooters has/have two wheels each.
 3. Delivering pizzas or selling newspapers is/are not (a) glamorous job/jobs.
 4. Each of the boys has/have two notebooks.
 5. Each of the boys or girls has/have two notebooks.
 6. Every teacher and student has/have to complete the assignment.
 7. Popcorn and Pepsi is/are John's favourite snack.
 8. Popcorn and Pepsi is/are John's favourite snacks.
 9. Neither the actors nor the director was/were there on time.
 10. Neither the director nor the actors was/were there on time.
 11. Neither of the actors was/were there on time.
 12. A group of students believes/believe that the park should be cleaned.
 13. A majority of citizens is/are against the bill.
 14. A number of books has/have been stolen from the library.
 15. The number of books stolen from the library is/are increasing at an alarming rate.
 16. Through the toll plaza cross/crosses thousands of cars everyday.
 17. Jessica told her counsellor that either of the two courses was/were fine with her.
 18. The gardens, along with the beautiful monuments, make/makes Madrid a beautiful city.
 19. The CEO as well as the trainees is/are coming for lunch.
 20. The trainees as well as the CEO is/are coming for lunch.
 21. In this poorly designed building, there is/are a lack of parking space and an abundance of pillars.
 22. The incidence of crime and petty theft in this county is/are increasing every year.
-

23. The simplest of errors go/goes unnoticed by most students.
 24. Both the books and the pen is/are mine.
 25. It is commonly stated that neither joy nor happiness last/lasts forever.
 26. It is imperative that everyone contribute/contributes to this exercise.
 27. One of the books is/are missing.
 28. One of the books that is/are missing is mine.
 29. Ten years is/are a long time to work at the same company.
 30. In a car there is/are always a brake and an accelerator.
-

Subject-Verb Agreement Practice Drill—Explanations

The subject and verb have been highlighted for easy identification.

1. **Motorcycles and scooters** has/**have** two wheels each.

Explanation: The plural subject *motorcycles and scooters* requires the plural verb *have*.

2. Motorcycles or **scooters** has/**have** two wheels each.

Explanation: In such *or* constructions the verb needs to agree with the subject closer to it, that is, *scooters*. The plural subject *scooters* obviously requires the plural verb *have*.

3. Delivering pizzas or **selling newspapers** is/are not (a) glamorous **job**/jobs.

Explanation: The subject is after *or*, that is, *selling newspapers*, which is obviously singular and needs the singular verb *is*.

4. **Each** of the boys **has**/have two notebooks.

Explanation: The use of *each* always requires the singular verb—in this case *has*.

5. **Each** of the boys or girls **has**/have two notebooks.

Explanation: The use of *each* always requires the singular verb—in this case *has*.

6. **Every** teacher and student **has**/have to complete the assignment.

Explanation: Don't let the *and* confuse you. The use of *every* always requires the singular verb—in this case *has*.

7. **Popcorn and Pepsi** is/are John's favourite **snack**.

Explanation: The last word *snack* should give you a hint that the two items *Popcorn and Pepsi* are actually considered one single item in this sentence and, hence, require the singular verb *is*.

8. **Popcorn and Pepsi** is/**are** John's favourite **snacks**.

Explanation: As in the earlier sentence, the last word *snacks* implies that *Popcorn and Pepsi* are considered two different items and, hence, require the plural verb *are*.

9. Neither the actors nor the **director was/were** there on time.

Explanation: In *neither...nor* constructions, you get the verb to agree with the subject that is closer to it. Hence the singular subject *director* requires the singular verb *was*.

10. Neither the director nor the **actors was/were** there on time.

Explanation: In *neither...nor* constructions you get the verb to agree with the subject that is closer to it. Hence, the plural subject *actors* requires the plural verb *were*.

11. **Neither** of the actors **was/were** there on time.

Explanation: *Neither* and *either* by themselves are always singular and require the singular verb.

12. **A group** of students **believes/believe** that the park should be cleaned.

Explanation: In the case of prepositional phrases, the subject is always before the preposition. In this sentence the preposition is *of*, making *group* the subject. The singular subject *group* obviously requires the singular verb *believes*.

13. A majority of **citizens is/are** against the bill.

Explanation: When majority is used to refer to a group of people (citizens), it requires a plural verb.

14. A **number** of books has/**have** been stolen from the library.

Explanation: *A number* is always plural and requires a plural verb.

15. **The number** of books stolen from the library **is/are** increasing at an alarming rate.

Explanation: *The number* is always singular and requires a singular verb.

16. Through the toll plaza **cross/crosses** **thousands** of cars everyday.

Explanation: This is an inverted sentence in which the subject *thousands* is coming after the verb *crosses*. Obviously the plural subject *thousands* requires the plural verb *cross*.

17. Jessica told her counsellor that **either** of the two courses **was/were** fine with her.

Explanation: *Neither* and *either* by themselves are always singular and require the singular verb.

18. The **gardens**, along with the beautiful monuments, **make/makes** Madrid a beautiful city.

Explanation: *Along with* is an additive phrase and the subject is always before the additive phrase. Hence, the plural subject *gardens* requires the plural verb *make*.

19. The **CEO** as well as the trainees **is/are** coming for lunch.

Explanation: *As well as* is an additive phrase and the subject is always before the additive phrase. Hence, the singular subject *CEO* requires the singular verb *is*.

20. The **trainees** as well as the CEO **is/are** coming for lunch.

Explanation: *As well as* is an additive phrase and the subject is always before the additive phrase. Hence, the plural subject *trainees* requires the plural verb *are*.

21. In this poorly designed building, there **is/are a lack of parking space and an abundance of pillars**.

Explanation: There are two characteristics of the building—a lack of parking space and an abundance of pillars. Since the two are connected using *and*, we have a compound or plural subject that requires the plural verb *are*.

22. The **incidence** of crime and petty theft in this county **is/are** increasing every year.

Explanation: The subject is before the preposition *of*. The singular subject *incidence* requires the singular verb *is*.

23. The **simplest** of errors **go/goes** unnoticed by most students.

Explanation: The sentence is not talking about multiple errors but the one that is the simplest, thereby making the subject singular.

24. Both **the books and the pen** **is/are** mine.

Explanation: The use of *and* gives us a plural subject that requires the plural verb *are*.

25. It is commonly stated that neither joy nor **happiness** **last/lasts** forever.

Explanation: The singular subject *happiness* requires the singular verb *lasts*.

26. It is imperative that **everyone** **contribute/contributes** to this exercise.

Explanation: The singular subject *everyone* requires the singular verb *contributes*.

27. One of the books **is/are** missing.

Explanation: The subject is *one* book, that is, singular, so we require the singular verb *is*.

28. One of the **books** that **is/are** missing is mine.

Explanation: In this case, the verb that agrees with the singular subject *one* is the *is* at the end of the sentence (before *mine*). However, for the verb in question, the subject is the plural *books*, so we require the plural verb *are*.

29. **Ten years is/are** a long time to work at the same company.

Explanation: In this sentence *ten years* is considered one single entity and, hence, requires the singular verb *is*.

30. In a car there **is/are** always **a brake and an accelerator**.

Explanation: A car has two things—a brake and an accelerator. Since the two are connected by *and*, we get a plural subject that requires a plural verb *are*.

4.4 Tenses

Tenses

When it comes to Verb errors, the GMAT will test you primarily on two things—**subject verb agreement** and **tense**. We have already seen subject-verb agreement in the previous chapter; now let us take a look at tenses.

Tenses are verb forms that tell you about the time period in a sentence, that is, when does the action take place in a sentence. They can, at times, indicate whether an action has been completed or whether it is still in progress. Common sense dictates that there can only be three time periods—the past, the present, and the future.

Accordingly, we have three types of tenses:

- The Past Tense – *was, were, had, etc.*
- The Present Tense – *is, are, has, have, etc.*
- The Future Tense – *will, would, etc.*

There are four variations of each of these three tenses:

1. **The Simple Tense** - The simple tenses are used to show habitual or frequent actions, actions occurring at the moment, or to state generally accepted facts.
2. **The Continuous/Progressive Tense** - Verbs in continuous tenses always express actions that are in progress during the indicated time framework: present, past, or future.
3. **The Perfect Tense** - The perfect tenses are used to indicate the completeness of an action—completed in the past or at the present time, or will be completed by some time in the future.
4. **The Perfect Continuous/Progressive Tense** – The perfect continuous tense is used to denote actions that were repeated over a period of time in the past, are continuing in the present, and/or will continue in the future.

So, altogether we have the following twelve tenses:

Simple Present	Present Continuous
Present Perfect	Present Perfect Continuous
Simple Past	Past Continuous
Past Perfect	Past Perfect Continuous
Simple Future	Future Continuous
Future Perfect	Future Perfect Continuous

While this may look like a lot of information, and many students indeed tend to get overwhelmed with tenses, the good thing for you is that the GMAT will not require you to identify the tense that a sentence is in. You'll just be tested on your understanding of the meaning of the sentence.

Consider the following sentences:

- John has been coming for my classes since last year.
- John came for my classes last year.
- John will have been coming for my classes for one year next week.

Now, you may not be able to correctly identify the tense (from the list of twelve tenses on the previous page) that each of these sentences is in, but most of you can definitely understand the meaning each of these sentences is trying to convey.

The first sentence implies that John was coming for my classes in the past and that he is still coming (*Present Perfect Continuous Tense*), the second implies that John used to come for my classes in the past (*Simple Past Tense*) but does not come for my classes any more, and the third sentence implies that John has been coming for my classes in the past and he will continue coming for my classes in the future as well (*Future Perfect Continuous Tense*).

As long as you are able to understand this meaning of the sentence, it doesn't really matter whether you can correctly identify the *tenses*, whereas if you can correctly identify the *tenses* but are unable to grasp the meaning, then you will struggle with tense-related questions.

While there are several aspects to tenses, in this chapter, we will be concentrating on those aspects that are frequently tested on the GMAT. This will primarily include the simple and the perfect tenses.



If you want to learn more about tenses in general, you can download the free Tense Tutorial booklet from our website by scanning this QR code.

The Simple Tenses

1. The Simple Present Tense

The **simple present tense** is used to discuss permanent situations and how frequently an event takes place.

- I like to read books
- The earth is round
- The bus leaves at 10 pm

2. The Simple Past Tense

The **simple past tense** is used to talk about actions that happened at a specific time in the past. You form the simple past of a verb by adding *-ed* at the end of a regular verb (irregular verb forms are different).

- I saw a play yesterday.
- She washed her car this morning.
- Did you complete your assignment?

3. The Simple Future Tense

The **simple future tense** has two different forms in English: *will* and *be going to*.

Use *will* to express a voluntary action or a promise:

- I will send you the report when I get it.
- I will translate the email, so that Jerry can read it.
- I won't tell anyone your secret.

Use *be going to* to express a plan:

- He is going to spend his holidays in Jamaica.
- Who are you going to invite to the dinner?

The Perfect Tenses

1. The Present Perfect Tense

Use the **present perfect tense** to denote an action that happened at an unspecified time before now. You can also use the present perfect tense to describe your experience or to talk about change that has happened over a period of time.

FORM - [has/have + past participle]

- You have seen that play many times.
- Have you seen that play yet?
- You have changed since the last time I saw you.

2. The Past Perfect Tense

If a sentence involves two actions taking place in the past with one action taking place before the other, then use the **past perfect tense** to refer to the earlier action and the simple past tense to refer to the latter action.

FORM - [had + past participle]

- You had studied French before you moved to London.
- She understood the movie only because she had read the book.
- You did well on the test because you had studied very hard.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 668, 703)

(OG 2017 – Q 676, 701)

(OG 2016 – Q 9, 33, 89)

(OG VR 2018 – Q 228)

3. The Present Perfect Continuous Tense

This is used to denote an action that started in the past and continues into the present.

FORM - [has/have + been + present participle]

- John has been waiting here for two hours.
- They have been talking for the last hour.
- Recently, I have been feeling really tired.

4. The Past Perfect Continuous Tense

Use the **past perfect continuous tense** to show that something started in the past and continued until another time in the past.

FORM - [had + been + present participle]

- They had been talking for over an hour before Tony arrived.
 - She had been working at that company for three years when it went out of business.
 - How long had you been waiting to get on the bus?
-

How will Tenses be Tested on the GMAT?

1. Put different time periods in a Logical Sequence

As discussed earlier, tense-related questions will test you on your understanding of the meaning of a sentence. It would be very simple if the GMAT were to give you sentences in one time period only. Of course the GMAT likes to complicate things by giving you multiple time periods in the same sentence.

Let's look at an example:

The professor predicts that as students become more and more dependent on coaching classes in the coming years, coaching institutes have been mushrooming across the country.

- (A) coaching institutes have been mushrooming
- (B) coaching institutes will mushroom
- (C) coaching institutes are mushrooming
- (D) coaching institutes should mushroom
- (E) coaching institutes will be mushrooming

The first part of this sentence—*as students become*—is in the future tense because when will the students become dependent? Obviously, in the future. To match this, the second part also needs to be in the future tense.

Hence, options A and C immediately go out.

Option D incorrectly uses *should* to imply that the professor wants these coaching institutes to mushroom.

Between Options B and E, option E unnecessarily uses the future continuous tense *will be mushrooming*. Since the first part of the sentence is in the simple future tense, the second part should also be in the simple future tense, making B the correct answer.

On tense-related questions, it is very important that you pay attention to the part of the sentence that is not underlined because only then will you be able to grasp the overall meaning of the sentence.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 701, 703, 708)
(OG 2017 – Q 700, 701, 706)
(OG 2016 – Q 6, 32, 33, 36)

2. Choose between Simple and Perfect tenses

While choosing between the simple and perfect tenses, avoid the perfect tense as much as possible.

For example:

- Dinosaurs had roamed the earth billions of years ago. (Past Perfect Tense)

- Dinosaurs roamed the earth billions of years ago. (Simple Past Tense)

Since the sentence only speaks about one event in the past, you don't really require the past perfect tense; go with the simple past tense instead.

Of course, in some cases the perfect tense may be required to clarify the sequence of events. For example:

- Christie understood the book only because she had studied Mandarin.
- Christie understood the book only because she studied Mandarin.

In this sentence, the two events are taking place at different time periods. Christie had studied mandarin first, and she understood the book later. Hence, we require the past perfect tense with the earlier event. So, *use the past perfect tense to indicate that an action took place before another action in the past.*

Now, let's look at an interesting sentence:

- Before John won the lottery, he *was* a poor locksmith.
- Before John won the lottery, he *had been* a poor locksmith.

This sentence talks about two things in the past,

One – John won the lottery

Two – John was a poor locksmith

Since John was a poor locksmith before he won the lottery, the two things are taking place at different time periods. Hence, the thing that took place earlier, (was a poor locksmith) will take the past perfect tense *had* and the thing that took place later, (won) will take the simple past tense *won*. Thus, the second sentence will be correct.

However, the first sentence is also correct in this case. This is because the use of *before* makes the sequence of events absolutely clear. So if the sequence of events is obvious in a sentence (by use of words such as *before*, *after*, etc.) you do not need the past perfect tense. Needless to say the GMAT will almost never ask you to choose between two options based only on this difference. There will be some other error as well in one of the two options.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 804)
(OG 2017 – Q 804)
(OG VR 2017 – Q 211, 226, 227, 258)
(OG VR 2016 – Q 38, 39, 42, 50, 53)



Scan this QR code to watch a video on how to choose between simple past and past perfect tense.

3. Choose between Simple and Continuous tenses

The continuous tense is used to highlight the ongoing nature of an activity. On the GMAT, avoid the continuous tense as much as possible.

Supercell, a continuously rotating updraft deep within a thunderstorm, is not visible in all thunderstorms because they require very high wind velocity and moisture.

- (A) because they require
- (B) because they will require
- (C) because it will require
- (D) because it requires
- (E) because it is requiring

In this sentence, options A and B get eliminated because the plural *they* cannot refer to the singular *Supercell*.

Option C unnecessarily uses the future tense *will* to refer to a fact.

Between Options D and E, avoid the continuous tense *is requiring* in E because this only refers to the current action whereas we are making a general statement of truth about Supercell; hence, the simple present tense in D should be the correct answer.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG VR 2018 – Q 191)
(OG VR 2017 – Q 191)
(OG VR 2016 – Q 1)

4. Use of *has had* and *had had*

While students often get confused in the usage of these constructions, both of these are nothing but the present perfect and past perfect forms of the verb ‘to have’.

- Has/Have had - Present perfect of ‘to have’
- Had had - Past perfect of ‘to have’

Look at the following sentence as an example:

John *travels* to many different countries.

The verb in the sentence above is *travels*, which is in the simple present tense. Now, if we were to convert this sentence into the present perfect tense, we need to add *has/have* followed by the past participle form of the verb (in most cases just add the words *-ed* to the verb, like *traveled* in the above sentence).

The final sentence would read something like this:

John *has traveled* to many different countries.

Similarly, to convert this sentence into the past perfect tense (two actions happening in the past—the earlier action takes the past perfect and the latter action takes the simple past tense), we need to add *had* followed by the past participle form of the verb.

The final sentence would read something like this:

John *had traveled* to many different countries before he decided to settle down in New Zealand.

Sounds fairly simple, but the problem starts when the verb in question happens to be *to have/has* instead of say *travels* in the above example.

For example, consider the following sentence:

Tim *has* several passenger cars.

The verb in the above sentence is *has* and it is in the simple present tense. Now to convert this into the present perfect tense, apply the rule as discussed above—*has* followed by the past participle of *has* which is *had*.

The final sentence reads:

Tim *has had* several passenger cars.

Similarly, the past perfect tense will read—*had* followed by the past participle of *has*, so you get:

Tim *had had* several passenger cars before he decided to buy a sports car.

So, there are two things happening in the past—Tim had several passenger cars first, which takes the past perfect tense with the extra *had* and he *decided* (simple past tense) to buy a sports car later.

5. The *If...Then* construction

Such a construction usually refers to a conditional statement in which the taking place of something depends on the taking place of something else. Such statements are mostly hypothetical in nature.

Let's look at the following example:

If it rains today, (then) I will carry an umbrella.

Such sentences will always have two clauses—the *If* clause and the *Then* clause. The tense of the *Then* clause depends on the tense of the *If* clause. This gives rise to the following three possibilities:

IF Clause	THEN Clause
PRESENT TENSE If you exercise	WILL + Base Verb you will become healthy
PAST TENSE If you exercised	WOULD/COULD + Base Verb ou would become healthy
PAST PERFECT TENSE If you had exercised	WOULD/COULD + Have + Past Participle you would have become healthy

There can be only three possibilities for the *If* clause as described in the chart above and, depending upon the same, you can arrive at the correct construction of the *Then* clause.

Tenses—Do's and Don'ts:

Here's a quick checklist of what to avoid and what to go with, as far as tenses are concerned:

- Make sure you read the given sentence completely before taking a look at the options. Pay extra attention to the part that is not underlined because this part may tell you which tense to go with in the underlined part of the sentence.
- Avoid the continuous tense (*-ing*) as much as possible. Constructions such as *am coming*, *have been coming*, *etc.* are rarely ever correct on the GMAT.
- Do not use the present continuous tense to refer to future events; instead use the simple future tense:

Incorrect: Barry is going on a cruise next month.

Correct: Barry will go on a cruise next month.

To Sum it up

- Tenses will test you on time periods
- Don't get too technical; try to understand the meaning of the sentence
- Prefer simple tenses to perfect tenses
- Avoid the continuous tense—*ing*—as much as possible
- Use past perfect tense—had + past participle—only to refer to the earlier of the two events in the past
- Do not use the present continuous tense to refer to future events. Use the simple future tense instead.
- *If...Then* constructions
 - If you exercise, you will become healthy
 - If you exercised, you would become healthy
 - If you had exercised, you would have become healthy

Tenses—Practice Drill

In each of the following sentences, identify the correct form of the verb (given in brackets) that can be inserted in the blanks. Some sentences may have more than one correct answer.

1. The dish I had yesterday is one I _____ (have) for many years now.
 2. By the time the police _____ (arrive), the miscreants _____ (leave).
 3. In one of the worst plane crashes ever, a passenger airplane _____ (crash) less than ten miles from the city yesterday.
 4. John _____ (was) an ordinary door-to-door salesman before he _____ (become) the famous painter.
 5. Alan _____ (has) a heavy breakfast, so he _____ (decide) to skip lunch.
 6. Alan _____ (has) his breakfast when the bell _____ (ring).
 7. The number of books in the library _____ (increase) by at least fifty percent by the time the renovation finishes next year.
 8. The Alpaca _____ (is) native to South America and _____ (is) introduced in North America in the 1950s.
 9. The Dodo, a duck-like bird that _____ (become) extinct in the 1600s, _____ (is) native to Mauritius.
 10. The teacher said, "If you study hard, you _____ (will/would) do well in the exam."
 11. The teacher said that if I studied hard, then I _____ (will/would) do well in the exam.
 12. Over the last several decades, the IT-enabled services business _____ (grow) into a multimillion-dollar industry.
 13. Between 1990 and 2000, the IT-enabled services business _____ (grow) into a multimillion-dollar industry.
 14. The IT-enabled services business _____ (grow) into a multimillion-dollar industry before the dot com bubble burst in 2002.
-

Tenses—Practice Drill: Explanations

1. **Correct Answer:** The dish I had yesterday is one I **have had** (have) for many years now.

Explanation: Use the present perfect tense ‘have had’ to refer to an event that was true in the past and is also true now.

2. **Correct Answer:** By the time the police **arrived** (arrive), the miscreants **had left** (leave).

Explanation: The sentence talks about two events in the past—the police arrived later and the miscreant left earlier. So use past perfect tense with the earlier action ‘had left’, and the simple past tense with the latter action ‘arrived’.

3. **Correct Answer:** In one of the worst plane crashes ever, a passenger airplane **crashed** (crash) less than ten miles from the city yesterday.

Explanation: Use the simple past tense ‘crashed’ to refer to a completed action in the past.

4. **Correct Answer:** John **was/had been** (was) an ordinary door-to-door salesman before he **became** (become) the famous painter.

Explanation: Since the sentence talks about completed actions, we need to go with the past tense ‘became’ (John has already become the famous painter). For the first blank, while some of you may be tempted to use the past perfect tense ‘had been’, the simple past tense ‘was’ is also correct because the use of ‘before’ in the sentence makes the sequence of events clear. So both the simple past tense and the past perfect tense can be used for the first blank.

5. **Correct Answer:** Alan **had had** (has) a heavy breakfast, so he **decided** (decide) to skip lunch.

Explanation: Since Alan had his breakfast first and skipped his lunch later, you need to use the past perfect tense with the earlier event (had had) and the simple past tense with the latter event (decided). It is also possible to put the earlier event in the simple past tense (had) and the latter event in the present perfect tense (has decided).

6. **Correct Answer:** Alan **was having** (has) his breakfast when the bell **rang** (ring)

Explanation: This sentence emphasizes the ongoing nature of an activity. Alan was doing something when something else happened. Hence, we need to use the continuous tense ‘was having’.

7. **Correct Answer:** The number of books in the library **will have increased** (increase) by at least fifty percent by the time the renovation finishes next year.

Explanation: The sentence states that an event will be completed at a particular time in future. Hence, you require the future perfect tense ‘will have increased’.

8. **Correct Answer:** The Alpaca is (is) native to South America and **was** (is) introduced in North America in the 1950s.

Explanation: This is a tricky sentence and you might be tempted to use the past perfect tense in the first blank. This is where the meaning aspect of tenses comes into the picture. Can nativity ever be in the past? Of course not. Once a native, always a native—so, use the present tense with ‘native’. Since the other event ‘introduction’ took place in the past, use the simple past tense ‘was’ with this.

9. **Correct Answer:** The Dodo, a duck-like bird that **became** (become) extinct in the 1600s, **was** (is) native to Mauritius.

Explanation: This is the exception to the earlier question. The only situation in which you can use past tense with ‘native’ is when the species has become extinct. Hence, both the blanks in this case will be in the simple past tense.

10. **Correct Answer:** The teacher said, “If you study hard, you will (will/would) do well in the exam.”

Explanation: Since the ‘If’ clause contains the present tense ‘study’, the ‘Then’ clause will take ‘will’.

11. **Correct Answer:** The teacher said that if I studied hard, then I **would** (will/would) do well in the exam.

Explanation: Since the ‘If’ clause contains the simple past tense ‘studied’, the ‘Then’ clause will take ‘would’.

12. **Correct Answer:** Over the last several decades, the IT-enabled services business **has grown** (grow) into a multimillion-dollar industry.

Explanation: Remember the use of the phrase ‘over the last several decades’ implies that the action or the effect of the action is true even in the present. So, you need the present perfect tense ‘has grown’ in the sentence.

13. **Correct Answer:** Between 1990 and 2000, the IT-enabled services business **grew** (grow) into a multimillion-dollar industry.

Explanation: Since this sentence talks about a completed event in the past, it requires the simple past tense 'grew'.

14. **Correct Answer:** The IT-enabled services business **grew/had grown** (grow) into a multimillion-dollar industry before the dot com bubble burst in 2002.

Explanation: Since the sentence talks about events in the past, we need to go with the past tense. Since the industry had grown first and the bubble burst later, we need the past perfect tense 'had grown' with the earlier event.

4.5 Pronouns

Pronouns

A pronoun is a word that replaces a noun in a sentence such as *he, she, it, they, their, etc.* The GMAT will test you on three aspects of Pronouns:

1. Pronoun Reference
2. Pronoun Agreement
3. Pronoun Case

1. Pronoun Reference

Ideally, in a sentence, a pronoun should refer to only one noun. If a pronoun can refer to more than one noun, then ambiguity creeps into that sentence.

Let's look at the following example to understand this better:

John and Jack went jogging and *he* fell down.

Who fell down, *John or Jack*? This is a classic case of Pronoun reference error. Any of the following sentences can correct this:

- John and Jack went jogging and *they* fell down.
- John and Jack went jogging and *John* fell down.
- John and Jack went jogging and *Jack* fell down.

Now, let's look at the two scenarios in which pronoun reference errors generally take place:

- When a pronoun refers to more than one noun
- When a pronoun has no antecedent

When a pronoun refers to more than one noun

Sometimes a sentence is structured in such a manner that a pronoun can refer to more than one noun and, as a result, the reader is confused about the author's intentions.

Incorrect: Packer encouraged Jerry to start a pest control business because *he* felt that the residents of the city would be willing to pay for the same.

Who does *he* refer to, Packer or Jerry?

Correct: Packer encouraged Jerry to start a pest control business because *Packer* felt that the residents of the city would be willing to pay for the same.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 752, 775)
(OG 2017 – Q 749, 777)
(OG 2016 – Q 88, 92, 77, 111)
(OG VR 2018 – Q 281), (OG VR 2017 – Q 214)
(OG VR 2016 – Q 25)

When a pronoun has no antecedent

In the earlier scenario, a pronoun could refer to more than one noun, whereas in this case a pronoun is mentioned in a sentence without a corresponding noun being mentioned anywhere.

Incorrect: Despite the Board of Governors supporting the measure, *they* keep voting against it.

The problem in this case is *they*. *They* obviously cannot refer to the *Board* because *Board* is singular and, more importantly, when the Board is supporting the measure, why will it keep voting against the measure? So *they* does not have an antecedent in the sentence.

Correct: Despite the Board of Governors supporting the measure, *the shareholders* keep voting against it.

In some questions you might think it is very clear what or who the pronoun is referring to. Still, if there is an option that replaces this pronoun with a noun, go with that option.

For example:

The residents association informed the civic agency that it was getting the park cleaned.

If you read this sentence, you might think that the pronoun *it* clearly refers to the *residents association*, but to another person *it* could very well be referring to the *civic agency*. Hence, the ambiguity!

So, the suggestion is to **AVOID** pronouns in the correct answer choice as much as possible, especially if the pronoun comes at the end of a sentence. You can even use pronouns to do a vertical split of the options and first look at only those options that do not contain pronouns at all.

However, do keep in mind that *this* is not exactly a grammar error; it's more of a logical one. Sometimes the GMAT can give you questions in which all the options contain pronouns, some of which may be ambiguous. In such cases, go with the option that is the least ambiguous.

For example, if you look at *SC Q 30* in *OG 2016*, the use of *them* in the correct answer E looks very ambiguous because *them* could refer to *chambers* or to *tourists*. However, since there is no option that replaces *them* with *chambers*, you don't bother with this error; instead you look for some other one.



Scan this QR code to watch a video on an *Official* question that uses pronouns in an ambiguous manner.

2. Pronoun Agreement

Pronoun Agreement is conceptually very similar to subject-verb agreement. When replacing a noun with a pronoun in a sentence, make sure the pronoun matches the noun in terms of singular and plural forms. You cannot replace a singular noun with a plural pronoun and vice versa.

Let's look at the following example:

The *players* said that *he* can't come for practice.

The plural noun *players* cannot be replaced with the singular pronoun *he*. The correct sentence should read:

The *players* said that *they* can't come for practice.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 677, 738, 749, 769)
(OG 2017 – Q 678, 698, 738, 747, 767, 770)
(OG 2016 – Q 11, 30, 100, 103)
(OG VR 2018 – Q 218, 222, 253, 268)
(OG VR 2017 – Q 190, 206, 207, 210, 228, 234, 261, 284, 299)
(OG VR 2016 – Q 18, 19, 22, 40, 47, 53, 69, 94, 110)

3. Pronoun Case

Noun or Pronoun case refers to a pronoun's function in a sentence. There are three cases when it comes to pronouns:

- i. Subject Case – The pronoun is used as a subject. For example: *I, he, they, who, etc.*
- ii. Object Case – The pronoun is used as an object. For example: *me, him, them, whom, etc.*
- iii. Possessive Case – The pronoun expresses ownership. For example: *my, mine, hers, theirs, whose, etc.*

Pronoun Case in Compound Structures

In compound structures, that is, structures in which you have a noun and pronoun together, drop the other noun to determine which case to go with.

For example:

- The coach punished Debbie and *me/I*
- Debbie and *me/I* were punished by the coach.

In case of confusion, just drop *Debbie* from both the sentences and see which version of the pronoun makes more sense.

In the first sentence, *The coach punished I* makes no sense; however, *The coach punished me* does—hence, go with *me*. Similarly, in the second sentence, go with *I*.

Possessive Pronouns can only refer to Possessive Nouns

Let's look at the following example:

The *senator's proposal* has been criticized by *his* opponents.

In this sentence, the possessive pronoun *his* can correctly refer back to the possessive noun *senator's*.

The *senator's proposal* has been criticized by *his* opponents who call *him* shortsighted and inflexible.

In this sentence, the possessive pronoun *his* still correctly refers back to the possessive noun *senator's*; however, the object pronoun *him* cannot refer back to the possessive *senator's*. The correct sentence should read as follows:

The senator's proposal has been criticized by his opponents who call *the senator* shortsighted and inflexible.

4. The Usage of That and Which

On GMAT Sentence Correction questions, you will frequently be asked to choose between *that* and *which*. Both these terms belong to a small group of words known as Relative Pronouns, which are used to relate parts of a sentence to one another.

Consider these two sentences:

- The fifth car, *which* is black in color, belongs to Jack.
- The fifth car *that* is black in color belongs to Jack.

Are both of these sentences referring to the same car? Not necessarily.

The first sentence is definitely referring to the fifth car and we are provided with the additional information that it is black in color, but even without this information we can easily identify the car because it has to be car number five.

The second sentence just takes you to the fifth black car; now this car could be the fifth car (in case the first four cars are also black) or it could be the tenth car or the twentieth car; in fact, it can be at any number as long as it satisfies the criterion of being the fifth black car.

So, on the GMAT, *which* is only explanatory or non-restrictive and is not needed to identify the subject of the sentence. In fact, you can easily remove the phrase starting with *which* and yet the meaning of the sentence would remain unchanged, whereas *that* is necessary to identify the subject of the sentence and cannot be done away with.

To make it even easier, remember the following two rules for 'which' to be correct on the GMAT:

1. *Which* should always come after a comma.
2. *Which* must refer to the noun that comes immediately before the comma.

In case either of these conditions is not satisfied, there's a pronoun error in the sentence and needs to be corrected.

For example, let's modify the earlier example a little:

The fifth car in the row, *which* is black in color, belongs to Jack.

Now, even though *which* is coming after a comma, the noun immediately before the comma is *row*, but *which* refers to the *black car* and not to the *black row*. Hence, there is a pronoun error in the sentence since *which* has an incorrect referent.

The only exception to the above rule is when *which* is preceded by a preposition such as *in which*, *of which*, *from which*, *etc.* In such cases, you do not need a comma before *which*.

For example:

The group of *which* I am a member has been dissolved.

In this sentence, even though there is no comma, the use of *which* is correct since it follows the preposition *of*.

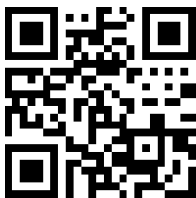
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(OG 2018 – Q 674, 694, 714, 719, 726, 729, 735, 753, 778, 798)
(OG 2017 – Q 693, 698, 714, 718, 725, 729, 750, 779, 798)
(OG 2016 – Q 15, 27, 30, 46, 50, 59, 78, 113, 122, 133)
(OG VR 2018 – Q 241, 245, 247, 251, 272, 288)
(OG VR 2017 – Q 193, 219, 225, 245, 256, 273, 286, 294)
(OG VR 2016 – Q 3, 30, 37, 66, 78, 83, 96, 105)

Important: While the *which* rule will work on 99% of the questions, it is possible to have that rare question on which *which* does not refer to the noun immediately before the comma. Refer to *OG 2016 Question no. 55*. However, note that in this question there is absolute clarity that *which* can only refer to *letters* because *which* cannot refer to *humans* and also because *which* takes the plural verb *were*.

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(OG 2018 – Q 724)
(OG 2017 – Q 723)
(OG 2016 – Q 55)



Scan this QR code to watch a video on how to choose between *that* and *which* on the GMAT.

5. The Usage of *Who* and *Whom*

The difference between *who* and *whom* is exactly the same as the difference between *I* and *me*, *he* and *him*, *she* and *her*, etc. *Who*, like *I*, *he*, and *she*, is a subject—it is the person performing the action of the verb. *Whom*, like *me*, *him*, and *her*, is an object—it is the person to/about/for whom the action is being done.

Consider the following two examples:

1. Who is going for the movie?
2. Whom is this movie about?

In sentence 1, *who* is the subject performing the action *going* on the object *movie*. In sentence 2, *movie* is the subject and *whom* is referring to the object of the sentence.

Remember that if the answer to *Who/Whom* is *I*, *he*, *she*, etc., then the correct pronoun is *Who* and if the answer is *me*, *him*, *her*, etc., then the correct pronoun is *Whom*.

For example, in Sentence 1 discussed above, the answer to the question is ‘*he* is going for the movie’ and not ‘*him* is going for the movie’. Hence, the correct word is *Who*.

Similarly, in Sentence 2, the answer to the question is ‘the movie is about *him*’ and not ‘the movie is about *he*’. Hence, the correct word is *Whom*.

Whom is also the correct choice after a preposition: *with whom*, *one of whom*, etc. and not *with who*, *one of who*, etc.

On the GMAT *who* and *whom* are used to refer to people and *that* and *which* are used to refer to inanimate things. However, *whose* can be used to refer to both animate as well as inanimate subjects.

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(OG VR 2017 - Q 243)

6. *Do it vs. Do so*

Consider the following question:

Although it is conceivable that man may someday be able to fly, there is no clear evidence at the moment of his ability to do it.

- A) of his ability to do it
- B) of his doing that
- C) to do so
- D) that he can do so
- E) of his ability to do that

While Option A, B and E might look correct to some of you, the pronouns *it* and *that* are considered ambiguous since it is not clear what these pronouns refer to. In such questions, the best option is to replace these pronouns with *so*.

This brings us to options C and D but C distorts the meaning by suggesting that evidence is doing something.

The correct answer, therefore, is D.

When stuck between *do it* and *do so*, always go with *do so*.

7. One vs. You

Usually, when giving advice to others or while making general statements, we tend to use the pronouns *one* and *you*. Care must be taken never to mix up these two pronouns.

Incorrect: If *one* does not study, *you* should not be surprised when *you* do badly in the test.

Correct: If *one* does not study, *one* should not be surprised when *one* does badly in the test.

Correct: If *one* does not study, *he* or *she* should not be surprised at having done badly in the test.

8. That vs. Those

The average scores of students this year are higher than *that* of students last year.

When you get a question on the GMAT that is similar to the one above, you'll immediately assume you are being tested on Comparisons and check whether the comparison makes logical sense. Since you are aware that a common trick in such questions is to compare the average scores with students, you'll immediately scan the answer choices that do so and remove them (and this is the right approach, by the way).

However, in checking for Comparisons, you might forget to check for Pronoun Agreement. The moment you see *that* (as in the above sentence) you'll think it refers back to the scores, so the sentence is correct. However, *that* cannot refer to a plural noun; it can only refer to singular nouns. To replace plural nouns you must use *those*. So the correct sentence will read as follows:

The average scores of students this year are higher than those of students last year.

Important: In the above sentence, *that* is being used as a demonstrative pronoun, that is, a pronoun that substitutes for a noun. In such cases, *that* can never be plural. However, when *that* is used as a relative pronoun, then it can easily modify plural nouns as well.

For example:

The books *that* are lying on the table belong to me. (*that* here is a relative pronoun modifying the plural noun **books**)

This sentence should make things clear for you:

The books *that* are lying on the table belong to me, but ~~that~~ *those* lying on the chair belong to Jerry.

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(OG VR 2017 – Q 264)
(OG VR 2016 – Q 72)

9. A Pronoun cannot refer to an Adjective

A pronoun, by definition, is meant to stand in place of a noun only. A common trick the test makers use is to confuse you as to whether a word is being used as a noun or as an adjective.

Let's look at the following example:

After the success of the Spanish football team in recent years, more and more people in Spain are taking *it* up as a sport.

In the above sentence, *Spanish* and *football* are both used as adjectives to modify the noun *team*. So the use of *it* (taking it up as a sport) is incorrect because *it* technically does not have a noun antecedent in the sentence.

The correct sentence should read as follows:

After the success of the Spanish football team in recent years, more and more people in Spain are taking up *football* as a sport.

To Sum it up

- Pronoun reference – a pronoun should refer to one noun
- Avoid pronouns as much as possible in the correct answer
- Pronoun agreement – use a singular pronoun to replace a singular noun and a plural pronoun to replace a plural noun
- Pronoun Case – Subject Case (*I*), Object Case (*Me*), Possessive Case (*mine*)
- *That* is restrictive and *which* is non restrictive
- The Rule for *Which*
 - Must come after a comma and must refer to the noun immediately before the comma
 - Exception – When *which* comes after a preposition such as *in which*, *of which*, etc.
- Always prefer *do so* to *do it*
- Do not shift between *one* and *you*

Pronouns—Practice Drill

Check each of the following sentences for errors of Pronoun Reference, Agreement, and Case, and also try to come up with the correct sentence. Some sentences may be correct as written.

1. Ever since the author criticized his publisher, he has been disliked by the masses.
 2. The foreign delegation was greeted warmly by the mayor who presented them with a report on the development projects underway in the city.
 3. The rugby team and their coach believe that they can win the World Cup for a second time.
 4. John's methods are extremely unconventional, like that of Harry, so he did not receive much support from his colleagues.
 5. John's methods are extremely unconventional, like those of Harry's, so they did not receive much support from his colleagues.
 6. Jerry has tried to climb the mountain several times but so far he has failed to do it.
 7. Even though the Board of Trustees agrees with the school principal, they have refused to openly support him.
 8. It was shocking to hear the judge address my colleague and me as co-conspirators in the theft.
 9. My colleague and me were shocked to hear the judge address us as co-conspirators in the theft.
 10. If one wants to do well on the GMAT, you should be willing to work hard and with sustained efforts.
 11. When I went back to my hometown for the holidays, I was curious to know what movies they were playing in the theatres.
 12. The class consists of more than 200 students, many of who stay in the college dorm itself.
 13. One of the most mysterious places on earth, The Bermuda Triangle, which is also known as the Devil's Triangle, is a region in the North Atlantic Ocean.
 14. One of the most mysterious places on earth, The Bermuda Triangle that is also known as the Devil's Triangle is a region in the North Atlantic Ocean.
 15. The fashion designer's creations, some of which are very radical, have earned him accolades from the city's style icons.
 16. X-rays, which are used to detect bone fractures, are different from those that are used to detect chest infections.
-

Pronouns—Practice Drill: Explanations

1. **Correct Sentence:** Ever since the author criticized his publisher, *the author/the publisher* has been disliked by the masses.

Explanation: The sentence needs to make it clear who has been disliked by the masses—the author or his publisher?

2. **Correct Sentence:** The foreign delegation was greeted warmly by the mayor who presented *it* with a report on the development projects underway in the city.

Explanation: The plural *them* cannot refer to the singular noun *delegation*.

3. **Correct Sentence:** The rugby team and *its* coach believe that they can win the World Cup for a second time.

Explanation: The singular *team* requires the singular *its*. The use of *they* to refer to the team and the coach is correct.

4. **Correct Sentence:** John's methods are extremely unconventional, like *those* of Harry, so *John* did not receive much support from his colleagues.

Explanation: The singular *that* cannot refer to the plural *methods*. Also, *he* cannot refer to the possessive *John's*.

5. **Correct Sentence:** John's methods are extremely unconventional, like those of *Harry*, so they did not receive much support from his colleagues.

Explanation: The possessive *Harry's* is not required because *those* is already referring to the 'methods'. The use of *they* to refer to the plural *methods* is fine—John's colleagues did not support John/John's methods.

6. **Correct Sentence:** Jerry has tried to climb the mountain several times but so far he has failed to do *so*.

Explanation: The pronoun *it* cannot refer to the act of *failing to climb the mountain*. Use *so* instead.

7. **Correct Sentence:** Even though the Board of Trustees agrees with the school principal, *it* *has* refused to openly support him.

Explanation: The singular *Board* requires the singular pronoun *it*.

8. **Correct Sentence:** The sentence is correct as written. In case you are confused, try to read the sentence by omitting *colleague* from it.
-

9. **Correct Sentence:** My colleague and *I* were shocked to hear the judge address us as co-conspirators in the theft.

Explanation: The sentence requires the use of the subject form *I*. As in the previous sentence, try reading the sentence by omitting *colleague* from it.

10. **Correct Sentence:** If **one wants/you want** to do well on the GMAT, **one/you** should be willing to work hard and with sustained efforts.

Explanation: *You* and *one* cannot be used interchangeably. Either use *one* in both the places or use *you*.

11. **Correct Sentence:** When I went back to my hometown for the holidays, I was curious to know what movies *were playing in the theatres/the theatres were playing*.

Explanation: *They* does not have any antecedent in the sentence, so either *they* needs to be removed altogether or an antecedent needs to be inserted.

12. **Correct Sentence:** The class consists of more than 200 students, many of *whom* stay in the college dorm itself.

Explanation: The object form *whom* is required in the sentence to refer back to the students. In case you are still confused, try replacing *who* with *they (subject)/them (object)* and see which one makes sense. *Many of they* makes no sense but *many of them* does; hence, you require the object form of the relative pronoun who, that is, *whom*.

13. **Correct Sentence:** The sentence is correct as written. *Which* correctly refers to the Bermuda Triangle.
-

14. **Correct Sentence:** One of the most mysterious places on earth, The Bermuda Triangle, which is also known as the Devil's Triangle, is a region in the North Atlantic Ocean.

Explanation: In this sentence the use of the restrictive *that* will be incorrect because this would imply that there are more than one Bermuda Triangles and we are talking about the one that is also known as the Devil's Triangle. However, the content of the relative clause is merely extra information and so should be introduced by the non restrictive *which* instead.

15. **Correct Sentence:** *The creations of the fashion designer*, some of which are very radical, have earned him accolades from the city's leading style icons.

Explanation: In the original sentence, the objective pronoun *him* cannot refer to the possessive *fashion designer's* so the noun needs to be changed to *fashion designer*.

16. **Correct Sentence:** X-rays *that* are used to detect bone fractures are different from those that are used to detect chest infections.

Explanation: The sentence compares two different types of x-rays, so we need to use the restrictive *that* to highlight this difference. The use of *which* will imply that x-rays are being compared with x-rays. The use of *those*, to refer back to x-rays, is correct.

4.6 Modifiers

Modifiers

A **Modifier** describes and provides a more accurate definitional meaning to another element in a sentence.

For example:

John is a good student.

In this sentence, *good* is modifying *student*, that is, it is telling us what type of a student John is.

The two principal modifiers in the English language are *Adjectives* and *Adverbs*. Let's take a look at what they modify:

1. Adjectives modify Nouns and Pronouns

- Tom Hanks is a great actor. (Adjective *great* modifies the noun *actor*)
- The drink is in the tall glass. (Adjective *tall* modifies the noun *glass*)

2. Adverbs modify Verbs

- He walked slowly. (Adverb *slowly* modifies the verb *walked*)
- Jake accepted the new task unwillingly. (Adverb *unwillingly* modifies the verb *accepted*)
- Michael slept soundly. (Adverb *soundly* modifies the verb *slept*)

3. Adverbs modify Adjectives

- They were really happy. (Adverb *really* modifies the adjective *happy*)
- My father is completely fearless. (Adverb *completely* modifies the adjective *fearless*)
- I know he is very careful. (Adverb *very* modifies the adjective *careful*)

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(OG 2016 – Q 16)
(OG 2015 – Q 14)

In addition, adverbs can also modify other adverbs, clauses, and sentences.

The Proximity Rule for Modification

The modifier should be placed as close as possible to what it modifies.

If the above rule is not followed, the entire meaning of a sentence can change.

For example:

- *Only* John can eat the pizza.
- John can *only* eat the pizza.
- John can eat the pizza *only*.

Only is the modifier in the above sentences. Depending on what *only* modifies (*John* or *eat* or *pizza*) the entire meaning of the sentence changes.

Here is another example in which the error looks less obvious (but is definitely there):

The two friends are discussing the soccer match in the stadium.

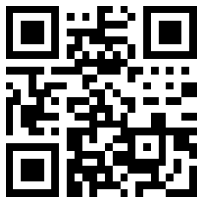
So, where are the two friends? If you've answered *in the stadium*, you may not necessarily be correct because it could very well be the match that is in the stadium. In fact, the way the sentence is constructed, it is indeed the match that is in the stadium and we don't know where the friends are having their discussion.

If you want to convey the meaning that the two friends are in the stadium, then put the modifying phrase *in the stadium* closer to the two friends, as shown in the following example:

The two friends are in the stadium discussing the soccer match.

So, as a general rule, what is being modified and what is doing the modification—the two should physically be as close to each other as possible.

All that modifiers will test you on is the placement of words, phrases, and clauses in a sentence. This is what makes modification errors difficult to spot because the sentence may sound and look absolutely correct to you but may still have an error.



Scan this QR code to watch a video on how to use *only* correctly on the GMAT.

How will the GMAT test you on Adjectives and Adverbs?

1) By giving you a choice between an Adjective and an Adverb

Let's look at the following two examples:

1. My teacher has advised me to practice verbal questions regularly.
2. My teacher has advised me to practice regular verbal questions.

While the two sentences may look the same, they are in fact conveying very different meanings.

In the first sentence, the adverb *regularly* is modifying the verb *practice*. Hence, this sentence means that I should practice verbal questions every day or every other day.

In the second sentence, the adjective *regular* modifies the noun *questions*. Hence, this sentence means that I should practice a particular type of verbal questions, that is, the regular ones. I should not practice the advanced ones or the easy ones. This sentence does not tell me anything about how regularly I need to practice these questions.

Some common adjective-adverb pairs that the GMAT likes to test are:

- Regular/regularly
- Economic/economically
- Seeming/seemingly

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(OG VR 2018 – Q 259)
(OG VR 2017 – Q 240)
(OG VR 2016 – Q 53)

2) By confusing you with the placement of the Adjective/Adverb

This comes directly from the proximity rule discussed earlier in this chapter. In this case, the sentence will contain either the adjective or the adverb but different options will put the adjective/adverb at different places. You need to identify the correct placement of the same, keeping in mind the overall meaning that the sentence is trying to convey.

- My dentist *regularly* instructs me to brush my teeth; therefore, I brush my teeth twice a day.
- My dentist instructs me to *regularly* brush my teeth; therefore, I brush my teeth twice a day.

As you can see, both of these sentences are grammatically correct but convey different meanings. The first one implies that the dentist instructs me regularly but doesn't tell me anything about how often I should brush my teeth. In contrast, the second one implies that I should brush my teeth regularly but doesn't tell me how often the dentist instructs me.

So, then how do we decide which option is correct?

Well, we look at the rest of the sentence.

The part after *therefore* states that, as a result of the first part of the sentence, I brush my teeth twice a day, that is, *regularly*. This corresponds to the meaning conveyed by the second sentence, which should be the correct answer.

This is a classic example of a question testing you on the meaning of a sentence. We'll see more of these in the chapter on *Meanings*.

So, we've seen how the GMAT is going to test you on adjectives and adverbs. However, the GMAT will not restrict itself to the use of only individual adjectives and adverbs; it will go one step ahead and give you phrases and clauses that again act as adjectives or adverbs—Adjectival phrase/clause and Adverbial phrase/clause.

The Adjectival Phrase/Clause (Noun Modifiers)

These are also known as noun modifiers and function as an adjective, that is, they modify the noun or pronoun in a sentence.

Let's look at the following example:

John is visiting Japan, the land of the rising sun.

In this sentence the adjectival phrase *the land of the rising sun* is modifying or describing the noun Japan.

The Touch Rule for Noun Modifiers

In general, a noun modifier (adjectival modifier/participial phrase) must touch the noun or pronoun that it modifies.

If we were to rephrase the above example as:

John, the land of the rising sun, is visiting Japan.

This sentence implies that it is **John** who is the *land of the rising sun*. This obviously doesn't make any sense.

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(OG 2018 – Q 696, 705, 706, 709, 729, 733, 736, 743, 790)
(OG 2017 – Q 695, 703, 704, 707, 711, 729, 733, 735, 791))
(OG 2016 – Q 29, 37, 41, 59, 63, 66, 126)
(OG VR 2018 – Q 189, 195, 196, 197, 198, 209, 217, 224, 231,
238, 258, 282, 297, 298)
(OG VR 2017 – Q 189, 196, 198, 210, 220, 237, 248,
257, 279, 281, 289)
(OG VR 2016 – Q 7, 9, 31, 50, 60, 67, 99)

However, don't get too carried away by the Touch Rule. It is, sometimes, possible for a noun modifier to modify a distant noun as well.

For example:

The house that is next to the river, dilapidated with age, belongs to my uncle.

In this sentence, the modifying phrase *dilapidated with age* comes next to the river but is obviously referring to the house (the river can't really be dilapidated can it?) In this case, the modifying phrase *that is next to the river* is called a vital or essential modifier (because it is vital to identify which house we are talking about) and the phrase *dilapidated with age* is called a non-vital or non-essential modifier (because it gives extra information and the sentence will convey the same meaning even if this were to be removed from the sentence).

(You've seen this earlier in the case of *That* vs. *Which*)

Your major takeaway from this discussion should be not to follow rules blindly—the sentence eventually has to make sense.

The Adverbial Phrase/Clause

These phrases/clauses can modify the action of the entire preceding clause. They don't have to follow the touch rule and can be used much more freely in a sentence.

Let's look at an example:

Michael Phelps won four gold medals in the 2012 summer Olympics, bringing to 18 his overall gold medal count.

In this sentence, the modifying phrase *bringing to 18 his overall gold medal count* is not modifying the closest noun 'Olympics'; rather, it is modifying the action of the entire preceding clause and, hence, is an adverbial modifier.

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in the corresponding editions of the
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(OG 2018 – Q 702, 714, 762)
(OG 2017 – Q 714, 763)
(OG 2016 – Q 46, 96)
(OG VR 2017 – Q 212, 225)
(OG VR 2016 – Q 23, 37)



Scan this QR code to watch a video on how to tell whether you are looking at a Noun Modifier or an Adverbial Modifier.

Do not get too bogged down by Noun and Adverbial modifiers. The GMAT will test you on these in limited ways, which we will discuss now. As long as you are aware of (and look out for) these, you will not face any problems tackling Modification questions on the GMAT.

How will Modifiers be Tested on the GMAT?

The GMAT generally deals with modifying phrases. Usually set off by commas, modifying phrases provide more information about the subject or object in the main clause of the sentence without directly naming it. In order for a modifying phrase to be used correctly, it must be placed as close as possible to the object or person that it modifies. The following are some typical ways in which the GMAT can test you on these:

1. Misplaced Modifiers

Let's begin with an example:

In an effort to do well in the exam, *ten hours* of study were put in everyday by John.

The phrase *In an effort to do well on the exam* is called a modifying phrase because it is modifying a subject (which is not contained within the phrase). The person who is making the effort is the subject of the sentence, that is, *John*.

Per the Proximity rule mentioned earlier, the modifier must be as close as possible to what it modifies, but in the above sentence, the modifying phrase is followed by *ten hours*.

Hence, this is a case of a misplaced modifier; the correct sentence should put the subject, that is, *John*, immediately after the comma.

Now, let's look at the revised sentence:

In an effort to do well in the exam, *John* put in ten hours of study every day.

It is usually quite easy to identify misplaced modifiers—whenever a sentence begins with a modifying phrase (especially one that starts with an *-ing* word) followed by a comma, the noun or pronoun following the comma should be what the phrase is referring to.

However, do not assume that a modifying phrase can come only at the beginning of a sentence—it can come in the middle or even at the end. Let's look at an example of each.

Modifying phrase in the middle:

John, a laptop mechanic, came to my house yesterday. (modifying phrase *a laptop mechanic* is modifying the subject *John*)

You cannot say—John came to my house yesterday, a laptop mechanic.

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(OG 2017 – Q 711)
(OG 2016 – Q 41)

Modifying phrase at the end:

Jack is travelling to Japan, the land of the rising sun. (modifying phrase *the land of the rising sun* is modifying *Japan*)

The following are two common forms of Misplaced Modifiers on the GMAT:

1. Participial Phrase

A phrase that starts with a present or a past participle (may or may not be preceded by a preposition). Whenever a sentence starts with a participial phrase, there will almost always be a misplaced modifier lurking around the corner.

Examples:

Incorrect: Educated at Eton and then at Oxford, it was surprising that George could not get into a decent business school. (Sentence starts with the past participle *educated*, so the one who was educated, that is, *George* should come after the comma and not *it*.)

Correct: Educated at Eton and then at Oxford, George surprisingly could not get into a decent business school.

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(OG 2018 – Q 716, 718, 748)
(OG 2017 – Q 716, 717, 746)
(OG 2016 – Q 48, 49, 74)

2. Adjectives or Adjectival Phrase

An adjectival phrase is a group of words that acts as an adjective by modifying a noun.

Examples:

Incorrect: Tall and handsome, a striking figure was cut by the singer.

Correct: Tall and handsome, the singer cut a striking figure.

Incorrect: Known for its strong sense of ethics, one of India’s most respected conglomerates is the Tata group.

Correct: Known for its strong sense of ethics, the Tata group is one of India’s most respected conglomerates.

2. Dangling Modifiers and Introducing New Words

Usually, it is suggested that you do not add additional words to the original sentence, but sometimes you may have to add in new words to make the meaning of the sentence clear, especially on Modification questions.

For example:

Using a stethoscope, heartbeats can be detected.

This sentence sounds fine but, using the knowledge of Modifiers that you have acquired in this chapter, you know that this cannot be correct since what follows the comma should be the person who is using the stethoscope. As no such person is mentioned in the original sentence, the modifying phrase *Using a stethoscope* is called a dangling modifier.

To correct this error, you will have to add in a new word to the sentence to make it correct.

For example:

Using a stethoscope, *a doctor* can detect heartbeats

Whenever a sentence starts with an *-ing* word (technically called a participial phrase), it will almost always be a modification question with the noun that is doing the action of the *-ing* word coming immediately after the comma.

For example:

- Rivaling the Taj Mahal in beauty,... (whatever is **rivaling** the Taj should come after the comma)
- Running the first mile quickly,... (whoever is **running** the first mile quickly should come after the comma)
- Looking fitter than ever, ... (whoever is **looking** fitter than ever should come after the comma)

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 723, 797)
(OG 2017 – Q 722, 797)
(OG 2016 – Q 54, 132)

3. Watch out for the Possessive Trap

When a modifying phrase is followed by a possessive noun, double check whether the phrase is modifying the correct subject.

Incorrect: Coming out of the house, *John's laptop* was stolen.

Even though this sentence may sound correct, it is actually incorrect because the subject is *John's laptop* and not *John*. So, the modifying phrase *Coming out of the house* is incorrectly modifying *John's laptop* in the original sentence, making it appear as though John's laptop was coming out of the house.

Correct: Coming out of the house, *John* was robbed of his laptop.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 683, 718, 746)
(OG 2017 – Q 682, 717, 744)
(OG 2016 – Q 17, 49, 72)
(OG VR 2018 – Q 283)

4. Back-to-Back Modifying Phrases

Consider the following sentence:

The fifth student in the row, next to the girl with braids, wearing a red shirt, is my son.

In this sentence you are using two back-to-back modifying phrases—*next to the girl with braids* and *wearing a red shirt*—leading to lots of confusion! Is the girl wearing the red shirt or is the son wearing it? To avoid such confusion, it is always incorrect to use two back-to-back modifying phrases.

This will of course only be the case when both the phrases are essential or non essential. If one phrase is essential and the other non essential, then the sentence is correct. For example, in the sentence we saw earlier—*The house that is next to the river, dilapidated with age, belongs to my uncle*—an essential and a non essential modifier are used back-to-back. So, there is nothing wrong with this sentence.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2017 – Q 787)
(OG 2016 – Q 121, 122)

Exceptions to the Modification Rule

While in general a modifying phrase must be placed immediately next to the subject that it is intended to modify, there may be certain cases in which this rule can be relaxed a little. These will almost always involve the use of relative pronouns such as ‘that’ and ‘who’.

1. Terry has a penthouse in the city’s tallest building that he uses to entertain his clients. (*That* obviously refers to the penthouse and not to the building.)
2. A President has finally been elected who will try to reverse the tide of unemployment and poverty in the country. (*Who* is modifying ‘President’ and not ‘elected’)

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 757, 764)
(OG 2017 – Q 756, 764)
(OG 2016 – Q 86, 97)

To Sum it up

- Adjectives modify nouns or pronouns
 - Adverbs modify verbs, adjectives, and even other adverbs
 - A modifier must be as close as possible to the subject it is modifying
 - Noun modifiers modify nouns and pronouns and must touch the noun or pronoun they modify
 - Adverbial modifiers modify the entire action of the preceding clause and do not follow the Touch rule
 - Misplaced Modifier
 - Put the subject immediately next to the modifying phrase
 - Dangling Modifier
 - The sentence doesn't contain a subject, so add one can detect heartbeats (Correct)
 - The Possessive trap
 - Be careful when you see a possessive noun immediately after a modifying phrase
 - The use of back-to-back modifying phrases is always incorrect
-

Modifiers—Practice Drill

Identify the errors of Modification in each the following sentences and try to come up with the correct answer. Some sentences may have more than one correct answer and some may be correct as written.

1. Trevor and McCormick are discussing the butterfly in the garden. (*The butterfly is mentioned in their books.*)
 2. Having topped his class throughout school, Tim's grades did not surprise anyone.
 3. Using a guitar, music can be created.
 4. Richard won the boxing match easily, sinewy and strong.
 5. While they did not work last year, analysts believe that the company's strategies may just bear fruit this year.
 6. The accused said in his home he had all the required proof.
 7. Not something Tim was known for, he surprised everyone with his perceptiveness.
 8. Sharing its borders with France and Germany, Switzerland's watches and chocolates are famous all over the world.
 9. Having spent most of his time in tropical countries, John found the Russian weather unbearable cold.
 10. Having learnt acting from the best in the business, tall and handsome, the actor looks set to become a superstar.
 11. To ensure that a product sells well, it has to be introduced gradually to the market.
 12. Gotham city witnessed yet another shooting incident just two days after a robbery and firing took place outside the city park, this time in the Northern suburbs.
 13. Noticing a large police contingent on the road, the assailant panicked and, leaving his weapons behind, abandoning the car and escaping.
 14. Shedding his usual reticence, the President of the citizen's group spearheaded a sharp attack on the city Municipal Commissioner, forced the Commissioner to unconditionally withdraw his disparaging reference to the economically backward citizens of the city.
 15. California has been a natural choice of most consulting companies, being home to head offices or delivery centres of some of the world's biggest companies.
 16. The brainchild of two college dropouts now settled in London, a team of healthcare and technology professionals formally founded Meditech.
-

17. Stating the desire of most students to pursue management education abroad as a trend that is expected to grow manifold over the next few years, the company's intentions of making huge capital expenditures are justified.
 18. A person's appearance can be ruined by poor cared for shoes.
 19. Until recently, the seeming/seemingly conflict of interest wouldn't have mattered much to John but now it does.
 20. The car in front of me was moving so slow that I had to overtake it from the wrong side.
-

Modifiers—Practice Drill: Explanations

1. **Correct Answer:** Trevor and McCormick are in the garden discussing the butterfly.

Explanation: Since the prepositional phrase ‘in the garden’ refers to Trevor and McCormick and not to the butterfly, this phrase should be placed closer to Trevor and McCormick.

2. **Correct Answer:** Having topped his class throughout school, Tim did not surprise anyone when he scored good grades.

Explanation: The modifying phrase ‘*Having topped his class throughout school*’ incorrectly modifies *Tim’s grades*. The phrase should actually modify *Tim*.

3. **Correct Answer:** Using a guitar, a musician can create music.

Explanation: The sentence starts with the modifying phrase ‘*Using a guitar*’, so whoever is using the guitar needs to come immediately after the comma. In this case, since the sentence has no subject, we’ll have to add one— the musician.

4. **Correct Answer:** Richard, sinewy and strong, won the boxing match easily.

Explanation: The adjectival phrase *sinewy and strong* is modifying the noun *Richard* and hence should touch *Richard*.

5. **Correct Answer:** While they did not work last year, the company’s strategies, analysts believe, may just bear fruit this year.

Explanation: The sentence starts with a modifying phrase *While they did not work last year*, so whatever did not work earlier needs to come after this phrase—the *company’s strategies* and not *the analysts*.

6. **Correct Answer:** The accused said that in his home he had all the required proof.
OR

The accused said in his home that he had all the required proof.

Explanation: The original sentence can be interpreted in two ways as written above. The usage of ‘that’ in the correct place will specify which of the two meanings the sentence is trying to convey.

7. **Correct Answer:** Not something Tim was known for, his perceptiveness surprised everyone.

Explanation: The modifying phrase *Not something Tim was known for* refers to *Tim’s perceptiveness* and not to *Tim*.

8. **Correct Answer:** Sharing its borders with France and Germany, Switzerland is famous all over the world for its chocolates and watches.

Explanation: The modifying phrase *Sharing its borders with France and Germany* refers to *Switzerland* and not to its watches and chocolates.

9. **Correct Answer:** Having spent most of his time in tropical countries, John found the Russian weather unbearably cold.

Explanation: We require the adverb *unbearably* to modify the adjective *cold*. (*cold* is modifying the noun *weather*)

10. **Correct Answer:** Having learnt acting from the best in the business, the actor, tall and handsome, looks set to become a superstar.

Explanation: The sentence starts with two back-to-back modifying phrases. Placing the subject *the actor* in between the two corrects this error.

11. **Correct Answer:** To ensure that a product sells well, its manufacturer has to gradually introduce it to the market.

Explanation: The sentence starts with a modifying phrase *To ensure that a product sells well*. Someone needs to be doing this ensuring, so we will have to insert a subject after the comma—*its manufacturer, a company, a CEO, etc.*

12. **Correct Answer:** Gotham city witnessed yet another shooting incident, this time in the Northern suburbs, just two days after a robbery and firing took place outside the city park.

Explanation: The modifying phrase *this time in the Northern suburbs* obviously refers to the current shooting incident and, hence, needs to be placed next to it in the sentence.

13. **Correct Answer:** Noticing a large police contingent on the road, the assailant panicked and, leaving his weapons behind, abandoned the car and escaped.

Explanation: This is a mix of a modification and a parallel structure question. In its current form, the sentence doesn't make much sense because it ends with two back-to-back modifying phrases. To correct this, change the participles in the last part of the sentence to verbs—*abandoned* and *escaped*.

14. **Correct Answer:** Shedding his usual reticence, the President of the citizens group spearheaded a sharp attack on the city Municipal Commissioner, forcing the Commissioner to unconditionally withdraw his disparaging reference to the economically backward citizens of the city.

Explanation: The sentence, as written, is incorrect. If you are trying to say that the President of the citizens group did two things—spearheaded and forced—then you need an ‘and’ before ‘forced’ but the sentence doesn’t have this.

In fact, the President of the citizens group just did one thing—spearhead a sharp attack. As a result of this attack, the Municipal Commissioner had to withdraw his disparaging remarks. So it’s best if we use the participle ‘forcing’, thereby converting that entire clause into an adverbial modifier modifying the action of the entire previous clause.

15. **Correct Answer:** California, home to head offices or delivery centres of some of the world’s biggest companies, has been a natural choice of most consulting companies.

Explanation: The modifying phrase *home to head offices or delivery centres of some of the world’s biggest companies* needs to be next to California and not to consulting companies.

16. **Correct Answer:** The brainchild of two college dropouts now settled in London, Meditech was formally founded by a team of healthcare and technology professionals.

Explanation: The sentence starts with a modifying phrase *The brainchild of two college dropouts now settled in London*, so what was this brainchild needs to follow the comma—obviously Meditech.

17. **Correct Answer:** Stating the desire of most students to pursue management education abroad as a trend that is expected to grow manifold over the next few years, the company justified its intentions of making huge capital expenditures.

Explanation: The sentence starts with a modifying phrase *stating the desire...few years*, so whoever is stating this desire needs to come after the comma—the company and not its intentions.

18. **Correct Answer:** A person’s appearance can be ruined by poorly cared for shoes.

Explanation: You require the adverb *poorly* to modify the adjective *cared*.

19. **Correct Answer:** Until recently, the seeming conflict of interest wouldn’t have mattered much to John but now it does.

Explanation: You require the adjective *seeming* to modify the noun phrase *conflict of interest*.

20. **Correct Answer:** The car in front of me was moving so slowly that I had to overtake it from the wrong side.

Explanation: You require the adverb *slowly* to modify the verb *moving*.

4.7 Parallel Structure

Parallel Structure

Parallel Structure or **Parallelism** is one error type in which you can get from the easiest to the most difficult of questions. It's not surprising that this is the most common error type tested in the GMAT OG.

Looking at it conceptually, parallel structure is all about consistency. Whenever you come across a sentence that contains a list or series of items or actions (typically separated by commas), you should immediately know that you have come across a Parallel Structure question.

For example:

Jerry likes *walking* and *to swim*.

In this sentence the gerund *walking* is not parallel to the infinitive *to swim*. The correct sentence will read as follows:

Jerry likes *walking* and *swimming*.

OR

Jerry likes *to walk* and *to swim*.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 763)
(OG VR 2017 – Q 195)
(OG VR 2016 – Q 4, 6)

Now, let's look at some variants of another sentence:

- Tom can go to his school by bus, train, or cab.
- Tom can go to his school by bus, train, or by cab.
- Tom can go to his school by bus, by train, or by cab.

The first option is correct, since it is implied that 'by' applies to the other two options as well; the third option is also correct for the same reason (albeit wordy); however, the second option is incorrect because it implies that 'by' is needed only for the bus and the cab and that 'by' is not needed for the train. Therefore, as stated earlier, consistency is the key to identifying and answering parallelism questions.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG VR 2017 – Q 191)
(OG VR 2016 – Q 1)

Let us now look at the various scenarios, involving parallel structure, which you are likely to come across on the GMAT:

1. Parallel Structure with Nouns

- She bought a skirt and a blouse.

2. Parallel Structure with Adjectives

- The canoes are light but sturdy.

3. Parallel Structure with Adverbs

- The tiger walked slowly and menacingly towards its prey.

4. Parallel Structure with Verbs

When you have more than one verb in a sentence, be sure to make the verbs parallel by not shifting the tenses unnecessarily. Also, don't shift from an active to a passive verb.

Correct - John *prepared* the presentation on the train and *delivered* it at the meeting. (parallel: both verbs are active and in the simple past tense)

Incorrect - John *prepared* the presentation on the plane, and it *was delivered* by him at the meeting. (faulty parallelism: active and passive verb)

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 697, 765)
(OG 2017 – Q 696, 757, 765)
(OG 2016 – Q 87, 98)
(OG VR 2018 – Q 205, 293)
(OG VR 2017 – Q 194, 224, 253)
(OG VR 2016 – Q 5, 35, 41, 64)

5. Parallel Structure with Infinitives

Correct - Jessica likes *to sing*, *to dance*, and *to play* the cello.

Correct - Jessica likes *to sing*, *dance*, and *play* the cello.

Incorrect - Jessica likes *to sing*, *to dance*, and *play* the cello.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 789)
(OG 2017 – Q 748, 789)
(OG 2016 – Q 75, 124)
(OG VR 2017 – Q 205, 212, 249, 262, 289)
(OG VR 2016 – Q 16, 23, 61, 70, 99)

6. Parallel Structure with Gerunds/Participles

Correct - John likes *hiking*, *swimming*, and *cycling*.

Incorrect - John likes *hiking*, *swimming*, and *to ride* a bicycle.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG VR 2017 – Q 197, 204, 223)
(OG VR 2016 – Q 8, 15, 34)

7. Parallel Structure with Clauses

Incorrect - The teacher suggested *that the students come* to class on time and *complete* their homework assignments regularly.

Correct - The teacher suggested *that the students come* to class on time and *that they complete* their homework assignments regularly.

In the above sentence, since the teacher is making two suggestions, the *that* has to be repeated before the second suggestion to connect it to the verb *suggested*. Otherwise, the meaning conveyed is that the teacher is making just one suggestion—that maybe the students come to the class and do the homework in the class.

Please reference this question
in the corresponding edition of the
GMAT Official Guide

(OG VR 2016 – Q 17)

8. Parallel Structure with Correlative Conjunctions

Correlative Conjunctions, in simple English, are pairs of words that always go together. If you have the first word present in a sentence, the second has to be there as well, else the sentence is considered incorrect.

Examples:

- Not only ... but also
- No sooner ... than
- Either ... or
- Neither ... nor
- Both ... and

Important - Correlative conjunctions always join grammatically equal elements (For example, noun and noun, adjective and adjective, phrase and phrase, clause and clause, etc.) They also lend equal weight to the joined elements, that is, one joined element is always equal to but never subordinate to the other.

Examples:

Correct: The workers disputed not only *the magazine article* but also *the company's official statement*. (parallel: phrase with phrase)

Incorrect: The workers disputed not only *the magazine article* but also they disputed *the company's official statement*. (faulty parallelism: phrase with clause)

Correct: Either *I like the job* or *I don't like it*. (parallel: clause matched with clause)

Correct: Either *I like the job* or *I don't*. (parallel: clause matched with clause)

Incorrect: Either *I like the job* or *not*. (faulty parallelism: clause matched with adverb)

Correct: I have neither *the patience* nor *the desire* to complete the assignment. (parallel: noun phrase with noun phrase)

Incorrect: I have neither *the patience* nor *do I desire* to complete the assignment. (faulty parallelism: phrase matched with clause)

Important - When using correlative conjunctions, the construction that comes after the first conjunction must be repeated after the second.

Correct: John is neither from Paris nor from Germany.

Incorrect: John is neither from Paris nor Germany.

Since *from* comes after *neither*, it needs to be repeated after *nor* as well; else the sentence will be incorrect. However, if *from* were to come before *neither*, then it does not need to be repeated after *nor* because it is assumed that *from* applies to both *neither and nor*; repeating *from* in this case would actually be incorrect.

Correct: John is from neither Paris nor Germany.

Incorrect: John is from neither Paris nor from Germany.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 669, 673, 682, 699, 715, 744, 760, 766, 788)

(OG 2017 – Q 669, 673, 681, 715, 743, 761, 766, 786, 788)

(OG 2016 – Q 4, 14, 47, 71, 95, 99, 120, 123)

(OG VR 2018 – Q 194, 272, 285)

(OG VR 2017 – Q 192, 194, 195, 239, 271)

(OG VR 2016 – Q 2, 5, 6, 52, 54, 81)



Scan this QR code to watch a video on how to make Correlative Conjunctions parallel.

What to make Parallel – Check for Meaning

It is important that you use common sense while deciding which parts of a sentence to make parallel.

Consider the following sentence:

The total package cost from London to Paris is \$880 including airfare from London, spending two days at the Windsor Hotel, and taking a trip to the Eiffel Tower.

If you look at this sentence with a myopic vision (that is, without understanding its meaning) you might think it gets the parallel construction correct—*including, spending, and taking*, all end with *-ing*.

However, if you read the sentence again, you'll realize that *including* is common to all three things. So what actually has to be made parallel are the nouns *airfare, two days at the Grand Hotel, and a trip to Liberty Island*.

So the correct sentence should read:

The total package cost from London to Paris is \$880 including airfare from London, two days at the Windsor Hotel, and a trip to the Eiffel Tower.

How about this one then?

After the typhoon, the citizens of the county were left without food, power, and huge bills for reconstructing their houses.

When a preposition such as *without* is used in front of only the first member of a series, it's taken to refer to all the members of the series. In the context of this sentence, this means that the citizens were left without food, without power, and without huge bills for reconstructing their houses. The last part obviously doesn't make sense and can be corrected by rewriting the sentence.

Correct: After the typhoon, the citizens of the county were left without food and power, and with huge bills for reconstructing their houses.

Thus, to summarize, make it a point to understand the meaning of a sentence before you decide what aspects to make parallel. Making things parallel blindly could land you in trouble, especially on high difficulty questions.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2017 - Q 780)
(OG 2016 - Q 114)
(OG VR 2018 - Q 254)



Scan this QR code to watch a video discussing two important Parallel structure concepts.

Parallelism with Gerund Phrases and Action Nouns

Before discussing the parallelism rules for gerund phrases and action nouns, let's understand what these terms actually mean.

Gerund Phrase

We saw in the earlier section that gerunds are verbs that act as nouns. A Gerund Phrase is a group of words that starts with a gerund and includes other modifiers or objects.

For example:

- *Exercising daily* is good for the health.
- *Running very quickly* can be bad for your knees.

As you can see, in both these sentences, the gerund phrase is the subject of the verb. This is what separates a gerund phrase from participial phrases. A participial phrase will always modify the subject of the sentence, but it will never be the subject itself.

For example:

- *Running very quickly*, Usain Bolt won the race.

In this sentence, the phrase *Running very quickly* is acting as an adjective to modify the subject *Usain Bolt*. You've already seen these phrases in the previous chapter on Modifiers.

The examples above are all Simple Gerund Phrases, that is, phrases that start with a gerund and contain other modifiers and objects.

There is also something called a **Complex Gerund Phrase**, which almost always starts with an article (a, an, or the) and includes a preposition after the gerund. For example,

- *Selling books* is a good business (Simple gerund phrase)
- *The selling of books* is a good business (Complex gerund phrase)

Action Nouns

Action Nouns are obviously action words that are used as nouns in a sentence. So, what is the difference between Action nouns and Gerunds?

The following sentences should make this clear:

- *The inspection* of records is a tedious process. (Action noun)
- *Inspecting records* is a tedious process. (Simple Gerund Phrase)
- *The inspecting of records* is a tedious process. (Complex Gerund Phrase)

Hence, gerunds will always include the *-ing* form of the verb whereas action nouns will not.

Parallelism Rules for Gerund Phrases and Action Nouns

Now that you know what are Simple Gerund Phrases, Complex Gerund Phrases, and Action Nouns, here are the parallelism rules to follow when the sentence includes any/all of these:

i) A Simple Gerund Phrase can never be parallel to a Complex Gerund Phrase or to an Action Noun.

Incorrect: *Selling books* is a better business than the *selling of coffee*. (Simple gerund phrase and complex gerund phrase)

Correct: *Selling books* is a better business than *selling coffee*. (Both simple gerund phrases)

Correct: *The selling of books* is a better business than *the selling of coffee*. (Both complex gerund phrases)

ii) A Complex Gerund Phrase can be parallel to another Complex Gerund Phrase and also to Action Nouns.

Correct: *The raising of the white flag* and the *release* of prisoners are signs of peace. (Complex gerund phrase and action noun)

Correct: The raising of the white flag is as important as the lowering of weapons. (Both complex gerund phrases)

iii) Always prefer Action Nouns to Complex Gerund Phrases.

If an action noun exists for a verb, then prefer it to the complex gerund phrase.

Incorrect: *The raising of the white flag and the releasing of prisoners* are signs of peace.

The releasing of prisoners is a complex gerund phrase but there is already an action noun in the English language that denotes the same—*release*. Therefore, prefer *release* to the use of the complex gerund phrase.

Correct: *The raising of the white flag and the release of prisoners* are signs of peace. (Complex gerund phrase and action noun)



Scan this QR code to watch a video on how to make Gerund Phrases and Action Nouns parallel.

Parallelism with Past and Present Participles:

- The students, tired after the test and wanting to reach home quickly, took a short cut.
- The students, tired after the test and wanted to reach home quickly, took a short cut.
- The students, tiring after the test and wanting to reach home quickly, took a short cut.

If you were to get the above choices in a question and if you were in a hurry, you would most likely go with options two or three because *tired* and *wanted* look parallel and so do *tiring* and *wanting*.

However, if you concentrate a little, you will notice that both these choices seem or sound incorrect, and rightly so. In fact, option one is the correct sentence.

This is because *tired* and *wanting* are both used as adjectives (the past and the present participles, respectively), and, hence, correctly modify the noun *students*.

Option two uses *wanted* as a verb, which obviously can't parallel the adjective *tired*. Similarly, option three also distorts the meaning by suggesting that the students are *tiring* after the test whereas the students are already *tired*.

Therefore, the takeaway for you is that a past participle can be parallel to a present participle because they are both, in essence, adjectives.



Scan this QR code to watch a video discussing *one of the most difficult official questions* on this topic that we have come across.

The Usage of *that* Twice in a Sentence

Consider this example:

My trainer suggests *that*, in order to lose weight quickly, I cut out all carbohydrates from my diet and *that* I exercise for at least an hour every day.

The reason this sentence uses *that* twice is because the trainer is actually making two suggestions—one about the diet and one about the exercise—so *that* needs to be repeated before each suggestion to maintain parallelism.

If you don't repeat *that*, then you are implying that the trainer has actually made only one suggestion. Hence, this again boils down to your correct understanding of the meaning of the sentence.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 725, 792, 794)
(OG 2017 – Q 724, 737, 793, 795)
(OG 2016 – Q 68, 128, 130)



Scan this QR code to watch a video on when to repeat and when not to repeat *that* in a sentence.

Important Parallelism Markers

To make it easier to identify Parallelism errors, look out for the following common parallelism markers. If you spot any of these in a sentence, immediately check the sentence for parallelism.

- And
- Or
- Either...or
- Neither...nor
- Not only/just...but also
- Both...and

To Sum it up

- Correlative Conjunctions
 - Include word pairs that are always used together such as either ... or, not only ... but also, etc.
 - The construction after the first word has to be repeated after the second word
 - Pay attention to the meaning of the sentence to figure out what aspects to make parallel
 - Simple Gerund Phrases cannot be parallel to Complex Gerund Phrases or Action nouns
 - Complex Gerund Phrases can be parallel to Action Nouns
 - Present Participle can be parallel to a Past Participle
 - Sometimes it may be necessary to use *that* twice in a sentence
-

Parallelism—Practice Drill

Check each of the following sentences for the error of faulty Parallelism and come up with the correct sentence. Some sentences may be correct as written.

1. John did not like his new workplace because he could not leave early, come late, and he could not take long lunch breaks.
 2. His remarks suggested both sarcasm as well as bitterness.
 3. To become successful, one not only has to be willing to work hard but also he has to have some luck on his side.
 4. The CEO has decided to reduce costs, staff strength, and increase revenues.
 5. Modern cars are constructed either from aluminium or carbon fiber.
 6. The selling of books is a better business than selling grocery.
 7. Business expenditure, including the expenditure on entertaining clients, is different from spending on one's own entertainment.
 8. Performance consultancies help in identifying high potential leaders, creating a leadership pipeline, building engagement, more efficient hiring processes, and rewarding employees for good performance.
 9. A few of the crimes that hit headlines in the last few months, including the murder of a senior citizen, the looting of a bank ATM, and cloned credit cards, is/are yet to be cracked.
 10. The CEO said that as markets grow and with the intensification of competition, companies will have to come up with more and more innovative strategies to acquire customers.
 11. A typical intervention can have several customer interaction points such as training workshops, coaching, on-the-job training, and lasting from four to six months.
 12. While selecting a perfume, experts suggest that you select a scent that complements your personality and that it works with your skin.
 13. Olfactory experts suggest that, while selecting a perfume, you select not only a scent that complements your personality but also one that works with your skin.
-

Parallelism–Practice Drill: Explanations

1. **Correct Answer:** John did not like his new workplace because he could not leave early, come late, and take long lunch breaks.

Explanation: The three items at the end of the sentence—leave early, come late, and he could not take long lunch breaks—need to be parallel.

2. **Correct Answer:** His remarks suggested both sarcasm and bitterness.

OR

His remarks suggested sarcasm as well as bitterness.

Explanation: The correct idiom is ‘both X and Y’. Or, if you wish to use ‘as well as’, then remove ‘both’ from the sentence.

3. **Correct Answer:** To become successful, one not only has to be willing to work hard but also has to have some luck on his side.

Explanation: What comes after *not only* needs to be repeated after *but also*. Since ‘one’ is before *not only*, ‘one/he’ does not need to be repeated after *but also*.

4. **Correct Answer:** The CEO has decided to reduce costs and staff strength and increase revenues.

Explanation: While the sentence may look correct, as written, it has an error of meaning. The CEO has decided to reduce two things—costs and staff strength—and increase one thing—revenues. Thus, there needs to be an extra and between the two things that he has decided to reduce.

5. **Correct Answer:** Modern cars are constructed either from aluminium or from carbon fiber.

Explanation: Since *from* comes after *either*, it needs to be repeated after *or*.

6. **Correct Answer:** Selling books is a better business than selling grocery.

OR

The selling of books is a better business than the selling of grocery.

Explanation: The sentence compares a simple gerund phrase with a complex gerund phrase. To maintain parallelism, put a simple/complex gerund phrase on both sides.

7. **Correct Answer:** Business expenditure, including the expenditure on entertaining clients, is different from personal expenditure.

Explanation: The noun phrase ‘business expenditure’ is not parallel to the gerund + prepositional phrase combination ‘*spending on one’s own entertainment*’, so change this to a noun phrase as well.

8. **Correct Answer:** Performance consultancies help in identifying high potential leaders, creating a leadership pipeline, building engagement, making hiring processes more efficient, and rewarding employees for good performance.

Explanation: According to the sentence, performance consultancies help in doing five things. Four of these things start with participles—identifying, creating, building, and rewarding—so the fifth also needs to start with a participle, that is, *making*.

9. **Correct Answer:** A few of the crimes that hit headlines in the last few months, including the murder of a senior citizen, the looting of a bank ATM, and the cloning of credit cards, is/are yet to be cracked.

Explanation: The first two crimes are in the form of an action noun and a complex gerund phrase, so the third crime should also be a complex gerund phrase. The correct verb should be the plural *are* to match the subject *crimes*.

10. **Correct Answer:** The CEO said that as markets grow and as competition intensifies, companies will have to come up with more and more innovative strategies to acquire customers.

Explanation: The two things that the CEO said need to be parallel, so they both need to start with ‘*as*’.

11. **Correct Answer:** A typical intervention can have several customer interaction points such as training workshops, coaching, and on-the-job training, and can last from four to six months.

Explanation: The sentence tells us two things about a typical intervention—that it can have several customer interaction points and that it can last from four to six months. Obviously, these two need to be parallel. Again, there’s a sub list of three things within the customer interaction points; therefore, we need to use an *and* before the last item in this sub list.

12. **Correct Answer:** While selecting a perfume, experts suggest that you select a scent that complements your personality and that works with your skin.

Explanation: According to the sentence, the chosen scent should do two things—complement your personality and work with your skin. Both these things come after the relative pronoun *that*. Since *scent* comes before *that*, it is assumed that it applies to both the relative clauses starting with *that*; hence, we don't need to repeat the 'it' (to refer back to *scent*) in the second clause.

13. **Correct Answer:** The sentence is correct as written. Since *scent* comes after *not only*, it needs to be repeated after *but also*; hence, the use of *one* to refer back to *scent* is correct.
-

4.8 Comparison

Comparison

Comparison questions are a special category of parallel structure questions that involve two or more items being compared with one another.

Compared Items must be Logically Similar

To put it simply, while comparing two things, compare apples with apples and oranges with oranges.

Let's look at an example:

The students in my class are smarter than other classes.

This sentence is incorrect because it compares *students* with *classes*. The correct sentence should read as follows:

The students in my class are smarter than the students in other classes.

OR

The students in my class are smarter than those in other classes.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 678, 712, 727, 732, 780, 791, 802, 805)

(OG 2017 – Q 679, 692, 710, 726, 732, 792, 801, 805)

(OG 2016 – Q 12, 25, 40, 56, 62, 127, 135, 139)

(OG VR 2018 – Q 213, 215, 256, 265, 301)

(OG VR 2017 – Q 293, 298)

(OG VR 2016 – Q 41, 90, 104, 109)

Compared Items must be Grammatically Similar

This is the same as with parallel construction questions—compare nouns with nouns, verbs with verbs, and so on. Do NOT compare a noun with a verb or an adjective with an adverb, etc.

Let's look at an example:

I enjoy reading novels more than to watch movies. (*compares participle reading with infinitive to watch; hence, not parallel*)

The correct sentence should read as follows:

I enjoy reading novels more than I enjoy watching movies.

How will Comparisons be Tested on the GMAT

1. Unclear Comparisons

Incorrect: John loves Tina more than Katy.

This sentence can be interpreted in two ways—either John loves Tina more than he loves Katy or John loves Tina more than Katy loves Tina. This problem can be corrected by repeating the verb in the sentence.

Correct: John loves Tina more than he *loves* Katy

Correct: John loves Tina more than Katy *does*



Scan this QR code to watch a video on *when to repeat verbs in a sentence* and *when not to repeat them*.

2. Illogical Comparisons

Incorrect: The books at this shop are much more interesting than any other shop.

This sentence quite absurdly compares books with other shops, which obviously does not make any sense.

Correct: The books at this shop are much more interesting than the books at any other shop.

Correct: The books at this shop are much more interesting than those at any other shop.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 680, 761, 784)
(OG 2017 – Q 762)
(OG VR 2017 – Q 200)

3. The Usage of Comparative and Superlative Forms

When comparing two things, use the comparative form (*more/er*), and when comparing more than two things, use the superlative form (*most/est*).

Incorrect: Among all my students, John is *more* intelligent.

Correct: Among all my students, John is the *most* intelligent.

Incorrect: Between the two of them, his idea is the *best*.

Correct: Between the two of them, his idea is *better*.

Also, remember that if a sentence starts with a comparative such as *the more, the higher, etc.*, the second clause of the sentence will also start with a comparative.

Incorrect: The more John studies, he will score even higher.

Correct: *The more* John studies, *the higher* he will score.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 671, 688, 758)
(OG 2017 – Q 670, 685, 758)
(OG 2016 – Q 1, 90)
(OG VR 2017 – Q 212)
(OG VR 2016 – Q 23)

4. The Usage of *Like* and *As*

A common problem faced by most students is when to use *Like* and when to use *As*.

Since *Like* is a preposition and *As* is a conjunction, use *like* only to compare nouns and *as* for all other comparisons (For example, while comparing clauses.)

Examples:

1. John and Jacob, *as/like* their father Mark, are excellent players of chess.

In this sentence, *John and Jacob* are nouns that are being compared with another noun *Mark*. Hence, the correct word here is ‘like’.

2. Just *as/like* reading is good for the mind, running is good for the body.

In this sentence, two clauses *reading is good for the mind* and *running is good for the body* are being compared, so the correct word is ‘as’.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 691, 767)
(OG 2017 – Q 689, 768)
(OG 2016 – Q 21, 101)
(OG VR 2017 – Q 213)
(OG VR 2016 – Q 24, 29)

Whenever you spot the following words in a sentence—*like, unlike, more than, less than, as many as, as much as, as likely as*—check for the error of comparison.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 689, 704)
(OG 2017 – Q 686, 702)
(OG 2016 – Q 18, 35)

To Sum it up

- Compare apples with apples and oranges with oranges
 - Be careful of the comparative and superlative forms
 - *More/less* always takes a *than* and not *in comparison/as compared to*
 - *As many as/as much as* always takes another *as* and not *than*
 - *Like* and *As*
 - Use *Like* to compare nouns
 - Use *As* to compare everything else
 - If confused go with *as*
 - Never use *like* to give examples, use *such as* instead
 - Important comparison markers - *like, unlike, more than, less than, as many as, as much as, as likely as*
-

Comparison—Practice Drill

Check each of the following sentences for the error of illogical comparison and come up with the correct sentence. Some sentences may be correct as written.

1. He must be treated like/as any ordinary citizen.
 2. He must be treated like/as any ordinary citizen would be in a similar situation.
 3. Common sense would suggest that the management could have done much more to prevent the talks from collapsing as/than it did.
 4. The NYPD believes that it has controlled crime better this year than 2011.
 5. As/Like the University of Pennsylvania, several other higher education institutes like Boston University and the University of North Carolina are increasing their focus on global leadership programs.
 6. John's shirt, like that of his brother's, is pink in colour.
 7. Like many politicians, the senator's promises sounded great but ultimately led to nothing.
 8. Marine zoologists maintain that porpoises have powers of attention more sustained than that of chimpanzees.
 9. The cost of a year at college these days is greater than a house.
 10. Charlie's assumption, unlike James', was that the customers would attend the workshop just because the head of business was conducting it.
 11. Between the two movies, one from the horror genre and one from the comedy genre, the horror one is best.
 12. Of the numerous decisions facing the Supreme Court this term, the question of an individual's right to die is certainly the more perplexing.
-

Comparison—Practice Drill: Explanations

1. **Correct Answer:** He must be treated **like**/as any ordinary citizen.

Explanation: You use *like* to compare two nouns—he and any ordinary citizen.

2. **Correct Answer:** He must be treated like/as any ordinary citizen would be in a similar situation.

Explanation: In this sentence you are comparing two clauses—how he would be treated vis-à-vis how any ordinary citizen would be treated. Hence, go with *as*.

3. **Correct Answer:** Common sense would suggest that the management could have done much more to prevent the talks from collapsing as/**than** it did.

Explanation: The correct idiom is *more...than* and not *more...as*.

4. **Correct Answer:** The NYPD believes that it has controlled crime better this year than it did in 2011.

Explanation: The original sentence incorrectly compares the clause *how NYPD has controlled crime this year* with the noun *2011*. The correct comparison will have another clause after *than* as well.

5. **Correct Answer:** As/**Like** the University of Pennsylvania, several other higher education institutes **such as** Boston University and the University of North Carolina are increasing their focus on global leadership programs.

Explanation: Use *like* to compare the nouns—universities. Also use *such as* (and not *like*) to give examples.

6. **Correct Answer:** John's shirt, like that of his brother, is pink in colour.

OR

John's shirt, like his brother's, is pink in colour.

Explanation: The original sentence compares John's shirt with something (that) of his brother's shirt; this is obviously incorrect because the idea is to compare the two shirts. So, either use the possessive *brother's* or use the pronoun *that*, but not both.

7. **Correct Answer:** Like those of many politicians, the senator's promises sounded great but ultimately led to nothing.

Explanation: The original sentence incorrectly compares many politicians with the senator's promises. We can correct this by adding a *those* to the first clause to refer to promises.

8. **Correct Answer:** Marine zoologists maintain that porpoises have powers of attention more sustained than those of chimpanzees.

Explanation: The original sentence incorrectly uses the singular *that* to refer to the *powers of attention* of chimpanzees; we need the plural *those* instead.

9. **Correct Answer:** The cost of a year at college these days is greater than **the cost/that** of a house.

Explanation: The original sentence incorrectly compares *cost of a year at college* to *a house* and not to the *cost of a house*.

10. **Correct Answer:** The sentence is correct as written. It correctly compares Charlie's assumption with James' assumption. Remember that the possessive form of a name ending with 's' (such as James) only takes an apostrophe at the end without the 's'.

11. **Correct Answer:** Between the two movies, one from the horror genre and one from the comedy genre, the horror one is **better**.

Explanation: When comparing two things, use the comparative form *better* and not the superlative form *best*.

12. **Correct Answer:** Of the numerous decisions facing the Supreme Court this term, the question of an individual's right to die is certainly the **most** perplexing.

Explanation: When comparing more than two things (numerous decisions), use the superlative form *most* and not the comparative form *more*.

4.9 Idioms and Style

4.9.1 Idioms

Idioms are probably the trickiest aspect of Sentence Correction questions, primarily because we use a lot of them incorrectly in our day-to-day English usage.

Let's look at the following examples:

- (A) John has *forbidden* his kids *from* going out at night.
- (B) The GMAT *comprises of* AWA, IR, Quant, and Verbal sections.
- (C) The President of the United States is *considered to be* the most powerful person in the world.
- (D) I *believe* John's version as the truth.

As you may have already spotted, all of these sentences are incorrect.

Let's understand, why?

- (A) the correct idiom is *forbidden to* and not *forbidden from*
- (B) *comprises* does not take an *of*
- (C) *considered* does not take *to be*
- (D) the correct idiom is *believe to be* and not *believe as*

Therefore, the correct sentences will read as follows:

- (A) John has **forbidden** his kids **to** go out at night.
- (B) The GMAT **comprises** AWA, Quant, IR, and Verbal sections.
- (C) The President of the United States is **considered** the most powerful person in the world.
- (D) I **believe** John's version **to be** the truth.

An **idiom**, by definition, is the commonly and universally accepted usage of a group of words that could actually have different meanings when used individually. There is no reason why a particular idiom is correct or incorrect.

While there are more than 15000 idioms in the English language, the GMAT favors only a fraction of these. On the next page, we have provided a list of the idioms that are commonly tested on the GMAT along with their correct and incorrect usages (wherever applicable). Go through this list and memorize the ones that your ear doesn't recognize.



Remember that the best way to get idioms right is to get them wrong a few times. Our *Big Idiom Question Bank* helps you do just that. Check it out if you haven't already by scanning the QR code.

The Aristotle Prep Idiom List

1. **a means to** - something done to achieve something else

Correct: For some people, laptops are just a means to an end.

Incorrect: For some people, laptops are just a means for an end.

Incorrect: For some people, laptops are just the means to an end.

Note: Do not confuse this with the idiom *'by means of'* which means *by the use of something*.

2. **an instance of** - an example of

Correct: Downloading books illegally from the Internet is an instance of piracy.

Incorrect: Downloading books illegally from the Internet is an instance for piracy.

3. **ability to** - capability of doing something

Correct: Cats have the ability to see in the dark.

Incorrect: Cats have the ability of seeing in the dark.

Please reference this question
in the corresponding edition of the
GMAT Official Guide

(OG 2018 - Q 690)
(OG 2017 - Q 688)

4. **accused of** - to be charged with some wrongdoing

Correct: John has been accused of theft.

Incorrect: John has been accused to have committed theft.

Incorrect: John has been accused with theft.

5. **act as** - to serve in some special capacity, possibly temporarily

Correct: Modern mobile phones can act as cameras.

Incorrect: Modern mobile phones can act like cameras.

6. **act like** - behave in a certain way (will almost always refer to animate things)

Correct: “Please stop acting like a kid”, said the producer to the actor.

Incorrect: “Please stop acting as a kid”, said the producer to the actor.

7. **aid in** - to help someone in some kind of trouble

Correct: The motorists needed aid in finding their way out.

Incorrect: The motorists needed aid to find their way out.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2016 – Q 123)

8. **among X and Y** – to evaluate more than two options

Correct: John can’t decide among a laptop, a mobile phone, and a media player.

Incorrect: John can’t decide between a laptop, a mobile phone, and a media player.

9. **appear to be** – perceive as

Correct: This dish appears to be undercooked.

Incorrect: This dish appears undercooked.

10. **appeal to** - to please or to attract someone

Correct: Soap operas don’t appeal to me.

Correct: The idea of taking a vacation appeals to me a lot.

Incorrect: The idea of taking a vacation appeals for me a lot.

11. **approve / disapprove of** - to take a favorable/unfavorable view of someone/something

Correct: The chairman approves of the new marketing plan.

Correct: I disapprove of the use of cheating to pass a test.

Incorrect: I disapprove for the use of cheating to pass a test.

12. **as an adolescent/a teenager/a child**

Correct: As an adolescent, John suffered from tonsillitis.

Incorrect: While in adolescence, John suffered from tonsillitis.

13. **as many/much as** – used to lay emphasis on something

Correct: Jerry made as many as fifteen mistakes in the test.

Incorrect: Jerry has three times as many books than Tom does.

14. **associate with** - to be friendly with someone

Correct: Jacob likes to associate with honest people.

Incorrect: Jacob likes to associate among honest people.

15. **associate X with Y** - to link someone/something to some other thing or person

Correct: John always associates coke with pizza.

Incorrect: John always associates coke to pizza.

16. **attend to** - to take care of the needs of someone or something

Correct: Tim is attending to his sick mother.

Incorrect: Tim is attending for his sick mother.

17. **attribute X to Y** - to believe that someone or something is the source of something

Correct: We attribute our success to good fortune.

Incorrect: We attribute our success from good fortune.

Please reference this question
in the corresponding edition of the
GMAT Official Guide

(OG 2018 – Q 705)
(OG 2017 – Q 703)

18. **based on** – uses as a source

Correct: This movie is based on a true story.

Incorrect: This movie is based in a true story.

19. **be afraid of** – scared of

Correct: Tim is afraid of the dark.

Incorrect: Tim is afraid from the dark.

20. **believe to be** – think as

Correct: I believe John’s version to be the truth.

Incorrect: I believe John’s version as the truth.

21. **between X and Y** – used to choose between two things only

Correct: He had to choose between yoga and dance.

Incorrect: He had to choose between yoga or dance.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 769)
(OG 2017 – Q 770, 773)
(OG 2016 – Q 103, 105)
(OG VR 2016 – Q 102)

22. **both X and Y** – two things taken together

Correct: Both John and Jack are coming for dinner.

Incorrect: Both John as well as Jack are coming for dinner.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 673, 674, 681, 764)
(OG 2017 – Q 673, 680, 764)
(OG 2016 – Q 4, 13, 97)

23. **capable of** – have the ability to

Correct: Jerry is capable of great feats of strength.

Incorrect: Jerry is capable for great feats of strength.

24. **centers on** – to focus on someone or something in particular

Correct: The conversation centered on Mozart’s contribution to music.

Incorrect: The conversation centered around Mozart’s contribution to music.

25. **choose as** – to select

Correct: We choose him as our representative.

Incorrect: We choose him to be our representative.

26. **claim that** – used while proclaiming something

Correct: Walter claims that he can run backwards.

Incorrect: Walter claims he can run backwards.

27. **claim to be** – used while claiming to be some other person

Correct: The man claimed to be John's long lost son.

Incorrect: He is claimed as the best athlete of all times.

28. **compare to** – mostly used to praise someone by pointing similarities with someone else

Correct: In Argentina, Maradona is often compared to God.

Incorrect: In Argentina, Maradona is often compared with God.

29. **compare with** – used for actual comparison (as we know it)

Correct: John is comparing a BMW with a Mercedes.

Incorrect: John is comparing a BMW to a Mercedes.

30. **conceive of X as** – to think of someone or something as being someone or something else

Correct: Jack conceived of a camel as a means of transportation in the desert.

Incorrect: Jack conceived of a camel to be a means of transportation in the desert.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 778)
(OG 2017 – Q 779)
(OG 2016 – Q 113)

31. **concerned with** – involved with or connected to

Correct: This topic is concerned with the use of DNA sequencing.

Incorrect: This topic is concerned for the use of DNA sequencing.

32. **concerned about** – worried about

Correct: I am concerned about my brother's health.

Incorrect: I am concerned for my brother's health.

33. **conform to** - to agree with or behave within guidelines or regulations

Correct: Does my dress conform to your regulations?

Incorrect: Does my dress conform with your regulations?

34. **consequence of** - be the result of

Correct: Rising temperatures are a consequence of global warming.

Incorrect - Rising temperatures are a consequence from global warming.

35. **consider XY** – think of as

Correct: I consider myself a close friend of the senator.

Incorrect: I consider myself to be a close friend of the senator.

Incorrect: I consider myself as a close friend of the senator.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 805)

(OG 2017 – Q 805)

(OG 2016 – Q 138)

36. **contend that** – claim or state

Correct: John contends that his friend is innocent.

Incorrect: John contends his friend is innocent.

37. **contend with** – compete with someone for something
- Correct:** Jack is contending with Jerry for the award.
- Incorrect:** Jack is contending to Jerry for the award.
38. **contrast X with Y** – compare two dissimilar things which complement each other
- Correct:** Jenna is contrasting her casual jeans with a formal top.
- Incorrect:** Jenna is contrasting her casual jeans to a formal top.
39. **correlate with** – to match or equate with something
- Correct:** The facts don't correlate with her story.
- Incorrect:** The facts don't correlate to her story.
40. **cost(s) associated with**
- Correct:** The costs associated with setting up a factory are prohibitive.
- Incorrect:** The costs associated from setting up a factory are prohibitive.
41. **count on** – depend on
- Correct:** We can count on John to complete the project.
- Incorrect:** We can count in John to complete the project.
42. **credited with** – credit a person with an accomplishment (use this when the person comes first)
- Correct:** Newton is credited with the discovery of gravity.
- Incorrect:** Newton is credited as discovering gravity.
- Incorrect:** Newton is credited to having discovered gravity.
- Incorrect:** Newton is credited for discovering the laws of gravity.
-

43. **credited to** - credit an accomplishment to a person (use this when the accomplishment comes first)

Correct: The team credits its success to good fortune.

Incorrect: The team credits its success with good fortune.

44. **credit for** - (think in terms of) a credit note

Correct: Telenet gave Tim a credit for \$100 because of an interruption in service.

Incorrect: Telenet gave Tim a credit of \$100 because of an interruption in service.

45. **dated at** - to denote a time period

Correct: The document has been dated at 100 years old.

Incorrect: The document has been dated at being 100 years old.

Incorrect: The document has been dated as being 100 years old.

46. **date from** - to have an existence that extends from a particular time

Correct: These CDs date from the early 70s.

Incorrect: These CDs date to the early 70s.

47. **declared XY** - announce

Correct: The monarch declared all fundamental rights unconstitutional.

Incorrect: The monarch declared all fundamental rights as unconstitutional.

Incorrect: The monarch declared all fundamental rights to be unconstitutional.

48. **defined as** - give the definition of something

Correct: Evaporation is defined as the process in which water changes into vapor.

Incorrect: Evaporation is defined in the process in which water changes into vapor.

49. **depicted as** - to show someone as something

Correct: The director depicted the actor as a mutant.

Incorrect: The director depicted the actor to be a mutant.

50. **determined by** – arrived at

Correct: Language structure is partly determined by social structure.

Incorrect: Language structure is partly determined from social structure.

51. **differ/different from** – show dissimilarity

Correct: Myopia differs from hypermetropia.

Correct: I am very different from my twin sister.

Incorrect: Her hobbies are different than mine.

52. **discourage from** - dissuade

Correct: I discouraged them from filing a complaint.

Incorrect: I discouraged them to file a complaint.

53. **dispute over** – disagree about something

Correct: There is a dispute over the new name of the city.

Incorrect: There is a dispute about the new name of the city.

54. **distinguish X from Y** – differentiate between two things

Correct: Criminals cannot distinguish right from wrong.

Correct: Psoriatic arthritis can be difficult to distinguish from rheumatoid arthritis.

Incorrect: Criminals cannot distinguish right and wrong.

55. **distinguish/distinction between X and Y** - differentiate between two things

Correct: Criminals cannot distinguish between right and wrong.

Incorrect: Criminals cannot distinguish between right from wrong.

56. **doubt that** – to doubt the truth of something

Correct: I doubt that his venture will succeed.

Incorrect: I doubt whether his venture will succeed.

57. **dream about** – yearn for

Correct: All the time I dream about football.

Incorrect: All the time I dream of football.

58. **either X or Y** – choose between two options

Correct: I will have either ice cream or pastry.

Incorrect: I will have either ice cream and pastry.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG VR 2017 – Q 195)
(OG VR 2016 – Q 6, 86)

59. **encourage X to** – urge someone to do something

Correct: We encouraged Mary to develop her singing talents.

Incorrect: We encouraged Mary for developing her singing talents.

60. **enough to** – sufficient for a purpose

Correct: The boy was not tall enough to reach the window.

Incorrect: The boy was short enough not to reach the window.

61. **escape from** – run away from

Correct: The thief has escaped from the prison.

Incorrect: The thief has escaped off the prison.

62. **estimated to be** – approximated

Correct: The sculpture was estimated to be worth much more than the base price.

Incorrect: The sculpture was estimated at worth much more than the base price.

63. **estimated at** – used to denote the place where the estimation was done

Correct: The worth of the sculpture was estimated at Madrid.

Incorrect: The worth of the sculpture was estimated in Madrid.

64. **expend on** – spend on

Correct: Don't expend too much effort on this document.

Incorrect: Don't expend too much effort for this document.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 734)

(OG 2017 – Q 734)

(OG 2016 – Q 64)

65. **fascinated by** – besotted with

Correct: John is fascinated by his boss.

Incorrect: John is fascinated with his boss.

66. **forbid X to do Y** – prohibit from

Correct: John forbid his driver to enter the house.

Incorrect: John forbid his driver from entering the house.

67. **from X to Y** – to show a range

Correct: I am travelling from New York to London.

Incorrect: I am travelling from New York for London.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 717)
(OG 2017 – Q 713)
(OG 2016 – Q 43)
(OG VR 2018 – Q 264)
(OG VR 2017 – Q 272)
(OG VR 2016 – Q 82)

68. **in contrast to/with X, Y is....** – On the GMAT both ‘contrast to’ and ‘contrast with’ are considered correct.

In ‘Contrast to’, ‘contrast’ is used as a noun; this is mainly used to show the dissimilarity between two things.

Correct: John’s working style is a contrast to Jacob’s.

Incorrect: John’s working style is a contrast with Jacob’s.

In ‘Contrast with’, ‘contrast’ is used as a verb and, hence, denotes the actual act of contrasting two things.

Correct: John is contrasting his working style with that of Jacob.

Incorrect: John is contrasting his working style to that of Jacob.

69. **in danger of** –ing/danger to

Correct: John is in danger of contracting malaria.

Correct: Rampant cutting of trees is a danger to the ecology.

Incorrect: John is in danger for contracting malaria.

70. **in order to** – so that

Correct: She began taking classes in order to learn French.

Incorrect: She began taking classes in order that she could learn French.

Correct: She began taking classes in order for learning French

71. **independent of** – separate from

Correct: His reasoning was flawed, and appeared to be independent of any logic.

Incorrect: His reasoning was flawed, and appeared to be independent from any logic.

72. **indifferent towards** – not bother with

Correct: Can you make yourself indifferent towards someone you love?

Incorrect: Can you make yourself indifferent from someone you love?

73. **just as X, so Y** – used to point out similarities

Correct: Just as Katy is a champion swimmer, so is Angie.

Incorrect: Just as Katy is a champion swimmer, Angie also is.

Please reference this question
in the corresponding edition of the
GMAT Official Guide

(OG 2018 – Q 687)
(OG 2017 – Q 684)

74. **less X than Y** – show difference in quantities or magnitude

Correct: My problem is less serious than yours.

Correct: My problem is three times less serious as yours.

75. **likely to be** – predicted to be

Correct: The CEO is likely to be arrested today.

Incorrect: The CEO is likely for being arrested today.

76. **localized in** – limited to

Correct: Are International charities becoming more localized in the economic crisis?

Incorrect: Are International charities becoming more localized for the economic crisis?

77. **mandate that** – order that

Correct: The rules of war mandate that no prisoner be tortured for information.

Incorrect: The rules of war mandate for no prisoner to be tortured for information.

78. **means to an end** – a way of achieving a goal

Correct: For a lot of people, work is just a means to an end.

Incorrect: For a lot of people, work is just a means for an end.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2017 – Q 759)
(OG 2016 – Q 91)

79. **mistake X for Y**

Correct: John mistook a Ferrari for a Lamborghini.

Incorrect: John mistook a Ferrari as a Lamborghini.

Incorrect: John mistook a Ferrari to be a Lamborghini.

80. **modeled after** – used as reference

Correct: The Indian constitution is modeled after the British constitution.

Incorrect: The Indian constitution is modeled upon the British constitution.

81. **more...than** – to show difference in quantity or magnitude

Correct: I am more intelligent than my brother.

Incorrect: I am more intelligent in comparison to my brother.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2016 – Q 6)

82. **native of** – use for humans, to show which country/region they belong to

Correct: John is a native of the US.

Incorrect: John is native to the US.

83. **native to** – use for plants or animal species, to show which country/region they belong to

Correct: The Royal Bengal Tiger is native to the Sunderbans.

Incorrect: The Royal Bengal Tiger is a native of the Sunderbans.

84. **necessary to** – required to

Correct: The CEO deemed it necessary to ask the employee to resign.

Incorrect: The CEO deemed it necessary for asking the employee to resign.

85. **neither X nor Y** – none of the two things

Correct: We could neither walk nor drive to the venue.

Incorrect: We could neither walk or drive to the venue.

86. **no less... than** – to show the relation between two things

Correct: My achievement is no less than his achievement.

Incorrect: My achievement is no less as his achievement.

87. **not X...but Y** – to show preference

Correct: The disease is caused not by flies but by mosquitoes.

Incorrect: The disease is caused not by flies but mosquitoes.

(OG 2018 – Q 699)

(OG 2016 – Q 14)

(OG VR 2018 – Q 193)

(OG VR 2017 – Q 194)

(OG VR 2016 – Q 5)

88. **not only X but also Y** - to show that two things are used together

Correct: Not only is he very intelligent, but also very humble.

Incorrect: Not only is he very intelligent, and also very humble.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 672, 766, 788)
(OG 2017 – Q 672, 757, 766, 786)
(OG 2016 – Q 3, 87, 99, 120)
(OG VR 2018 – Q 220, 236, 237, 263)
(OG VR 2017 – Q 192, 239, 271)
(OG VR 2016 – Q 2, 52, 75, 81)



Scan the QR code to watch a video of an official question that is testing you on this idiom.

89. **not so much X as Y** – to show the difference between two things

Correct: I am not so much sad as perplexed.

Incorrect: I am not so much sad as being perplexed.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2017 – Q 773)
(OG 2016 – Q 105)

90. **not X but rather Y** – to show preference between two things

Correct: I would have not tea but rather coffee.

Incorrect: I would have not tea but instead coffee.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG VR 2018 – Q 246)
(OG VR 2017 – Q 247)
(OG VR 2016 – 59)

91. **permit X to Y** - allow

Correct: John permitted his son to drive to college.

Correct: John permitted his son for driving to college.

92. **persuade X to Y** - convince

Correct: I persuaded Tim to complete my assignment.

Incorrect: I persuaded Tim for completing my assignment.

93. **prefer X to Y** – to show liking for one thing over the other

Correct: Jack prefers tea to coffee.

Incorrect: Jack prefers tea over coffee.

94. **preoccupied with** – busy or caught up with

Correct: The country's mind is preoccupied with soccer.

Incorrect: The country's mind is preoccupied in soccer.

95. **prohibit X from Y** – forbid to

Correct: The landlord has prohibited John from coming late in the night.

Incorrect: The landlord has prohibited John to come late in the night.

96. **pronounced** – declared (when pronounced is used to imply a declaration, then it does not take an 'as')

Correct: I pronounce you man and wife.

Incorrect: I pronounce you as man and wife.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2017 - Q 737)
(OG 2016 - Q 68)

97. **range from X to Y** – to show the spread of something

Correct: The students' marks range from good to average.

Incorrect: The students' marks range from good till average.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG VR 2017 - Q 201)
(OG VR 2016 - Q 12)

98. **rates for** – price of

Correct: John enquired the rates for apples.

Incorrect: John enquired the rates of apples.

99. **refer to** – address as

Correct: My friend referred me to a specialist.

Correct: Evaporation refers to a scientific term.

Incorrect: Evaporation refers for a scientific term.

100. **regard as** – think of

Correct: I have always regarded you as my brother.

Incorrect: I have always regarded you to be my brother.

101. **reluctant to** - hesitant

Correct: The child was reluctant to attend the class.

Incorrect: The child was reluctant about attending the class.

102. **restrictions on** – limitations on

Correct: The US has imposed restrictions on the licensing of firearms.

Incorrect: The US has imposed restrictions for the licensing of firearms.

Please reference this question
in the corresponding edition of the
GMAT Official Guide

(OG VR 2018 – Q 278)

103. **seem to** – appear to

Correct: The accused seemed to be hiding something.

Incorrect: The accused seemed like hiding something.

104. **so X as to Y** – used to denote cause and effect. Cannot be used to replace ‘in order to’.

Correct: John’s grades are so poor as to lead to his expulsion from the school.

Incorrect: Jack works out every day so as to (in order to) build his stamina.

105. **so X that Y** – used to denote cause and effect

Correct: Jerry is so soft-spoken that one can barely hear him speak.

Correct: Jerry is so soft-spoken as one can barely hear him speak.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 695, 696, 741)
(OG 2017 – Q 694, 695, 741)
(OG 2016 – Q 28, 29, 34, 69)

106. **speak from** – use as a reference point

Correct: The chairman claimed that he was speaking from experience.

Incorrect: The chairman claimed that he was speaking of experience.

107. **subscribe to** – follow or agree

Correct: I do not subscribe to the view that John is guilty.

Incorrect: I do not subscribe for the view that John is guilty.

108. **such X as Y and Z** – to give examples

Correct: This group includes such cars as Honda and Toyota

Incorrect: This group includes such cars like Honda and Toyota.

109. **targeted at/aimed at**

Correct: The new ad for lawnmowers is targeted at gardeners.

Incorrect: The new ad for lawnmowers is targeted towards gardeners.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG VR 2017 – Q 223)
(OG VR 2016 – Q 34)

110. **the more/greater X the more/greater Y** – to show that two things are increasing/decreasing together

Correct: The more the prices rise, the more the demand increases.

Incorrect: The more the prices rise, the demand increases even more.

111. **the same to X as to Y** – to show that something appears the same to two different people

Correct: This color looks the same to me as to anyone else.

Incorrect: This color looks the same to me as it would to anyone else.

112. **think of X as Y** – consider or view as

Correct: John thinks of Jack as his best friend.

Incorrect: John thinks of Jack to be his best friend.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG VR 2018 – Q 222)
(OG VR 2017 – Q 217)
(OG VR 2016 – Q 27)

113. **try to** – attempt

Correct: John said he would try to come on time.

Incorrect: John said he would try and come on time.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 782)
(OG 2016 – Q 83)

114. **used X as Y** – put to a particular use

Correct: For centuries, people have been using herbs as remedies for various diseases.

Incorrect: For centuries, people have been using herbs for remedies of various diseases.

115. **unlike X, Y** – to show contrast between two things

Correct: Unlike John, Tom wrote a good essay.

Incorrect: Unlike John, Tom's essay was good.

Correct: Unlike John's essay, Tom's essay was good.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 727)
(OG 2017 – Q 692, 726)
(OG 2016 – Q 25, 56)

116. **view X as Y** – think of as

Correct: The management views the problem as an opportunity.

Incorrect: The management views the problem to be an opportunity.

117. **whether to** – evaluate choices

Correct: John is unable to decide whether to go to Harvard or Stanford. (wouldn't you want to be in his shoes!)

Incorrect: John is unable to decide if he wants to go to Harvard or Stanford.

118. **with the aim of '(verb)ing'** – with the intention of

Correct: Jerry is training for six hours everyday with the aim of winning the marathon.

Incorrect: Jerry is training for six hours everyday with the aim to win the marathon.

119. **worried about** – concerned for

Correct: I am worried about my parents.

Incorrect: I am worried for my parents.

120. **X is to Y what W is to Z** – to show that two things are similar in some aspect

Correct: You are to your parents what I am to mine.

Incorrect: You are to your parents as I am to mine.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 746)
(OG 2017 – Q 744)
(OG 2016 – Q 72)

4.9.2 Style

Style primarily involves two things—Wordiness and Redundancy.

Wordiness

The GMAT likes to keep things simple, so, all else being equal, **a shorter answer is always preferred to a longer one**. Thus, if you are totally confused between two options, go with the shorter one; statistics suggest that—more often than not—you will be correct.

Let's look at two examples:

- Mark dropped out of college on account of the fact that it was necessary for him to take up a job to support his family.
- Mark dropped out of college to take up a job to support his family.

The second sentence conveys the same meaning as the first one does but in far fewer words. Always prefer such options on the GMAT.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG VR 2017 – Q 246)
(OG VR 2016 – Q 57)

Redundancy

Redundancy basically means saying the exact same thing twice in a sentence. (By the way, did you spot the redundancy in this sentence—*exact same?*)

Let's look at a few examples:

- John's marks have *increased up*. (**can't increase down, can they?**)
- The *yearly* growth rate is 10% *per annum* (**yearly and per annum?**)
- I have para-glided *previously in the past* (**previously and in the past?**)

Keep in mind that *Style* is more subjective than some of the other errors that we have seen in earlier chapters, in the sense that whether a sentence is correct or not will depend on the other options that are available to you. Therefore, while *and* is preferred to *as well as*, in case none of the options have an *and* or the option with *and* has some other error, one can easily go with *as well as*.

The good news is that you will rarely be tested only on style; the sentence will usually also contain some other error which will make it easier for you to eliminate the incorrect options.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 679, 745, 781)
(OG 2017 – Q 671, 748)
(OG 2016 – Q 2, 65, 75)
(OG VR 2018 – Q 201)

Avoid Slangs and Colloquialisms

Our everyday speech is very informal—full of slangs and colloquialisms—but the use of such language should strictly be avoided on the GMAT.

Let's look at some examples:

Incorrect: He is really into action movies.

Correct: He likes to watch action movies.

Incorrect: Jack has been doing theatre for three years now.

Correct: Jack has been involved with theatre for three years now.

Incorrect: It's awfully important that I submit my assignment tomorrow.

Correct: It's very important that I submit my assignment tomorrow.

When to Shorten Prepositional Phrases

Consider the following two sentences:

- The iphone 6 is available for \$199 at Apple stores in the US.
- The iphone 6 is available for \$199 at US Apple stores.

The first sentence, by using the preposition *in*, clearly identifies the stores—those owned by Apple in the US. However, the second sentence (even though shorter) is ambiguous because *US Apple* could very well be the name of the store that is located in Japan.

So, when is it ok to shorten prepositional phrases and when is it not?

As a general rule, if the preposition in question is *of*, then it is ok to shorten a prepositional phrase; otherwise keep the preposition. However, there can be exceptions such as Q81 in OG 2016.

Let's look at some examples:

Correct: I liked the last scene of the movie the most (with the preposition 'of').

Correct: I liked the movie's last scene the most (contracted form without 'of').

Correct: John is the son of the senator.

Correct: John is the senator's son.

Correct: This apple is sourced from Australia.

Ambiguous: This is an Australian apple (may have been grown outside Australia).

Correct: Tim likes watches made in Switzerland.

Ambiguous: Tim likes Swiss watches (may have been manufactured outside Switzerland).

As you may have noticed, the intention is to avoid ambiguity as much as possible. So, when confused between two or more options, try to go with the one that is the least ambiguous.

To Sum it up

- Avoid wordiness as much as possible
 - Watch out for redundant phrases
 - Avoid *being*
 - Avoid *-ing* constructions
 - Avoid the passive voice
 - Avoid *should*
 - Avoid slangs and informal language
 - Don't unnecessarily shorten prepositional phrases unless the preposition in question is *of*
-

Style and Idioms—Practice Drill

1. Lionel Messi is considered to be the best football player in the world.
 2. Lionel Messi is regarded as the best football player in the world.
 3. The per capita consumption of cigarettes in the United States is 10 per person.
 4. A low-carb diet does not correlate as much to weight loss as does regular exercise.
 5. To win the contract, the bidders need to plan out their strategy in advance.
 6. On purchase of every laptop, the buyer gets a printer as an added bonus.
 7. John did well on the GMAT test.
 8. At the end of the wedding ceremony, the priest declared the couple to be husband and wife.
 9. Most people associate obesity to a person's desire to consume excessive food, though the problem could sometimes be purely genetic or linked to hormones.
 10. The organization where I work provides me with both free lunch as well as return cab fare.
 11. I am unable to decide between a pizza or a burger.
 12. The teacher has forbidden her students from going out of the class.
 13. The company's products are targeted towards senior citizens and not at teenagers.
 14. The GMAT comprises of Quant, Verbal, AWA, and, Integrated Reasoning sections.
 15. At the end of the conference, the chairman briefly summarized the discussion.
 16. The acting style of a lot of modern actors is modeled upon that of greats such as Marlon Brando and Robert De Niro.
 17. The more the prices rise, the greater becomes the demand for a wage hike.
 18. The Human Resource manager has promised the employees union that he will try and resolve all of its concerns.
 19. In the early 1920s, when Temburg was a small, sleepy town, a series of murders shook its residents.
-

Style and Idioms—Practice Drill: Explanations

1. **Correct Answer:** Lionel Messi is considered the best football player in the world.

Explanation: *Considered* does not take anything—no *as*, no *to be*; it is just *consider* with no other word attached to it

2. **Correct Answer:** The sentence is correct as written. *Regarded as* is the correct idiom.

3. **Correct Answer:** The per capita consumption of cigarettes in the United States is 10.

OR

The consumption of cigarettes in the United States is 10 per person.

Explanation: *Per capita* and *per person* mean the same thing so the use of both in a sentence is redundant.

4. **Correct Answer:** A low-carb diet does not correlate as much **with** weight loss as does regular exercise.

Explanation: The correct idiom is *correlate with* and not *correlate to*.

5. **Correct Answer:** To win the contract, the bidders need to plan out their strategy.

Explanation: *Planning* is always done in *advance*.

6. **Correct Answer:** On purchase of every laptop, the buyer gets a printer as bonus.

Explanation: *Bonus* by definition is always added or extra.

7. **Correct Answer:** John did well on the GMAT.

Explanation: You know what the *T* in *GMAT* stands for, don't you?!

8. **Correct Answer:** At the end of the wedding ceremony, the priest declared the couple husband and wife.

Explanation: *Declared* does not take anything.

9. **Correct Answer:** Most people associate obesity **with** a person's desire to consume excessive food, though the problem could sometimes be purely genetic or linked to hormones.

Explanation: The correct idiom is *associate X 'with'* and not *'to' Y*.

10. **Correct Answer:** The organization **in which** I work provides me with both free lunch **and** return cab fare.

Explanation: *Where* is used to refer to a location and cannot be used to refer to an entity *organization*. Also the correct idiom is *both X and Y*.

11. **Correct Answer:** I am unable to decide between a pizza and a burger.

Explanation: The correct idiom is *between X and Y*.

12. **Correct Answer:** The teacher has forbidden her students **to go** out of the class.

Explanation: The correct idiom is *forbid X to do something*.

13. **Correct Answer:** The company's products are targeted **at** senior citizens and not at teenagers.

Explanation: The correct idiom is *targeted at*.

14. **Correct Answer:** The GMAT comprises Quant, Verbal, AWA, and Integrated Reasoning sections.

Explanation: 'Comprises' does not take anything.

15. **Correct Answer:** At the end of the conference, the chairman summarized the discussion.

Explanation: A *summary* is always brief!

16. **Correct Answer:** The acting style of a lot of modern actors is modeled **after** that of greats such as Marlon Brando and Robert De Niro.

Explanation: The correct idiom is *modeled after*.

17. **Correct Answer:** The sentence is correct as written. Since the first clause starts with a comparative *the more*, the second clause also needs to start with a comparative *the greater*.
-

18. **Correct Answer:** The Human Resource manager has promised the employees union that he will try **to** resolve all of its concerns.

Explanation: The correct idiom is *try to*.

19. **Correct Answer:** The sentence is correct as written. 'When' correctly refers to a time period—1920s.
-

4.10 Meaning

How is ‘Meaning’ Tested on the GMAT?

First of all, let us reiterate that this is not some new error type that the GMAC has suddenly started testing. **Meanings** have always been tested on GMAT Sentence Correction because there is no way you can arrive at the answer if you don’t understand the meaning of the sentence. The only difference is that now there is even more stress on meanings, which is why we have included this topic as a separate section in this book.

So what do we mean by the *meaning* of a sentence?

The meaning of a sentence is whatever information it is that the sentence is trying to communicate to its reader.

As much as possible, try to stay with the meaning implied by the original sentence. You can correct the grammatical errors but the meaning that is implied should ideally not change.

Consider the following question:

According to leading nutritionists from around the world, there are several benefits of having your breakfast regularly; thus, try not to skip your breakfast.

- (A) there are several benefits of having your breakfast regularly
- (B) there will be several benefits to have your breakfast regularly
- (C) there were several benefits why you should have your regular breakfast
- (D) there had been several benefits of having your breakfast regularly
- (E) there are several benefits of having your regular breakfast

As always, let’s start off by trying to split the options. One way of splitting the options in this particular sentence is by using the tense (*are, will be, were, had been, are*). Since the original sentence is in the simple present tense *are*, there is no reason why we should change this, so eliminate options B, C, and D.

Now options A and E both are grammatically correct so which one do you go with?

You check the two sentences for the meaning that each is trying to convey. The non underlined part at the end of the sentence is crucial in this case as it states that you should never skip your breakfast. It does not tell you the kind of breakfast you should eat. Thus, the correct modifier has to be the adverb *regularly* to modify the frequency of eating rather than the adjective *regular* to modify what you are eating.

Thus, E distorts the meaning of the original sentence, and A is the correct answer.

Important

Sometimes it is possible that the only option that is grammatically correct conveys a meaning that is different from the meaning supposedly conveyed by the original sentence. In such cases,

you obviously need to go with the grammatically correct option because an incorrect sentence can anyway never convey any meaning.

Let's look at some common ways in which the GMAT can distort the meaning of a sentence:



Scan this QR code to watch a video discussing the difference in the tradeoff between meaning and grammar on GMAT SC.

1. Incorrect Usage/Placement of Modifiers

The best way to distort the meaning of a sentence is by the incorrect use/placement of modifiers. The proximity rule of modification (that we saw earlier) states that a word or a phrase should be as close as possible to the subject that it modifies.

Consider the following sentence:

They noticed a cup on the table made of glass.

Now, this sentence can be interpreted in two ways:

Interpretation 1 – The cup is made of glass.

Interpretation 2 – The table is made of glass.

Ideally, in the above sentence, the meaning being implied is the second one because of the placement of the phrase *made of glass* close to *the table*. This is the kind of ambiguity that an effective test taker will be expected to avoid.

If you are trying to convey that the cup is made of glass, then say:

They noticed a cup that was made of glass on the table.

And if you are trying to convey that the table is made of glass, then say:

They noticed a cup on the table that was made of glass.

Again you need to be careful with the use of adjectives and adverbs (both of which are modifiers, as we saw earlier in this book). For example, using the phrase *have your regular breakfast* in place of *have your breakfast regularly* can totally change the meaning of a sentence.

There are certain words that need to be placed in accordance with what they are intended to modify. Some examples include words such as *only*:

- Only John played with the toys (*nobody else played with the toys*)
- John only played with the toys (*he did not do anything else with the toys such as break them*)
- John played with the toys only (*John did not play with anything else*)

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 684, 732, 740, 796)
(OG 2017 – Q 731, 740), (OG 2016 – Q 61)
(OG VR 2018 – Q 271), (OG VR 2017 – Q 232)
(OG VR 2016 – Q 45)

2. Incorrect Usage of Conjunctions or Relationship Words

Conjunctions can be used in two ways—either to let a thought continue in the same direction or to show a contrast.

Let’s look at an example:

Because John is a good student, he performed poorly on the test.

There is no grammatical error in this sentence, but it just doesn’t make logical sense because if John is a good student, then he should have done well on the test.

The correct sentence should read as follows:

- *Although John is a good student, he performed poorly on the test.*

OR

- *John is a good student, yet he performed poorly on the test.*

In such questions you have to be very careful about whether to go in the same direction as the original sentence or to show contrast.

Sometimes the sentence might not even use conjunctions but might still give you a very subtle hint as to which direction to go in.

Consider the following sentence:

*The employees had nothing but **bad/good** things to say about their new boss, a novel situation for the otherwise permanently disgruntled group.*

So, did the employees have good things to say or bad things?

The use of the phrase *permanently disgruntled or unhappy group* might lead you to conclude that they obviously had bad things to say but, note that, according to the sentence, this is a *novel or new* experience. There’s nothing new if a disgruntled group complains or says bad things; so they must be saying the opposite, that is, good things. You’ll only grasp this subtle hint if you read the entire sentence properly up front and ponder over its meaning.

Let’s look at this sentence:

Unlike the tiger, the eagle also has several characteristics that make it an excellent and most feared predator.

Everything looks good about this sentence until you realize that the use of *unlike* and *also* in the same sentence does not make sense.

Hence:

Like the tiger, the eagle has several characteristics that make it an excellent and most feared predator.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 713, 783)
(OG 2017 – Q 712, 782)
(OG 2016 – Q 20, 24, 42, 116)
(OG VR 2018 – Q 228, 248, 300)
(OG VR 2017 – Q 227, 230, 253)
(OG VR 2016 – Q 39, 43, 51, 64)

3. Incorrect Pronoun Reference

While pronoun agreement (using a singular pronoun to refer to a singular noun and vice versa) is definitely a grammatical error, the same is not true of pronoun reference.

Consider these two sentences:

- *The students came late and so he was punished.* (This sentence clearly has a grammatical error because one cannot replace the plural noun *students* with the singular pronoun *he*; use *they* instead.)
- *John bumped into Jack while running in the field and he has been feeling sore ever since.* (While it may not be clear who he is referring to in this sentence, notice that this is just a logical error and not a grammatical one; grammatically the sentence is perfectly sound.)

4. Incorrect Comparison

A large number of questions that test you on comparisons will actually have two or more options that are grammatically correct. You need to find the one that is logically correct.

For example:

The flowers in my garden are more beautiful than your car. (There is no grammatical error in the sentence, just a logical one wherein flowers are being compared with a car.)

5. Incorrect Parallelism

Often, you can get a sentence on the GMAT in which it appears as if the parallelism is correct. However, on deeper inspection you will realize that incorrect items have been made parallel.

Let's look at an example:

The price of a meal at the new restaurant is \$90 including three starters, drinking two glasses of wine, and having a choice of six desserts.

If you read this sentence quickly, you may think that the three items—*including, drinking, and having*—are parallel. However, if you try to grasp the meaning of this sentence, you will realize that *including* is in fact common to all the three items. Therefore, what need to be parallel are *three starters, two glasses of wine, and a choice of six desserts*.

Hence, the correct sentence will read as follows:

The price of a meal at the new restaurant is \$90 including three starters, two glasses of wine, and a choice of six desserts.

Apart from these, there are several other ways of distorting the meaning of a sentence. You'll see some of these in the practice question set in this book. One common link amongst all of them, however, will be the fact that they will always have at least two options, both of which will be grammatically correct. To arrive at the correct answer you'll need to think about the meaning conveyed by the respective options.


The Importance of Meaning on Different Error Types

The probability of meaning being tested is much higher with certain errors than with others. Meaning will not be very important with errors that are more technical or grammatical in nature (such as subject-verb agreement) because, on such errors, it will be almost impossible to come up with two grammatically correct options with different meanings. Let's look at the likelihood of meaning being tested on each error type, we have discussed earlier in this book:

1. **Fragments and Run-on Sentences** – Both of these are technical errors so the **meaning** will **not** be **very important**.
 2. **Subject Verb Agreement** – This is again a technical error so the **meaning** is not **very important**.
 3. **Tense** – The **meaning** will be **very important** on this as in most cases you will only be able to arrive at the answer if you get the meaning right.
 4. **Pronoun** – Pronoun agreement and pronoun case are technical errors so the **meaning** will **not** be **very important** on these. However, **meaning** will be **important** on **pronoun reference** errors.
 5. **Modifiers** – The **meaning** will be **very important** because, depending on the placement of the modifier, the entire meaning of the sentence can change.
 6. **Parallelism** – On questions that are testing you on **straight forward parallelism** in a series, the **meaning** will **not** be **very important**. However, questions in which it is **difficult to figure out** what aspects to make parallel, the **meaning** will be **very important**.
 7. **Comparison** – The **meaning** will be **very important** in understanding what items to compare in a sentence.
 8. **Idioms and Style** – Idioms are a technical error so **meaning** will **not** be **very important** on these. However, meaning **can be important** in deciding whether a phrase is **wordy** or **redundant**.
-

To Sum it up

- Always read the part that is not underlined
 - Ambiguous placement of modifiers
 - *They noticed a cup on the table made of glass*
 - Incorrect use of conjunctions
 - *John is a good student so he did poorly on the test*
 - Ambiguous pronoun reference
 - *Joe and Paul went shopping and he fell down*
 - Faulty comparison
 - *The flowers in my garden are more beautiful than your car*
 - Incorrect parallelism
 - *The benefits to the company included increase in sales, productivity, and employee attrition rate*
-



SECTION 5
**Common Errors
of Usage**

5.1 The Subjunctive Mood

Apart from the major errors that we discussed in section 4, there are certain other errors that are also tested on the GMAT. We will examine these in this section. Let's start by understanding the **subjunctive mood**.

For the sake of knowledge, know that there are three primary moods in English grammar—*indicative mood*, *imperative mood* and *subjunctive mood*.

The GMAT will only test you on the use of the subjunctive mood, so we'll restrict our scope to this.

The subjunctive mood is used in the following two situations:

Situation 1: To indicate a hypothetical situation, a wish, or a circumstance contrary-to-fact.

Situation 2: To make a suggestion, demand, recommendation, etc.

The following rules apply to each of the above two situations respectively:

Situation 1 - When contemplating hypothetical or contrary-to-fact situations, always use *were* and *would*. Even if the subject is singular you will still use 'were' and not 'was'.

Examples:

- If I *were* rich, I *would* buy a BMW.
- If petrol *were* cheaper, I *would* use my car everyday.
- If I *were* you, I *would* contest the elections.

Situation 2 - Verbs such as *order*, *suggest*, *demand*, etc., must be followed by *that* and the infinitive form of the verb being ordered or suggested, without the *to*.

Examples:

- The teacher recommended *that* Jerry *be* expelled from the class.
- The manager demanded *that* John *show* up for work on time.

So how do you figure out whether a question is testing you on the use of the subjunctive mood?

Here are a couple of tips:

- Check for words such as *if*, *wish*, etc. Though these can also be used in the other moods, they are most commonly tested on the subjunctive mood.
- Ask yourself if the sentence is talking about an uncertainty, a wish, a suggestion, a demand, etc. If it is, then you are, most likely, dealing with the subjunctive mood.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG VR 2018 – Q 223)
(OG VR 2017 – Q 219, 294)
(OG VR 2016 – Q 30, 105)



Scan the QR code to watch a video on how the Subjunctive Mood is tested on the GMAT.

5.2 Number Agreement

What is wrong with this sentence?

Only those candidates with an MBA degree can apply for this job.

Since the subject is plural *candidates*, you cannot use the singular *MBA degree*; you need to use the plural *MBA degrees* instead. Hence, the correct sentence will read as follows:

Only those candidates with MBA degrees can apply for this job.

Such questions are called **number agreement** questions. This is not something usually tested on the GMAT, but it may be tested in some questions.

Here are two more examples:

- **Incorrect:** Recently there have been several protests against condominiums that do not allow people with *a pet* to rent apartments.
- **Correct:** Recently there have been several protests against condominiums that do not allow people with *pets* to rent apartments.
- **Incorrect:** Students without a valid *hall ticket* will not be allowed to sit for the exam.
- **Correct:** Students without valid *hall tickets* will not be allowed to sit for the exam.

5.3 The Usage of Where

On the GMAT, *where* will always be used to refer to a specific location; for other cases use *in which*.

- **Correct:** The town where I was born is known for its fishermen.
- **Correct:** The town in which I was born is known for its fishermen.
- **Incorrect:** The company where I work has gone bankrupt.
- **Correct:** The company in which I work has gone bankrupt.
- **Incorrect:** Sentence correction is one topic where students face a lot of problems.
- **Correct:** Sentence correction is one topic in which students face a lot of problems.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 755, 776)
(OG 2017 – Q 752, 778)
(OG 2016 – Q 80, 109, 112)

5.4 Each Other vs. One Another

Each other is used for two things; **one another** for more than two.

Examples:

- The two men are pointing out each other's mistakes.
- The students are pointing out one another's mistakes.

5.5 Whether vs. If

On the GMAT, *If* is used to introduce a conditional idea or an idea that has just one possibility, whereas *Whether* is used to introduce alternative possibilities, usually with *or not* implied or explicitly stated in the sentence.

Consider the following example:

If you study hard, you will do well on the GMAT.

In the sentence above, *if* is introducing a single condition (*if you study hard*) that can lead to the desired goal; we can't replace it with *whether* because doing so will totally distort the meaning of the sentence.

Now look at this one:

I can't decide whether to study or to go out with my friends.

Here *whether* is introducing two alternatives and we cannot replace it with *if*.

To make it clearer, here is a sentence in which we've used both *If* and *Whether* together:

You need to decide whether you will be able to control your temper if he asks you to get out of his office.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2016 – Q 92)



Scan the QR code to watch a video of an official question that is testing you on this concept.

5.6 Twice and Double

In simple terms, *double* is used as an adjective and *twice* is used as an adverb. So *double* can modify only nouns or pronouns while *twice* can modify everything except nouns and pronouns.

Because of this difference, *twice* has a broader usage than does *double*.

1. Twice can mean two times – *I hit him twice.*
2. Twice can mean on two occasions – *You must exercise twice every week.*
3. Twice can also mean in two times the quantity – *I have twice as many books as you do.*

As you can see, only in the third case can *twice* and *double* be substituted for each other; in the first two sentences, inserting *double* in place of *twice* makes the sentence sound absurd.

Also keep in mind that *twice* will always be used in relation to something whereas *double* can be used on its own.

For example:

- My salary has doubled in the last two years.
- My salary has become twice of what it was two years back.

In short, *double* and *twice* both are correct but have different usages, so you will not always be able to do a split using these two choices. You'll instead need to look at the rest of the sentence/options and check which ones use twice/double correctly.

5.7 For and Since

With reference to time, *for* and *since* have different connotations. *For* is used to convey duration and *since* is used to convey when a particular action started.

For example:

Correct: I have been waiting here for two hours.

Incorrect: I have been waiting here since two hours.

Correct: I have been waiting here since 2'o clock.

Incorrect: I have been waiting here for 2'o clock.

With reference to tenses, there is an interesting difference between *For* and *Since*. *For* can be used with any tense but *Since* can never be used with the past tense. In fact *since* is almost always used with the present perfect tense.

Let's look at some examples:

The usage of *For*

Simple Past – I studied in Boston for five years.

Past Perfect – I had studied in Boston for a year before I moved to New York.

Simple Present – I study for two hours everyday.

Present perfect – I have lived in New York for a very long time.

The usage of *Since*

Correct: I have been waiting here since 10:00 am.

Incorrect: I am waiting here since 10:00 am.

5.8 Like vs. Such As

Is the following sentence correct?

I want to eat something sweet like a chocolate or a pastry.

Even though we speak this way in our everyday conversations, this sentence construction is incorrect. The use of ‘like’ in this sentence implies that I don’t want to eat a chocolate or a pastry but something similar to a chocolate or a pastry. This, however, was not what I meant. So, how can I avoid this confusion?

Here’s the rule

On the GMAT, *like* means *similar to* and *such as* means *for example*.

Hence, the correct sentence will read as follows:

I want to eat something sweet *such as* a chocolate or a pastry.

Even if *such* and *as* are separated in a sentence, the sentence is still correct.

For example:

I enjoy *such* activities *as* swimming and jogging.

In the above sentence, even though *such* and *as* are separated by the word *activities*, the sentence is absolutely correct.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 668, 717, 795)
(OG 2017 – Q 676, 796)
(OG 2016 – Q 9, 131)
(OG VR 2018 – Q 192, 299)
(OG VR 2017 – Q 193, 267, 300)
(OG VR 2016 – Q 3, 76, 111)

5.9 The Usage of *Only*

Only is an interesting word because it can be used as both, an **adjective** and an **adverb**.

For example:

- This is the only car I have. (Adjective modifying the noun ‘car’)
- I only write the articles, I don’t create them. (Adverb modifying the verb ‘write’)

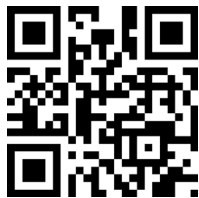
On the GMAT, *only* will always be used as an *adjective*, so try to place it as close as possible to nouns and pronouns (and not to verbs).

For example, if you look at *Q 8 in OG 2016*, almost everyone manages to come down to options A and C. After this, most students arrive at the answer by preferring the use of *ranks* to *has the rank of* and there is nothing wrong with this. However, if you look at the placement of *only* in these two options, in option A, *only* is used as an adjective to modify *heart disease and cancer* whereas in option C *only* acts as an adverb to modify the verb *surpassed*. A is obviously the correct answer even from the meaning point of view.

We cannot think of any instance of an official question that has used *only* as an adverb, so if confused, try to use *only* as an adjective.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2017 – Q 675), (OG 2016 – Q 8)



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5.10 Due to vs. Because of

Is this sentence correct?

The physical test was postponed *due to* the bad weather.

Even though it might sound correct, the sentence is actually incorrect; the correct sentence should read as follows:

The physical test was postponed *because of* the bad weather.

Rule:

On the GMAT, *due to* will NEVER be used to replace *because of*; *due to* can only replace *caused by*.

Now, in the above sentence, if you were to replace *due to* with *caused by*, the sentence would read as follows:

The physical test was postponed caused by the bad weather.

This obviously does not make any sense; hence, we cannot use *due to* in this sentence.

However, the following sentence makes sense:

The postponement of the physical test was caused by the bad weather.

In the sentence above, since *caused by* makes sense, we can replace it with *due to*.

The postponement of the physical test was due to the bad weather.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 749)
(OG 2017 – Q 698, 727, 747)
(OG 2016 – Q 30, 57)

5.11 Less vs. Fewer

If you want to be *less confused* and make *fewer mistakes* then go through this topic.

Less is used with uncountable nouns. For example, *less water, less happiness, less money, etc.*

Fewer is used with countable nouns. For example, *fewer rupees, fewer people, fewer companies, etc.*

Sounds simple enough?

So, which of the next two sentences is correct?

1. My class has fewer intelligent students.
2. My class has less intelligent students.

You are probably thinking that since people can be counted, sentence 1 should be correct, but in fact both the sentences are correct and are actually saying the following two different things:

In sentence one, *fewer* modifies *intelligent students* and says that I have fewer number of intelligent students in my class (say 3 out of 10 students).

In sentence two, *less* is only modifying the adjective *intelligent* and is saying that the students in my class generally have a lower level of intelligence.

So before you mark an answer, make sure that you understand the meaning of the sentence correctly.

The same rule applies to *much* and *many* as well. *Much* is used to refer to an uncountable quantity (such as effort, coffee, etc.) and *many* is used to refer to a countable quantity (such as cups, pencils, etc.)

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 678)
(OG 2017 – Q 679)
(OG 2016 – Q 12, 108)



Scan the QR code to watch a video of an official question that is testing you on this concept.

5.12 Greater vs. More

In general, *greater than* is used to compare uncountable nouns and *more than* is used to compare countable nouns.

For example:

- **Correct:** My love for swimming is greater than my love for jogging.
- **Incorrect:** My love for swimming is more than my love for jogging.
- **Correct:** I have more horses than you do.
- **Incorrect:** I have greater horses than you do (implying that the horses are greater in size perhaps).

When the subject is ‘number’ or some other statistic, always use ‘greater than’.

- **Correct:** The number of cars in my garage is greater than twenty.
- **Incorrect:** The number of cars in my garage is more than twenty.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2018 – Q 676), (OG 2017 – Q 677)
(OG 2016 – Q 10)
(OG VR 2018 – Q 208), (OG VR 2017 – Q 208)
(OG VR 2016 – Q 20)



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5.13 Will vs. Would vs. Should

Which of the following sentences is correct?

1. I think you will do well on the GMAT.
2. I think you would do well on the GMAT.
3. I think you should do well on the GMAT.

It's the first one.

Use *will* to refer to some event that will happen in the future in relation to the present and use *would* to refer to the future in the past.

Examples:

I *predict* that Germany *will* win the world cup.

BUT

I *predicted* that Germany *would* win the world cup.

Should is very often used incorrectly in English to refer to an event that will or that may happen in the future. On the GMAT, *should* is only used to give a recommendation or a suggestion.

In sentence 3 above, it seems as if I am recommending to the student that he does well, whereas it is more of a prediction on my part.

Also remember that *should* will never be used with verbs such as *recommend*, *suggest*, *etc.*, because it would lead to an error of redundancy since both the words convey the same meaning of tentativeness.

Example:

Incorrect: I recommend that you should come on time.

Correct: I recommend that you come on time.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2016 – Q 45)



Scan this QR code to watch a video of an official question that is testing you on this concept.

5.14 Between vs. Among

It is the simplest of choices but, surprisingly, a large number of students seem to be unaware of the correct usage of *between* and *among*.

Rule:

Use *between* when evaluating two options and *among* when evaluating more than two options.

Examples:

- John can't decide between a bike and a scooter.
- John can't decide among a bike, a scooter and a moped.

Important: Remember that *between* and *among* will ALWAYS take *and* and not *or*. To say that *John can't decide between a bike or a scooter* will always be INCORRECT.

5.15 The Usage of Apostrophe with Plural Nouns

Consider the following sentences:

- This is James house.
- This is James' house.

If you are trying to state that the name of the house is *James* then the first sentence is correct. However, if you are trying to state that the house belongs to James, then the second sentence is correct.

To show possession, with plural nouns, we use the apostrophe without the 's' at the end.

This looks very simple but can confuse you in actual questions.

For example:

My house is bigger than James'.

You might think that the sentence is incorrect because it is comparing my house with *James* whereas the sentence is absolutely correct because it is actually comparing *my house* with *James' house*

5.16 The Usage of Punctuation

The GMAT will rarely test you on punctuation, except in the case of run-on sentences. However, understanding the use of punctuation can help you grasp the subtle shifts in meaning of a sentence.

For example:

- The police caught the thief, using night vision glasses.
- The police caught the thief using night vision glasses.

The use of the comma changes the meaning of the entire sentence. In the first sentence, the *police* is using the night vision glasses whereas in the second sentence the *thief* is using these glasses.

The two punctuations that you need to be careful about are the *comma* and the *semicolon*.

The *comma* can help you identify modifying phrases or items in a list. Remember that a non-

essential modifying phrase will always be set off by commas. Similarly, items in a list will always be separated by commas.

For example:

Correct: Sam, having won the lottery, decided to buy a yacht.

Correct: Sam is buying a yacht, a sports car, and a villa on the French Riviera.

The *semicolon* should immediately make you look for a run-on sentence. For example, if some of the options in a particular question use the comma and some use a semicolon, you should immediately check whether the parts before and after the comma are dependent or independent clauses.

Incorrect: John is here, Jack is also here.

Correct: John is here; Jack is also here.



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5.17 Rather than vs. Instead of

It is extremely unlikely that the GMAT will ask you to choose between two options only on the basis of *rather than* and *instead of*. Usually, there will also be some other error in one of the options.

Still, you should know the difference between the two:

Rather than is used to express preference of one thing over another whereas *instead of* is used to replace one thing with another.

Let's look at an example:

I will have tea rather than coffee.

Here, what you are saying is that you would prefer tea but if tea is not available you will be ok with coffee as well.

Now, let's look at another example:

I will have tea instead of coffee.

Here, you are not just expressing preference but rather you are replacing one option with another—you will not have coffee, but only tea.

Also remember that, technically, *rather than* is a conjunction; therefore, it can be followed by anything—noun, phrase, clause—whereas *instead of* is a preposition and, hence, can be followed only by nouns.

For example:

- I went in the house instead of in the garden.
- I went in the house instead of the garden.

In sentence one above, *instead of* is incorrect because it is followed by the phrase *in the garden*. Here, the correct usage would be *rather than*.

In sentence two, *instead of* is correct since it is followed by the noun *garden*. Note that *rather than* can also be used in this sentence to replace *instead of*.

5.20 The Usage of Double Negatives

A **double negative** occurs when two forms of negation are used in the same clause or sentence.

Examples:


- I don't need no education.
- He hasn't done nothing

A double negative is an absolute no-no on the GMAT.

- **Incorrect:** There were *no* goals *nor* corners in the match.
- **Correct:** There were *no* goals *or* corners in the match.
- **Correct:** There were *neither* goals *nor* corners in the match.

Please reference these questions
in the corresponding editions of the
GMAT Official Guide

(OG 2016 – Q 20)
(OG VR 2018 – Q 261)
(OG VR 2017 – Q 270)
(OG VR 2016 – Q 80)



SECTION 6
**Sentence Correction
Practice Set**

Aristotle Sentence Correction Practice Set

1. The environmental community across the globe is currently in the middle of a huge debate whose aim is not only finding out the feasibility of banning Chlorofluorocarbons altogether but also to determine whether such a move is warranted by the current situation.
 - (A) whose aim is not only finding out the feasibility of banning Chlorofluorocarbons altogether but also to determine
 - (B) which is aimed at finding out not only the feasibility of banning Chlorofluorocarbons altogether but also determining
 - (C) that is aimed at finding out not only the feasibility of banning Chlorofluorocarbons altogether but also to determine
 - (D) the aim of which is to not only find out the feasibility of banning Chlorofluorocarbons altogether but also to determine
 - (E) whose aim is not only to find out the feasibility of banning Chlorofluorocarbons altogether but also to determine

 2. The responsibilities of a student interning at an investment bank include such tasks as taking notes during client meetings, delivering memos to executives on the trading floor to carry back replies, if any, and researching companies and updating excel sheets late into the night.
 - (A) delivering memos to executives on the trading floor to carry back replies,
 - (B) to deliver memos to executives on the trading floor and to carry back replies,
 - (C) delivering memos to executives on the trading floor and carrying back replies,
 - (D) to deliver memos to executives on the trading floor and carry back replies,
 - (E) to deliver memos to executives on the trading floor and carrying back replies,

 3. John, a resident of Lake City and an employee of The Bell Company, is currently working on a new project that will revolutionize the telecommunication industry, which will lead to a lowering of rates for making international calls.
 - (A) is currently working on a new project that will revolutionize the telecommunication industry, which will lead to a lowering of rates for
 - (B) is currently working on a new project that will revolutionize the telecommunication industry, leading to a lowering of rates for
 - (C) which is currently working on a new project to revolutionize the telecommunication industry and also lead to lower rates for
 - (D) who is currently working on a new revolutionary project in the telecommunication industry, which will lead to a lowering of rates for
 - (E) has been currently working on a new project that will revolutionize the telecommunication industry as well as lower the rates for
-

4. Cristina started the test later than the rest of the students but was still able to complete it in the allotted time.
- (A) Cristina started the test later than the rest of the students but was still able to complete it in the allotted time.
 - (B) Cristina started the test later than the rest of the students, however she was still able to complete the test in the allotted time.
 - (C) Even though Cristina started the test later than the rest of the students, yet she was able to complete it in the allotted time.
 - (D) Having started the test later than the rest of the students, Cristina was able to complete it in the allotted time.
 - (E) Cristina was able to complete the test in the allotted time, yet she started it later than the rest of the students.
5. Priscilla and I was punished by the teacher for not completing the assignment on time.
- (A) Priscilla and I was punished by the teacher
 - (B) Priscilla as well as me were punished by the teacher
 - (C) Priscilla and me were punished by the teacher
 - (D) Priscilla as well as I was punished by the teacher
 - (E) The teacher punished Priscilla and I
6. While Gordon Sumner is best known for the songs he composed under his stage name, Sting, starting off as part of a three-member band, The Police, which gave us several hit albums in the early 1980s.
- (A) starting off as part of a three-member band,
 - (B) started off as part of a three-member band,
 - (C) yet he started off as part of a three-member band,
 - (D) he started off as part of a three-member band,
 - (E) a member of the three-member band,
7. The famous actor, whose last three movies were severely criticized both by the critics and the general public for their extremely graphic action scenes, deciding to work in family dramas only.
- (A) were severely criticized both by the critics and the general public for their extremely graphic action scenes, deciding
 - (B) had been severely criticized by both the critics and by the general public for his extremely graphic action scenes, has decided
-

- (C) were subjected to severe criticism by both the critics and the general public for their extremely graphic action scenes, has decided
- (D) were severely criticized by both the critics and the general public for their extremely graphic action scenes, decided
- (E) had extremely graphic action scenes, has been severely criticized by the critics and by the general public, therefore deciding
8. Observing an apple fall from a tree, Newton came up with the assertion for a force in the earth that attracted objects towards it; he named this force gravity.
- (A) Observing an apple fall from a tree, Newton came up with the assertion for
- (B) Observing an apple fall from a tree is what made Newton come up with the assertion that
- (C) Observing an apple fall from a tree, Newton came up with the assertion that
- (D) Newton, observing an apple fall from a tree, came up with the assertion of
- (E) Observing an apple fall down from a tree, Newton was able to come up with the assertion that
9. As an expert at repairing all kinds of electrical engines, the new project involving the repair and maintenance of pumping motors in all the buildings of the condominium was just the kind of assignment Edward had been looking for.
- (A) As an expert at repairing all kinds of electrical engines, the new project involving the repair and maintenance of pumping motors in all the buildings of the condominium was just the kind of assignment Edward
- (B) As an expert at repairing all kinds of electrical engines, Edward regarded the new project involving the repair and maintenance of pumping motors in all the buildings of the condominium as just the kind of assignment he
- (C) As an expert at repairing all kinds of electrical engines, the new project involving the repair and maintenance of pumping motors in all the buildings of the condominium was considered just the kind of assignment Edward
- (D) Edward was an expert at repairing all kinds of electrical engines, thus the new project involving the repair and maintenance of pumping motors in all the buildings of the condominium was just the kind of assignment he
- (E) Edward, as an expert at repairing all kinds of electrical engines, considered the new project involving the repair and maintenance of pumping motors in all the buildings of the condominium to be just the kind of assignment he
-

10. A recently concluded study of students appearing for the GMAT has revealed that the more practice tests these students took, the more was their likelihood of getting a 700 plus score.
- (A) the more practice tests these students took, the more
 - (B) the more the number of practice tests these students took, the more
 - (C) the higher practice tests these students took, the greater
 - (D) the greater practice tests these students took, the more
 - (E) the more practice tests these students took, the greater
11. Although the plastic bag ban in the city is yet to formally come into effect, government agencies have stepped up their drive against it and also issued notices in some cases.
- (A) government agencies have stepped up their drive against it and also issued notices in some cases
 - (B) government agencies stepped up their drive against it and also issued notices in some cases
 - (C) government agencies have stepped up their drive against the ban and have also issued notices in some cases
 - (D) government agencies are stepping up their drive against it, even issuing notices in some cases
 - (E) government agencies have stepped up their drive against the use of plastic bags and also issued notices in some cases
12. Even though the renowned author wrote several long works of fiction, his collection of short stories, written from a hospital bed and extending over a mere six pages each, brought him the greatest acclaim.
- (A) extending
 - (B) extends
 - (C) extended
 - (D) is extending
 - (E) were extending
13. London is a city on the move, this makes its airport one of the busiest in the world.
- (A) London is a city on the move, this makes its airport one of the busiest in the world.
 - (B) London is a city on the move, which makes its airport one of the busiest in the world.
 - (C) London is a city on the move, a fact that makes its airport one of the busiest in the world.
-

- (D) Being a city on the move, London has made its airport one of the busiest in the world.
- (E) London, a city on the move, makes its airport one of the busiest in the world.
14. The war veteran remembered meeting the mother of a soldier who had been tortured brutally by the enemy forces during the felicitation ceremony.
- (A) The war veteran remembered meeting the mother of a soldier who had been tortured brutally by the enemy forces during the felicitation ceremony.
- (B) The war veteran remembered meeting the mother of a soldier during the felicitation ceremony who had been tortured brutally by the enemy forces.
- (C) During the felicitation ceremony, the war veteran remembered meeting the mother of a soldier who had been tortured brutally by the enemy forces.
- (D) During the felicitation ceremony, the war veteran remembered meeting a soldier's mother whom the enemy forces had brutally tortured.
- (E) The war veteran remembered meeting the mother of a soldier during his felicitation ceremony, a soldier who had been brutally tortured by the enemy forces.
15. While polarized sunglasses are extremely popular for their anti-glare feature, pilots should avoid using these because their coating will make it almost impossible to read the digital instruments inside the aircraft.
- (A) pilots should avoid using these because their coating will make it almost impossible to read the digital instruments inside the aircraft
- (B) their use should be avoided by pilots because their coating make it almost impossible to read the digital instruments inside the aircraft
- (C) pilots should avoid using it because the coating on these glasses makes it almost impossible to read the digital instruments inside the aircraft
- (D) they should not be used by pilots because of the coating on these glasses making it almost impossible reading the digital instruments inside the aircraft
- (E) they should not be used by pilots because the coating on these glasses makes it almost impossible to read the digital instruments inside the aircraft
16. Winning 11 Academy awards and raking in more than 2 billion dollars at the box office, James Cameron directed *Titanic*, which many consider to be one of the greatest movies of all time.
- (A) James Cameron directed *Titanic*, which many consider to be
- (B) James Cameron directed *Titanic*, which many consider
- (C) *Titanic*, directed by James Cameron, considered by many as
-

- (D) James Cameron's *Titanic* is regarded by many as
- (E) *Titanic* was directed by James Cameron, considered
17. As people become more and more aware of the dangers of water-borne diseases, the demand for mineral water is increasing at a rapid rate, bottled mineral water providing both easy transportability and assured water quality.
- (A) is increasing at a rapid rate, bottled mineral water providing both easy transportability and assured water quality
- (B) has been increasing at a rapid rate, because of bottled mineral water both providing easy transportability and assuring water quality
- (C) has increased at a rapid rate, since bottled mineral water provides both easy transportability and assures water quality
- (D) will increase at a rapid rate because bottled mineral water provides both easy transportability and assured water quality
- (E) increases at a rapid rate, with bottled mineral water providing both easy transportability and assuring water quality
18. The concert rules, as defined by the organising committee, does not allow the use of mobile phones during the concert nor does it allow the consumption of hard drinks.
- (A) does not allow the use of mobile phones during the concert nor does it allow the consumption of hard drinks
- (B) do not allow mobile phones to be used during the concert, not allowing the consumption of hard drinks as well
- (C) do not allow the use of mobile phones nor the consumption of hard drinks during the concert
- (D) do not allow the use of mobile phones or the consumption of hard drinks during the concert
- (E) neither allows the use of mobile phones during the concert nor do they allow the consumption of hard drinks
19. Unlike the buildings of the Baroque era, which were extremely ornamental and lavish in design, Neoclassical era marked a return to buildings with simplistic and timeless designs.
- (A) Neoclassical era marked a return to buildings with
- (B) Neoclassical buildings having
- (C) Neoclassical era had buildings with
- (D) the buildings of the Neoclassical era had
- (E) the buildings of the Neoclassical era having
-

20. The vendor informed the company that neither of their orders were ready.
- (A) neither of their orders were ready
 - (B) neither of its orders were ready
 - (C) neither of its order was ready
 - (D) neither of its orders was ready
 - (E) its orders, neither of them, were ready
21. When the results of the final examinations were announced, Susan was surprised to note that she had performed well in both History and Political Science, subjects where she had always struggled, and poor in English, her area of expertise.
- (A) both History and Political Science, subjects where she had always struggled, and poor in English,
 - (B) History and Political Science, subjects in which she had always struggled, and poorly in English,
 - (C) both History as well as Political Science, subjects in which she had always struggled, and poor in English,
 - (D) History and Political Science, both being subjects where she had always struggled, and poorly in English,
 - (E) subjects where she had always struggled, History and Political Science, and poorly in English,
22. Indian folk songs, like in other countries, contain a vivid description of the rituals, customs and superstitions of the region that they originated in.
- (A) like in other countries
 - (B) like it is with other countries
 - (C) as it is with other countries
 - (D) as in
 - (E) like those of
23. The United States has relaxed overseas borrowing rules for corporates, as a result US based companies will now find it easier to refinance their dollar loans through overseas debt.
- (A) has relaxed overseas borrowing rules for corporates, as a result US based companies will now find
 - (B) has relaxed overseas borrowing rules for corporates, hence companies in the US will now find
-

- (C) has relaxed borrowing rules for overseas corporates, resulting in US based companies now finding
- (D) relaxation of overseas borrowing rules for corporates resulted in US based companies now finding
- (E) has relaxed overseas borrowing rules for corporates, so US based companies will now find
24. With a robust economy and well educated and well to do citizens, Zimbabwe was once the success story of Southern Africa, but over the last one and a half decades things have got harder for it as urban areas ceased to create jobs and rural areas felt the pressure as well.
- (A) With a robust economy and well educated and well to do citizens, Zimbabwe was once the success story of Southern Africa, but over the last one and a half decades things have got harder for it as urban areas ceased to create jobs and rural areas felt the pressure as well.
- (B) Zimbabwe, with a robust economy and well educated and well to do citizens, once the success story of Southern Africa, but over the last one and a half decades things have got harder for it as urban areas have ceased to create jobs and rural areas have felt the pressure as well.
- (C) With a robust economy having well educated and well to do citizens, Zimbabwe was once the success story of Southern Africa, however over the last one and a half decades things got harder for it as a result of urban areas ceasing to create jobs, with even rural areas feeling the pressure.
- (D) Zimbabwe was once the success story of Southern Africa, with a robust economy and well educated and well to do citizens, but over the last one and a half decades things have got harder for it as urban areas ceased to create jobs and rural areas felt the pressure as well.
- (E) With a robust economy and well educated and well to do citizens, Zimbabwe was once the success story of Southern Africa, but over the last one and a half decades things have got harder for it as urban areas have ceased to create jobs and rural areas have felt the pressure as well.
25. Analysis of deep sea sediments have had as a focus the discovery of hitherto unknown forms of life, even though no such discovery has yet been made.
- (A) Analysis of deep sea sediments have had as a focus the discovery of
- (B) Analysis of deep sea sediments have focussed on discovering
- (C) Analysis of deep sea sediments focussed on the discovery of
- (D) Analysis of deep sea sediments has focussed on the discovery of
- (E) Deep sea sediments that have been analysed, focussing on discovering
-

26. If Sam reached the airport in time, he would have been holidaying in Germany by now.
- (A) If Sam reached the airport in time,
 - (B) If Sam would have reached the airport in time,
 - (C) Sam having reached the airport in time,
 - (D) Had Sam reached the airport in time,
 - (E) Sam, reaching the airport in time,
27. In 1632, the Mughal emperor Shah Jahan began constructing the Taj Mahal, whose design was partly inspired by the majestic Humayun's tomb, which itself had been inspired by the Gur-e Amir.
- (A) which itself had been inspired
 - (B) itself being inspired
 - (C) having been inspired
 - (D) whose inspiration was
 - (E) inspiring
28. The forests are being cut on a large scale these days, which is a factor contributing to global warming.
- (A) The forests are being cut on a large scale these days, which is a factor contributing to global warming.
 - (B) The forests are being cut on a large scale these days, this is a factor contributing to global warming.
 - (C) The large scale cutting of forests these days is a factor contributing to global warming.
 - (D) Contributing to global warming, the large scale cutting of forests these days is a factor.
 - (E) The fact that forests are being cut on a large scale these days is a factor contributing to global warming.
29. While some may doubt the feasibility of the proposal, it is based on empirical evidence, unlike policies resulting from either fanciful suppositions or as a result of political whims.
- (A) it is based on empirical evidence, unlike policies resulting from either fanciful suppositions or as a result of
 - (B) it is based on empirical evidence, unlike policies that result from either fanciful suppositions or
 - (C) based on empirical evidence, unlike policies that result from either fanciful suppositions or from
-

- (D) because it is based on empirical evidence, unlike policies that result from either fanciful suppositions or
- (E) it is based on empirical evidence rather than fanciful suppositions or
30. Prices of commercial property have fallen drastically in the country over the last two quarters as investors, in these uncertain times, prefer holding cash over investing in property.
- (A) prefer holding cash over investing in property
- (B) would much rather hold cash than investing in property
- (C) prefer holding cash to investing in property
- (D) are preferring to hold cash over investing in property
- (E) would much rather prefer to hold cash than to invest in property
31. The situation in the country is volatile enough so even a minor trigger could lead to a large scale conflagration.
- (A) is volatile enough so
- (B) is volatile such that
- (C) being volatile enough that
- (D) that is so volatile that
- (E) is so volatile that
32. According to leading economists across the world, rising inflation is one of the factors that seems to indicate that an economy might be headed for a recession.
- (A) factors that seems to indicate that an economy
- (B) factors, which seem to indicate that an economy
- (C) factors that seem to indicate an economy
- (D) factors that seem to indicate that an economy
- (E) factors which seems to indicate that an economy
33. One reason for the large scale exodus of people from rural to urban areas can be explained by the greater availability of jobs in urban areas.
- (A) can be explained by
- (B) is given by
- (C) is that
- (D) is
- (E) being
-

34. In order to reduce light-duty vehicle greenhouse gas emissions, a company can use either low-carbon and renewal power or make land use changes; however, neither of these strategies are by themselves sufficient to achieve success, and must be used together to reduce emissions.
- (A) can use either low-carbon and renewal power or make land use changes; however, neither of these strategies are by themselves
 - (B) can either use low-carbon and renewal power or make land use changes; however, neither of these strategies are by themselves
 - (C) can use either low-carbon and renewal power or land use changes have to be made; however, neither of these strategies is by themselves
 - (D) can either use low-carbon and renewal power or make land use changes; however, neither of these strategies is by itself
 - (E) can either use low-carbon and renewal power or it can make land use changes; however, neither of these strategies is by itself
35. The users of the new Dell laptop claim that it is much more better, or at least as better, as any of the other laptops currently available in the market.
- (A) is much more better, or at least as better, as any
 - (B) is much better, or at least as better, as any
 - (C) is much better, or at least as better, than any
 - (D) is much better than any
 - (E) is more better than any
36. The teacher sympathized with the students who were forced to attend classes on Sundays, stating that if he was in charge, he would declare every Saturday and Sunday as holidays.
- (A) if he was in charge, he would declare every Saturday and Sunday as holidays
 - (B) if he were in charge, he would declare every Saturday and Sunday as holidays
 - (C) he would declare every Saturday and Sunday as holidays if he was in charge
 - (D) if he were in charge, he would declare every Saturday and Sunday holidays
 - (E) every Saturday and Sunday would be holidays if he was in charge
37. The amateur artist created less paintings this year than last year, and now that he has got a full-time job, he has even less incentive to do it.
- (A) less paintings this year than last year, and now that he has got a full-time job, he has even less incentive to do it
 - (B) smaller paintings this year than did last year, and now that he has got a full time job, he has even less incentive to do it
-

- (C) fewer paintings this year than he did last year, and now that he has got a full time job, he has even less incentive to do so
- (D) lesser paintings this year than was done by him last year, and now that he has got a full time job, he has even less incentive to do so
- (E) fewer paintings this year than were created by him last year, and now that he has got a full time job, he has even less incentive to do it
38. The Town and Country Club purchased, for its members, customised golf buggies and 20 sets of the best golf clubs, also organizing training sessions for them with leading professional golfers.
- (A) buggies and 20 sets of the best golf clubs, also organizing training sessions for them with leading professional golfers
- (B) buggies, 20 sets of the best golf clubs, and training sessions for them with leading professional golfers
- (C) buggies as well as 20 sets of the best golf clubs, additionally organizing training sessions for them with professionally leading golfers
- (D) buggies and 20 sets of the best golf clubs, in addition to organizing training sessions for them with leading professional golfers
- (E) buggies and 20 sets of the best golf clubs, and organized training sessions for them with both leading as well as professional golfers
39. The school officials believe that students will be equally likely to break the new rules as the current ones.
- (A) equally likely to break the new rules as
- (B) as much likely to break the new rules as
- (C) as likely to break the new rules as they are
- (D) equally likely to break the new rules as they are
- (E) equally likely that they will break the new rules as
40. The Board's response did not surprise Mandy at all; she was, in fact, expecting such a response.
- (A) did not surprise Mandy at all; she was, in fact, expecting
- (B) had not surprised Mandy at all; she was in fact expecting
- (C) had not surprised Mandy at all; she had, in fact, expected
- (D) did not surprise Mandy at all; she had, in fact, expected
- (E) did not surprise Mandy at all; because she was expecting
-

41. Even though many more students are present in the class today than yesterday, this number is still smaller than last week.
- (A) many more students are present in the class today than yesterday, this number is still smaller than last week
 - (B) many more students are present in the class today than had been yesterday, this number is still lower than last week
 - (C) much more students are present in the class today than yesterday, this number is still lower than the figure for last week
 - (D) many students are present in the class today as compared to yesterday, this number is still less than last week's
 - (E) many more students are present in the class today than were present yesterday, this number is still lower than last week's figure
42. From getting up early in the morning and going for a six-mile run to cutting out fried foods completely from his diet to hitting the gym for two hours every day, it was believed by Lawrence that physical fitness was the key to winning an Olympic gold medal.
- (A) it was believed by Lawrence that physical fitness was the key
 - (B) Lawrence believed that physical fitness was the key
 - (C) physical fitness was believed by Lawrence to be the key
 - (D) it was Lawrence's belief that physical fitness was the key
 - (E) Lawrence had believed physical fitness to be the key
43. Unsure of their ability to get a good GMAT score by themselves, private tutors are being hired in large numbers by prospective GMAT takers for helping them prepare for the test.
- (A) private tutors are being hired in large numbers by prospective GMAT takers for helping
 - (B) private tutors are being hired in large numbers by prospective GMAT takers to help
 - (C) prospective GMAT takers are hiring private tutors in large numbers for helping
 - (D) prospective GMAT takers are hiring private tutors in large numbers to help
 - (E) prospective GMAT takers are hiring private tutors in large quantities to help
44. The logistics start-up company, funded by a group of angel investors and looking to make the most of its first-mover advantage, has rolled out an aggressive nationwide advertising campaign.
- (A) funded by a group of angel investors and looking to make the most of its first-mover advantage, has rolled out an aggressive
-

- (B) funded by a group of angel investors and looked to make the most of its first mover advantage, rolled out an aggressive
- (C) funding by a group of angel investors and looking to make the most of its first mover advantage, is rolling out an aggressive
- (D) which a group of angel investors have funded to make the most of its first mover advantage, has aggressively rolled out a
- (E) having been funded by a group of angel investors and looking to make the most of their first mover advantage, has rolled out an aggressive
45. The Dikes of the Netherlands were built for stopping sea water from flooding the cities and they do.
- (A) were built for stopping sea water from flooding the cities
- (B) had been built for stopping sea water from flooding the cities
- (C) has been built to stop sea water from flooding the cities
- (D) were built to stop sea water from flooding the cities
- (E) had been built to stop sea water from flooding the cities
46. Australia is one of the countries that have imposed sanctions on Iran.
- (A) one of the countries that have imposed sanctions on
- (B) one of the countries that has imposed sanctions against
- (C) one of the countries which have imposed sanctions on
- (D) one of the countries which has imposed sanctions on
- (E) one of the countries that have imposed sanctions against
47. It is ironic that a majority of employees of the automobile company has voted against the resolution, a resolution that was supposedly created to benefit those very employees.
- (A) has voted against the resolution, a resolution that was supposedly created to benefit
- (B) has voted against the resolution, which was supposedly created to benefit
- (C) has voted against the resolution, supposedly created to benefit
- (D) have voted against the resolution, a resolution which was supposedly created for the benefit of
- (E) have voted against the resolution, a resolution that was supposedly created to benefit
-

48. The double-clutch gearbox of the new BMW M5 offers seamless shifts all the way up to the 7200 rpm mark; 125 mph is reached in just 12 seconds.
- (A) The double-clutch gearbox of the new BMW M5 offers seamless shifts all the way up to the 7200 rpm mark; 125 mph is reached in just 12 seconds.
 - (B) The double-clutch gearbox of the new BMW M5, offering seamless shifts all the way up to the 7200 rpm mark, can reach 125 mph in just 12 seconds.
 - (C) The new BMW M5, with a double-clutch gearbox that offers seamless shifts all the way up to the 7200 rpm mark, reaching 125 mph in just 12 seconds.
 - (D) The double-clutch gearbox of the new BMW M5 offers seamless shifts all the way up to the 7200 rpm mark and reaches 125 mph in just 12 seconds.
 - (E) The double-clutch gearbox of the new BMW M5 offers seamless shifts all the way up to the 7200 rpm mark, which results in the car reaching 125 mph in just 12 seconds.
49. Using the pretext of reviving the flagging economy, several measures have been proposed by the government that threaten to bring back some of the harsh tax provisions abolished in 1999.
- (A) Using the pretext of reviving the flagging economy, several measures have been proposed by the government that threaten to bring back some of the harsh tax provisions abolished in 1999.
 - (B) With the flagging economy used as a pretext, several measures have been proposed by the government, which threaten to bring back some of the harsh tax provisions abolished in 1999.
 - (C) Using the pretext of reviving the flagging economy, the government has proposed several measures that threaten to bring back some of the harsh tax provisions abolished in 1999.
 - (D) The government has used the pretext of reviving the flagging economy, proposing several measures that threaten to bring back some of the harsh tax provisions abolished in 1999.
 - (E) Using the pretext of reviving the flagging economy, several measures have been proposed by the government, threatening to bring back some of the harsh tax provisions abolished in 1999.
50. Despite being rivals on the cricket field, Andrew Flintoff regarded Brett Lee not as an adversary but a friend, a fact that was obvious in the historic Ashes test match between their respective teams in 2005.
- (A) not as an adversary but a friend, a fact that was obvious
 - (B) not as an adversary but as a friend; a fact that was obvious
 - (C) as not an adversary but as a friend, a fact that was obvious
 - (D) as a friend and not as an adversary, an obvious fact
-

- (E) not as an adversary but as a friend, a fact that was obvious
51. Genetically modified seeds, with no requirement of costly fertilizer or with expensive agriculture, help farmers grow crops in a cost effective manner.
- (A) with no requirement of costly fertilizer or with expensive agriculture, help
 - (B) with no requirements of costly fertilizer or expensive agriculture, helps
 - (C) having no requirement of costly fertilizer or with expensive agriculture, helps
 - (D) without the requirement of costly fertilizer or expensive agriculture, help
 - (E) without the requirement of costly fertilizer or no expensive agriculture, help
52. In the 1960 Chile earthquake, at least 6000 people or more are believed to have been killed.
- (A) at least 6000 people or more are believed to have been killed
 - (B) more than at least 6000 people were believed as killed
 - (C) it is believed that at least 6000 people or more were killed
 - (D) as many as 6000 people were believed to have been killed
 - (E) at least 6000 people are believed to have been killed
53. *Fortune favours the brave* is a mantra that works not just on the battlefields but in the boardrooms.
- (A) not just on the battlefields but in the boardrooms
 - (B) not just on the battlefields but also the boardrooms
 - (C) on not just the battlefields but also the boardrooms
 - (D) not just on the battlefields but also in the boardrooms
 - (E) not just for the battlefields but also in the boardrooms
54. Experts predict that the increasing levels of air pollution in Beijing will soon make the city unliveable, which would make the residents prone to such illnesses like asthma, COPD, and even lung cancer and to encourage them to shift to other cities.
- (A) will soon make the city unliveable, which would make the residents prone to such illnesses like asthma, COPD, and even lung cancer and to encourage them
 - (B) will soon make the city unliveable, making the residents prone to illnesses such as asthma, COPD, and even lung cancer and to encourage them
 - (C) will soon make the city unliveable, making the residents prone to such illnesses as asthma, COPD, and even lung cancer and encouraging them
-

- (D) would soon make the city unliveable and also make the residents prone to illnesses like asthma, COPD, and even lung cancer, encouraging them
- (E) would soon make the city unliveable by making them prone to illnesses such as asthma, COPD, and even lung cancer and it will also encourage them
55. Electronic devices like smart phones and notebooks, which were once considered to be items of luxury, have now become items one cannot do without.
- (A) Electronic devices like smart phones and notebooks, which were once considered to be items of luxury, have now become
- (B) Electronic devices such as smart phones and notebooks, which were once considered to be items of luxury, have now become
- (C) Once considered items of luxury, such electronic devices as smart phones and notebooks have now become
- (D) Such electronic devices like smart phones and notebooks, which were once considered as items of luxury, now becoming
- (E) Electronic devices such as smart phones and notebooks, which were once considered to be items of luxury, becoming
56. According to the country's largest television manufacturer, increase in sales of its LED televisions, which have excellent picture quality and they also consume less power, accounts for most of the 120% increase in revenues that the company experienced last year, the rest of it coming from sales of LCD and plasma televisions.
- (A) they also consume less power, accounts for most of the 120% increase in revenues that the company experienced last year, the rest of it coming
- (B) they also consume less power, account for most of the 120% increase in revenues that the company experienced last year, the rest of which came
- (C) which also consumes less power, account for most of the 120% increase in revenues that the company experienced last year; the rest of it came
- (D) which also consume less power, accounts for most of the 120% increase in revenues that the company experienced last year, the rest of which came
- (E) which also consume less power, accounts for most of the 120% increase in revenues that the company experienced last year, the rest of the increase coming
57. The newly launched aircraft engine providing a 50% reduction in noise, double-digit improvements in fuel efficiency and environmental emissions has been hailed by the aviation industry.
- (A) The newly launched aircraft engine providing a 50% reduction in noise, double-digit improvements in fuel efficiency and environmental emissions has
-

- (B) Providing a 50% reduction in noise, double-digit improvements in fuel efficiency and environmental emissions, the newly launched aircraft engine has
- (C) The newly launched aircraft engine provides a 50% reduction in noise and double-digit improvements in fuel efficiency and environmental emissions has
- (D) The newly launched aircraft engine, which provides a 50% reduction in noise and double-digit improvements in fuel efficiency and environmental emissions, has
- (E) Providing a 50% reduction in noise, the newly launched aircraft engine is also providing double-digit improvements in fuel efficiency and environmental emissions having
58. First prepared by the Arabs in the 15th century, the humble sandwich, named so because of its association with the Earl of Sandwich, is a breakfast staple of people all across the world.
- (A) First prepared by the Arabs in the 15th century, the humble sandwich, named so because of its association with the Earl of Sandwich, is a breakfast staple of people all across the world.
- (B) Having been first prepared by the Arabs in the 15th century, the humble sandwich is a breakfast staple of people all across the world, named so because of its association with the Earl of Sandwich.
- (C) The humble sandwich, first prepared by the Arabs in the 15th century and is a breakfast staple of people all across the world, is named so because of its association with the Earl of Sandwich.
- (D) Named so because of its association with the Earl of Sandwich, first prepared by the Arabs in the 15th century, and a breakfast staple of people all across the world, the humble sandwich.
- (E) The Earl of Sandwich, after whom the humble sandwich is named, first prepared it with the Arabs in the 15th century, now a breakfast staple of people all across the world.
59. A recent research has concluded that organically grown fruits and vegetables were, in general, no more nutritious than their conventional counterparts, which tends to be far less expensive, or were they any less likely to be contaminated by dangerous bacteria such as E. coli.
- (A) no more nutritious than their conventional counterparts, which tends to be far less expensive, or were they any less likely to be
- (B) no more nutritious as their conventional counterparts, tending to be far less expensive, nor were they any less likely of being
- (C) not more nutritious as their conventional counterparts, which tend to be far less expensive, or were they any less likely to be
- (D) no more nutritious than their conventional counterparts, which tend to be far less expensive, nor were they any less likely to be
-

- (E) as nutritious than their conventional counterparts, which tend to be far less expensive, also not likely to be
60. Covering almost 40% of the South American continent, the Amazonian Rainforests are vital for all the countries in the region, helping stabilize their climate, maintaining their water cycle and protecting them from flood, drought and erosion, acting as a source of medicine and food.
- (A) helping stabilize their climate, maintaining their water cycle and protecting them from flood, drought and erosion, acting as a source of medicine and food
- (B) helping stabilize their climate, maintaining their water cycle, protecting them from flood, drought and erosion, and acting as a source of medicine and food
- (C) helping stabilize their climate, maintaining their water cycle and protecting them from flood, drought, erosion, and acting as a source of medicine and of food
- (D) by stabilizing their climate, maintaining their water cycle and protecting them from flood, drought and erosion, as well as by acting as a source of medicine and food
- (E) by stabilizing their climate, maintaining their water cycle and protecting them from flood, drought and from erosion, and as a source of medicine and food
61. Despite having discussed the matter with all his teachers, Lewis is still unable to decide if he should pay more attention to understanding the concepts or to their application.
- (A) Lewis is still unable to decide if he should pay more attention to understanding the concepts or to their application
- (B) Lewis is still confused between paying more attention to understanding the concepts or to their application
- (C) it is still difficult for Lewis decide if he should pay more attention to understanding the concepts or to their application
- (D) Lewis is still not able to decide whether he should pay more attention to understanding the concepts or to their application
- (E) there is still confusion in Lewis' mind with regards to understanding the concepts or to their application
62. According to a recent study of home buyers, the location of a house correlates more with its price than with its quality of construction.
- (A) the location of a house correlates more with its price than with its quality of construction
- (B) the location of a house correlates more with its price as does its quality of construction
- (C) the location of a house correlates more with its price than does its quality of construction
-

- (D) the price of a house correlates more to its location than does its quality of construction
- (E) the location of a house correlates more to its price than to its quality of construction
63. Robert's tutor recommends that, in order to score well on the GMAT, Robert should put in at least two hours of practice every day and not practice questions indiscriminately.
- (A) Robert should put in at least two hours of practice every day and not practice questions indiscriminately
- (B) Robert should put in at least two hours of practice every day and that he should not practice questions indiscriminately
- (C) Robert will have to put in at least two hours of practice every day and not do practice questions indiscriminately
- (D) Robert put in at least two hours of practice every day and that he not practice questions indiscriminately
- (E) at least two hours of practice need to be put in by Robert every day and he does not have to practice questions indiscriminately
64. According to some entrepreneurs, the most difficult choice one has to make while starting a business is between quitting one's day job and concentrating full time on the business, thereby risking one's future, or continuing with one's day job and working part time at the business until it finds its feet.
- (A) or continuing
- (B) and continuing
- (C) or whether to continue
- (D) or that to continue
- (E) and whether to continue
65. Galileo had disproved a widely accepted theory of astronomy when he showed that the earth was round.
- (A) had disproved
- (B) disproved
- (C) disproves
- (D) has disproved
- (E) having disproved
66. Each invoice and gate pass must have "PAID" stamped over their number.
- (A) Each invoice and gate pass must have "PAID" stamped over their number.
-

- (B) Every one of the invoices and gate passes must have “PAID” stamped over their number.
- (C) Each invoice and gate pass must have “PAID” stamped over its number.
- (D) All invoices and gate passes must have “PAID” stamped over its number.
- (E) Every invoice and each gate pass must have “PAID” stamped over their number.
67. Be it for losing weight, improving muscle tone, or to widen their social circle, Americans are flocking to gyms like never before.
- (A) Be it for losing weight, improving muscle tone, or to widen their social circle,
- (B) Be it to lose weight, improve muscle tone, or widen their social circle,
- (C) Be it for losing weight, improving muscle tone, or for widening their social circle,
- (D) Be it losing weight, improving muscle tone, or widening their social circle,
- (E) Be it to lose weight, improve muscle tone, or to widen their social circle,
68. By constructing new windmill farms, consumption of fossil fuels are reduced, and tons of noxious emissions are kept out of the atmosphere.
- (A) By constructing new windmill farms, consumption of fossil fuels are reduced, and tons of noxious emissions are kept
- (B) By constructing new windmill farms, it reduces consumption of fossil fuels, and tons of noxious emissions are kept
- (C) Constructing new windmill farms reduces fossil fuel consumption and keeps tons of noxious emissions
- (D) When new windmill farms are constructed, they reduce fossil fuel consumption, and it keeps tons of noxious emissions
- (E) New windmill farms, when constructed, reduce fossil fuel consumption, and also tons of noxious emissions are kept
69. As demand for the new generation of microprocessors soars, firms manufacturing the older processors reel under losses.
- (A) As demand for the new generation of microprocessors soars, firms manufacturing the older processors reel under losses.
- (B) As demand for the new generation of microprocessors soar, firms manufacturing the older processors have been reeling under losses.
- (C) As demand for the new generation of microprocessors has soared, the older processor manufacturing firms reeled under losses.
- (D) As demand for the new generation of microprocessors soars, firms manufacturing the older processors have reeled under losses.
-

- (E) Owing to the demand for the new generation of microprocessors soaring, firms manufacturing the older processors reeling under losses.
70. The minister had expected brickbats, complaints, and pessimism, instead what greeted him was bouquets, praise, and optimism.
- (A) had expected brickbats, complaints, and pessimism, instead what greeted him was bouquets, praise, and optimism
- (B) was expecting brickbats, complaints, and pessimism, and was greeted by bouquets, praise, and optimism
- (C) had expected brickbats, complaints, and pessimism; instead he was greeted by bouquets, praise, and optimism
- (D) expected brickbats, complaints, and pessimism, however what greeted him was bouquets, praise, and optimism
- (E) expecting brickbats, complaints, and pessimism, was instead greeted by bouquets, praise, and optimism
71. As part of its growth strategy, the company is looking to apply global strategies using local insights along with expanding their geographical reach.
- (A) the company is looking to apply global strategies using local insights along with expanding their geographical reach
- (B) the company's plan is to apply global strategies using local insights and to expand its geographical reach
- (C) the company, in addition to expanding its geographical reach, is also looking to apply global strategies using local insights
- (D) the company is looking at applying global strategies and expanding its geographical reach, using local insights
- (E) the company's plans are for applying global strategies, using local insights, and expanding its geographical reach
72. Iran that has the world's fourth-largest oil reserves also has the world's second-largest natural gas reserves.
- (A) Iran that has the world's fourth-largest oil reserves also has the world's second-largest natural gas reserves.
- (B) Iran has the world's fourth-largest oil reserves as well as having the second-largest natural gas reserves.
- (C) Iran has the world's fourth-largest oil reserves and second-largest natural gas reserves.
- (D) Iran has the world's fourth-largest oil reserves; the world's second-largest natural gas reserves are also in Iran.
-

- (E) Iran, having the world's fourth-largest oil reserves, is in addition having its second-largest natural gas reserves as well.
73. The policy of "Nationalism" has been around since 1975, when officials in the country—many of whom equate patriotism with supporting the government's policies—began to worry in earnest about whether the country's citizens were patriotic enough.
- (A) when officials in the country—many of whom equate patriotism with supporting the government's policies—began to worry in earnest about whether
- (B) when officials in the country—many of them equating patriotism with supporting the government's policies—began to worry in earnest if
- (C) when officials in the country who equate patriotism with supporting the government's policies begun worrying in earnest if
- (D) when officials in the country—many of which equate patriotism with supporting the government's policies—began worrying in earnest whether
- (E) when officials in the country—many of whom equate patriotism with supporting the government's policies—began worrying in earnest whether
74. The rise in the level of pollutants in the Yangtze River is almost equivalent to the level of pollutants in the Ohio River.
- (A) equivalent to the level of pollutants in
- (B) the same as that in the level of pollutants in
- (C) the same as the level of pollutants in
- (D) equal to that of
- (E) the equivalent of that in
75. Traditional art and modern art, both part of the cultural frame of reference of most Americans and Europeans, share many aspects of the artistic language.
- (A) both part of the cultural frame of reference of most Americans and Europeans
- (B) are both part of the cultural frame of reference of most Americans and Europeans
- (C) part of both the cultural frame of reference of most Americans and Europeans
- (D) being part of the cultural reference frame of most Americans and Europeans
- (E) have both been part of the cultural frame of reference of most Americans and Europeans
76. In ancient times tanning, the process of treating animal skin with chemical compounds to produce leather, was considered to be a noxious or odoriferous trade and relegated to the outskirts of town, amongst the poor.
-

- (A) was considered to be a noxious or odoriferous trade and relegated to the outskirts of
- (B) was considered a noxious or odoriferous trade and relegated to the outskirts of
- (C) was regarded to be a noxious or odoriferous trade, relegating it to the outskirts of
- (D) had been regarded as a noxious or odoriferous trade and relegated to the outskirts of
- (E) was considered as a noxious or odoriferous trade, which relegated it to the outskirts of
77. In order to detect cancer early, the awareness of cancer screening and diagnostic tests is a must.
- (A) the awareness of cancer screening and diagnostic tests is a must
- (B) it is important to be aware of cancer screening and diagnostic tests
- (C) one must be aware of cancer screening and diagnostic tests
- (D) one must have awareness of cancer screening and diagnostic tests
- (E) it is important that one be aware of cancer screening and diagnostic tests
78. The belief, in some cultures, about the black cat as being a symbol of evil and a harbinger of doom is a relatively recent phenomenon; all cats, including black ones, were held in high esteem among the ancient Egyptians and protected by law from injury and death.
- (A) The belief, in some cultures, about the black cat as being a symbol of evil and a harbinger of doom is a relatively recent phenomenon;
- (B) Some cultures' belief about the black cat as a symbol of evil and a harbinger of doom is a relative recent phenomenon;
- (C) The belief, in some cultures, that the black cat is a symbol of evil and a harbinger of doom is a relatively recent phenomenon;
- (D) The belief about the black cat as being a symbol of evil and a harbinger of doom is a relatively recent phenomenon in some cultures;
- (E) The black cat is believed to be a symbol of evil and a harbinger of doom, this being a relatively recent phenomenon in some cultures;
79. Constructed by the Suez Canal Company and connected the Mediterranean Sea and the Red sea, November 1869 is when the Suez Canal was opened to traffic.
- (A) Constructed by the Suez Canal Company and connected the Mediterranean Sea and the Red sea, November 1869 is when the Suez Canal was opened to traffic.
- (B) The Suez Canal, constructed by the Suez Canal Company and connecting the Mediterranean Sea and the Red sea, was opened to traffic in November 1869.
-

- (C) Having been constructed by the Suez Canal Company and connecting the Mediterranean Sea and the Red sea, Suez Canal was opened to traffic in November 1869.
- (D) The Suez Canal, which was constructed by the Suez Canal Company connecting the Mediterranean Sea and the Red sea, was opened to traffic in November 1869.
- (E) Constructed by the Suez Canal Company and connecting the Mediterranean Sea and the Red sea, the Suez Canal had been opened to traffic in November 1869.
80. The famous battle depicted in the movie took place in England, and many people assume that it was Ireland.
- (A) and many people assume that it was
- (B) many people assuming
- (C) not what many people assume
- (D) not, as many people assume, in
- (E) but many people assume it to be
81. The seeming unlimited supply of fresh water and the apparently absent government regulations makes the Canary Island a popular choice for those wanting to buy their own private island.
- (A) seeming unlimited supply of fresh water and the apparently absent government regulations makes
- (B) seeming unlimited supply of fresh water and the apparent absence of government regulations make
- (C) seeming unlimited fresh water supply and the apparent absent government regulations make
- (D) seemingly unlimited supply of fresh water and the apparently absent government regulations makes
- (E) seemingly unlimited supply of fresh water and the apparent absence of government regulations make
82. The purpose of the vehicle driving test is to assess a person's ability of recognizing the different traffic signs as well as of his ability to steer and control a moving vehicle.
- (A) to assess a person's ability of recognizing the different traffic signs as well as of his ability to steer
- (B) to assess a person's ability to recognize the different traffic signs as well as to steer
- (C) to be able to assess a person's ability of recognizing the different traffic signs as well as of steering
-

- (D) for assessing a person's ability to recognize the different traffic signs as well as to steer
- (E) that it can assess a person's ability for recognizing the different traffic signs as well of his ability for steering
83. The government has mandated people living below the poverty line to be provided with meals twice a day and their children to be provided access to free education in publicly funded schools.
- (A) people living below the poverty line to be provided with meals twice a day and their children to be
- (B) that people living below the poverty line should be provided with meals twice a day and their children should be
- (C) for people living below the poverty line meals twice a day and for their children
- (D) people living below the poverty line that they will be provided with meals twice a day and their children be
- (E) that people living below the poverty line be provided with meals twice a day and that their children be
84. While investigating the reasons behind the bankruptcy of the trading company, the empowered committee realized that the company collapsed more due to poor management of funds than due to customers not buying the company's products.
- (A) that the company collapsed more due to poor management of funds than due to customers not buying the company's products
- (B) that the collapse was caused more by the poor management of funds than due to customers not buying the company's products
- (C) that the company collapsed more because of poor management of funds than because of customers not buying its products
- (D) that the collapse was more due to poor management of funds than because of customers not buying the company's products
- (E) that poor management of funds did more to cause the collapse than did customers by not buying the company's products
85. The company has three divisions, each of which specialise in a particular business area.
- (A) each of which specialise in a particular business area
- (B) which specialises in particular business areas
- (C) they specialise in a particular business area each
- (D) all of them specialise in a particular business area
- (E) each of which specialises in a particular business area
-

86. Carried by strong winds, the eruption of the volcano caused dust that crossed the United States in three days and circled the globe in three weeks.
- (A) the eruption of the volcano caused dust that
 - (B) the volcano's eruption caused dust that
 - (C) dust from the eruption of the volcano that
 - (D) there was dust from the eruption of the volcano and it
 - (E) dust from the eruption of the volcano
87. In a move that delighted their shareholders as much as distressed their competitors, the two shipping companies decided to merge, and this led to the formation of the second largest shipping company in the world.
- (A) In a move that delighted their shareholders as much as distressed their competitors, the two shipping companies decided to merge, and this led
 - (B) In a delightful move for their shareholders and a distressful one for their competitors, it has been decided by the two shipping companies to merge, leading
 - (C) In a move delighting their shareholders as much as distressing their competitors, the two shipping companies decided to merge, which led
 - (D) In a move that delighted their shareholders as much as it distressed their competitors, the two shipping companies decided to merge, leading
 - (E) The two shipping companies, in a move that delighted their shareholders and distressed their competitors, decided to merge and to lead
88. According to industry experts, the biggest difference between colleges in America and colleges in developing countries like India is that in America they are searching for students whereas in India they are searching for faculty.
- (A) in America and colleges in developing countries like India is that in America they are searching for students whereas in India they are searching for faculty
 - (B) in America and developing countries like India is that American colleges are searching for students whereas in India they are searching for faculty
 - (C) in America and colleges in developing countries such as India is that in America they are searching for students whereas Indian colleges are searching for faculty
 - (D) in America and those in developing countries such as India is that American colleges are searching for students whereas Indian colleges are searching for faculty
 - (E) in America and such developing countries as India is that in America the colleges are searching for students whereas Indian colleges are searching for faculty
89. In order to improve the aesthetics of the neighbourhood, a group of citizens have suggested that the park be not only cleaned but also beautified.
-

- (A) a group of citizens have suggested that the park be not only cleaned but also beautified
- (B) a group of citizens have suggested that the park not only be cleaned but also beautified
- (C) the park should not only be cleaned but also beautified, a group of citizens has suggested
- (D) a group of citizens has suggested that the park be not only cleaned but that it also be beautified
- (E) a group of citizens has suggested that the park be not only cleaned but also beautified
90. In modern supermarkets, a customer does not have to stand in long billing queues if they have purchased ten items or less as there is a separate, dedicated billing queue for such customers.
- (A) a customer does not have to stand in long billing queues if they have purchased ten items or less
- (B) customers do not have to stand in long billing queues if they have purchased ten items or less
- (C) a customer does not have to stand in long billing queues if purchasing ten items or lesser
- (D) long queues can be avoided by customers who purchase ten or less items
- (E) customers do not have to stand in long billing queues if they have purchased up to ten items
91. The reason most new ventures fail within a year of their launch is because the founders spend most of their efforts on formulating strategy rather than implementing it.
- (A) because the founders spend most of their efforts on formulating strategy rather than
- (B) because the founders are spending most of their efforts towards strategy formulation rather than
- (C) that the founders spend most of their efforts on formulating strategy rather than on
- (D) that the founders have spent most of their efforts on strategy formulation instead of
- (E) that most of the efforts of the founders are spent towards formulating strategy rather than towards
92. The shift from traditional dentistry to cosmetic dentistry is due to adults getting fewer cavities and becoming more conscious of their looks.
- (A) dentistry to cosmetic dentistry is due to adults getting fewer cavities and becoming
- (B) dentistry to cosmetic dentistry is happening because adults are getting less cavities and also becoming
-

- (C) dentistry to cosmetic dentistry is because of adults who are getting both fewer cavities and becoming
- (D) dentistry to cosmetic dentistry is taking place because adults are getting fewer cavities and are also becoming
- (E) dentistry to cosmetic dentistry occurs because of adults getting fewer cavities and becomes
93. Friends of the reclusive poet say that he is annoying because of his erratic nature but his words are still a delight.
- (A) but his words are still a delight
- (B) although he uses words delightfully
- (C) and he is delightful in his use of words too
- (D) while being delightful because of his words
- (E) but delightful because of his words
94. Unlike writing for magazines, where editors have days, even weeks, to edit copy and proofread, newspaper editors work on daily deadlines.
- (A) Unlike writing for magazines, where editors have days, even weeks, to edit copy and proofread, newspaper editors work on daily deadlines
- (B) Unlike writing for magazines, for which editors have days, even weeks, to edit copy and proofread, newspaper editors work on daily deadlines
- (C) Unlike magazine editors, where they have days, even weeks, to edit copy and proofread, newspaper editors work on daily deadlines
- (D) Unlike editing magazines, a task for which editors have days, even weeks, to edit copy and proofread, newspaper editors work on daily deadlines
- (E) Unlike magazine editors, who have days, even weeks, to edit copy and proofread, newspaper editors work on daily deadlines
95. The employees in our organization, unlike that in your organization, are forbidden from discussing client names or activities outside the office.
- (A) unlike that in your organization, are forbidden from discussing
- (B) contrasted to ones in your organization, are forbidden to discussing
- (C) unlike them in your organization, are forbidden to discuss
- (D) unlike those in your organization, are forbidden to discuss
- (E) unlike the employees in your organization, are forbidden from discussing
-

96. Finding the view from the mountains fascinating, all that was there to see was thoroughly explored by Caesar.
- (A) Finding the view from the mountains fascinating, all that was there to see was thoroughly explored by Caesar.
 - (B) Caesar found the view from the mountains fascinating, he thoroughly explored all that was there to see.
 - (C) Finding the view from the mountains fascinating, Caesar's exploration covered all that was there to see.
 - (D) The view from the mountains is fascinating and is the reason why all that was there to see was thoroughly explored by Caesar.
 - (E) Caesar found the view from the mountains fascinating and thoroughly explored all that was there to see.
97. The management was impressed by the fact that even though John had prepared a very comprehensive report, it was presented by him in a very concise manner.
- (A) even though John had prepared a very comprehensive report, it was presented by him in a very concise manner
 - (B) although John prepared a very comprehensive report, yet he presented it in a very concise manner
 - (C) even though John had prepared a very comprehensive report, he presented it in a very concise manner
 - (D) John had prepared a very comprehensive report, presenting it in a very concise manner
 - (E) John had prepared and presented a very comprehensive and concise report
98. Manufacturers of a new exercise machine claim that it is much more comfortable to use than older machines and hence will encourage people to exercise for longer durations; however, their users state that they do not find the new machine any different from the older ones.
- (A) longer durations; however, their users state that they do not find the new machine any different from
 - (B) longer durations; however, its users state that they do not find the new machine any different from
 - (C) longer durations; however, the users of this new machine state that they do not find the new machine any different than
 - (D) longer durations; nevertheless, their users state that they do not find the new machine any different from
 - (E) longer durations, however, their users state that they do not find the new machine any different than
-

99. By Friday evening, the proposal had been signed by over 1000 supporters, many of them has left messages on the page.
- (A) had been signed by over 1000 supporters, many of them has
 - (B) was signed by over 1000 supporters, many of them having had
 - (C) had been signed by over 1000 supporters, many of whom have
 - (D) had been signed by over 1000 supporters, many of whom
 - (E) was signed by over 1000 supporters, and many of them
100. During his research on modern production systems, workers at a leading automobile manufacturing firm told Professor Roberts that these systems end up encouraging temporary or contract employment and reducing their quality of life.
- (A) During his research on modern production systems, workers at a leading automobile manufacturing firm told Professor Roberts that these systems end up encouraging temporary or contract employment and reducing their quality of life.
 - (B) Modern production systems were encouraging temporary or contract employment and reducing their quality of life was told to Professor Roberts by the workers at a leading automobile manufacturing firm.
 - (C) Professor Roberts was told by workers at a leading automobile manufacturing firm that these systems ended up encouraging temporary or contract employment and reducing their quality of life, during his research on modern production systems.
 - (D) During his research on modern production systems, Professor Roberts was told by workers at a leading automobile manufacturing firm that they were meant to encourage temporary or contract employment at the same time reducing their quality of life.
 - (E) Professor Roberts, during his research on modern production systems, was told by workers at a leading automobile manufacturing firm that these systems ended up encouraging temporary or contract employment and reducing their quality of life.
101. Despite all their talk about pollution control, large organisations have so far done very little to control ecological damage.
- (A) Despite all their talk about pollution control,
 - (B) In spite of the fact of their having talked about pollution control
 - (C) Besides their having talked
 - (D) Although they talk about all pollution control
 - (E) In addition to their talking
-

102. The restructuring agency explored several alternatives, including complete and partial liquidation of assets, but has not found any feasible solution to the problems faced by the company.
- (A) explored several alternatives, including complete and partial liquidation of assets, but has not found
 - (B) had explored several alternatives, which include complete and partial liquidation of assets, but has not found
 - (C) explored several alternatives, including complete and partial liquidation of assets, but did not found
 - (D) has explored several alternatives, including complete and partial liquidation of assets, but has not found
 - (E) has explored several alternatives, including complete and partial liquidation of assets, but did not find
103. The abundant supply of fresh water and its location, an isolated landmass in the North Atlantic, makes Iceland a natural nesting location for migratory birds.
- (A) The abundant supply of fresh water and its location, an isolated landmass in the North Atlantic, makes Iceland a natural nesting location for migratory birds.
 - (B) The abundant supply of fresh water as well as its location, an isolated landmass in the North Atlantic, makes Iceland a natural nesting location for migratory birds.
 - (C) An isolated landmass in the North Atlantic, Iceland has an abundant supply of fresh water which, along with its location, make Iceland a natural nesting location for migratory birds.
 - (D) Its location, an isolated landmass in the North Atlantic, and an abundant supply of fresh water make Iceland a natural nesting location for migratory birds.
 - (E) Iceland, having an abundant supply of fresh water and location, an isolated landmass in the North Atlantic, is a natural nesting location for migratory birds.
104. The survival of many endangered species of fish in our rivers depends on both the enforcement of regulations and recreational activities being available apart from fishing.
- (A) on both the enforcement of regulations and recreational activities being available
 - (B) both on the enforcement of regulations on recreational activities
 - (C) on both the enforcement of regulations and the availability of recreational activities
 - (D) on the enforcement of both regulations and recreational activities
 - (E) on both the enforcement of regulations in combination with available recreational activities
-

105. According to a popular announcement at subway stations, one is not supposed to smoke, drink, eat, and play loud music either aboard the train or station platforms.
- (A) to smoke, drink, eat, and play loud music either aboard the train or station platforms
 - (B) to smoke, drink, eat, and to play loud music either aboard the train or station platforms
 - (C) to smoke, drink, eat, or play loud music either aboard the train or on station platforms
 - (D) to smoke, to drink, to eat, and play loud music either aboard the train or on station platforms
 - (E) to smoke, drink, eat, or play loud music either aboard the train or station platforms
106. According to the public prosecutor, the accused has been charged with siphoning off millions from the treasury, invented fictitious deals, and lied to his superiors.
- (A) with siphoning off millions from the treasury, invented fictitious deals, and lied to his superiors
 - (B) for having siphoned off millions from the treasury, invented fictitious deals, and lied to his superiors
 - (C) for siphoning off millions from the treasury, inventing fictitious deals as well as lying to his superiors
 - (D) with siphoning off millions from the treasury, for inventing fictitious deals, and for having lied to his superiors
 - (E) with siphoning off millions from the treasury, inventing fictitious deals, and lying to his superiors
107. Every one of the support staff and the participants have to compulsorily go through a full body search before they enter the competition area.
- (A) have to compulsorily go through a full body search before they enter
 - (B) have to go through a compulsorily full body search before entering
 - (C) have to compulsorily go through a full body search before he or she enters
 - (D) has to compulsorily go through a full body search before entering
 - (E) has to compulsorily go through a full body search before they enter
108. Modern zoos cater not only to the recreational needs of people, but also help in conducting research and conservation of wild animals.
- (A) cater not only to the recreational needs of people, but also help in conducting research and conservation of
 - (B) cater not only to the recreational needs of people, but also aid in conducting research and in conservation of
-

- (C) not only cater to the recreational needs of people, but also help to conduct research on and to conserve
- (D) not only caters to the recreational needs of people, but also aid in conducting research and conservation of
- (E) not only cater to the recreational needs of people, but also help in conducting research on and conservation of
109. One of the artefacts that have been excavated from the recently discovered archaeological site are estimated at being more than 2000 years old.
- (A) have been excavated from the recently discovered archaeological site are estimated at being
- (B) have been excavated from the recently discovered archaeological site are estimated to be
- (C) has been excavated from the recently discovered archaeological site is estimated at
- (D) have been excavated from the recently discovered archaeological site is estimated to be
- (E) has been excavated from the recently discovered archaeological site is estimated to be
110. The charitable trust disbursed 8.7 million dollars in loans over the course of the last one year, however, now they don't remember who they gave it to.
- (A) however, now they don't remember who they gave it to
- (B) however, now they don't remember whom they gave the loans to
- (C) however, now they don't remember who it gave it to
- (D) but now it doesn't remember whom it gave them to
- (E) but now it doesn't remember who it gave the loans to
111. The illegal addition of two floors are not the only trouble the hotel could face, it also owes millions in unpaid taxes to the exchequer along with two other hotels.
- (A) are not the only trouble the hotel could face, it also owes millions in unpaid taxes to the exchequer along with two other hotels
- (B) is not the only trouble the hotel could face, and it also owes millions in unpaid taxes to the exchequer along with two other hotels
- (C) is not the only trouble the hotel could face; it also owes, along with two other hotels, millions in unpaid taxes to the exchequer
- (D) are not the only troubles the hotel could face, it as well as two other hotels also owe millions in unpaid taxes to the exchequer
-

- (E) is not the only trouble the hotel could face; it, as well as two other hotels, also owe millions in unpaid taxes to the exchequer
112. As far as acquiring life skills is concerned, learning how to drive is considerably more important than to learn playing the guitar.
- (A) learning how to drive is considerably more important than to learn playing the guitar
 - (B) learning how to drive is considerably more important than playing the guitar
 - (C) how to drive is considerably more important than how to play the guitar
 - (D) learning to drive is considerably more important than learning to play the guitar
 - (E) to learn driving is considerably more important than to be playing the guitar
113. By the time Tim appears for the GMAT, he will have completed a minimum of eight practice tests, three hundred practice questions, and more than seventy hours spent browsing through the various GMAT forums.
- (A) he will have completed a minimum of eight practice tests, three hundred practice questions, and more than seventy hours spent
 - (B) he will complete a minimum of eight practice tests, three hundred practice questions, and he will spend more than seventy hours
 - (C) he would have completed a minimum of eight practice tests and three hundred practice questions, spending more than seventy hours
 - (D) he would complete a minimum of eight practice tests in addition to completing three hundred practice questions, having spent more than seventy hours
 - (E) he will have completed a minimum of eight practice tests and three hundred practice questions, and spent more than seventy hours
114. The consistent rising revenues of the shipping company has convinced analysts that the company is a good one for their clients to invest in.
- (A) The consistent rising revenues of the shipping company has convinced analysts that the company is
 - (B) The consistently rising revenues of the shipping company has convinced analysts that the company is
 - (C) The consistent rise in the revenues of the shipping company has convinced analysts that the company is
 - (D) The consistently rising revenues of the shipping company have convinced analysts that the company was
 - (E) The consistent rise in the revenues of the shipping company have convinced analysts that the company is
-

115. It is indeed ironic to note that the subject where Barry scored the most marks was the one in which he put in the least effort.
- (A) where Barry scored the most marks was the one in which he
 - (B) where Barry scored the maximum marks was the same one in which he had
 - (C) in which Barry scored the most marks was the one where he
 - (D) in which Barry scored the most marks was the one in which he had
 - (E) for which Barry scored the highest marks was the one where he
116. While the term ‘sublimation’ has several meanings, in scientific terminology it is a process where a substance changes from solid to gaseous state, without entering the liquid state.
- (A) While the term ‘sublimation’ has several meanings, in scientific terminology it is a process where
 - (B) The term ‘sublimation’ has several meanings, in scientific terminology it is a process in which
 - (C) While the term ‘sublimation’ has several meanings, in scientific terminology it refers to a process in which
 - (D) The term ‘sublimation’ has several meanings, in scientific terminology it refers to a process when
 - (E) The term ‘sublimation’, having several meanings in scientific terminology, refers to a process where
117. The performance of the iron and steel industry this year has been better than that of any other year.
- (A) The performance of the iron and steel industry this year has been better than that of any other year.
 - (B) The performance of the iron and steel industry this year has been better than in any other year.
 - (C) The iron and steel industry’s performance this year has been better in comparison to any other year.
 - (D) the iron and steel industry’s performance has been better this year than any other year.
 - (E) This year the performance of the iron and steel industry has been better than that of any other year’s performance.
-

118. Raising raw material costs, along with escalating corporate tax rates, has made it very difficult for companies to remain profitable.
- (A) Raising raw material costs, along with escalating corporate tax rates, has made it very difficult for companies to remain profitable.
 - (B) Rising raw material costs and escalating corporate tax rates has made it very difficult for companies to remain profitable.
 - (C) The rise in raw material costs, along with escalating corporate tax rates, has made it very difficult for companies to remain profitable.
 - (D) Rising raw material costs, along with escalating corporate tax rates, has made it very difficult for companies to remain profitable.
 - (E) Rising raw material costs, along with escalating corporate tax rates, have made it very difficult for companies to remain profitable.
119. To make figures appear to exist in space on a two-dimensional surface, a few artists in the Renaissance art period developed a system of one-point perspective, a mathematical system where all edges and forms follow orthogonal lines converging on a single point.
- (A) figures appear to exist in space on a two-dimensional surface, a few artists in the Renaissance art period developed a system of one point perspective, a mathematical system where all edges and forms
 - (B) figures appear to exist in space, a few artists in the Renaissance art period developed a system of one point perspective on a two-dimensional surface, a mathematical system where all edges and forms
 - (C) figures on a two-dimensional surface appear to exist in space, a few artists in the Renaissance art period developed a system of one point perspective, a mathematical system in which all edges and forms
 - (D) figures appear to exist in space on a two-dimensional surface, a few artists in the Renaissance art period developed a system of one point perspective, which is a mathematical system where each edge and form
 - (E) figures on a two-dimensional surface appear as if they are existing in space, a system of one point perspective was developed by a few artists in the Renaissance art period, a mathematical system where each edge and form
120. Because most investors prefer long-term capital gains to annual dividend payouts, the reduction in dividend payout ratios that have taken place during the last decade are perfectly understandable.
- (A) the reduction in dividend payout ratios that have taken place during the last decade are
 - (B) the reduction in dividend payout ratios that has taken place during the last decade is
-

- (C) the reduction that has taken place in dividend payout ratios during the last decade are
- (D) the reduction in dividend payout ratios that have taken place during the last decade is
- (E) the reduction that has taken place in dividend payout ratios during the last decade is
121. A vocal opponent of the unequal distribution of wealth, the itinerant activist has spent time in several countries across the world, railing against the callousness and injustices of governments, the negligence of the upper classes, and trying to forge a transnational people's movement.
- (A) railing against the callousness and injustices of governments, the negligence of the upper classes, and trying to forge a transnational people's movement
- (B) to rail against the callousness and injustices of governments and the negligence of the upper classes, and trying to forge a transnational people's movement
- (C) railed against the callousness and injustices of governments, the negligence of the upper classes, and tried to forge a transnational people's movement
- (D) railing against the callousness and injustices of governments and the negligence of the upper classes, and trying to forge a transnational people's movement
- (E) railing against the callousness and injustices of governments, the neglecting of the upper classes, and trying to forge a transnational people's movement
122. The State Labour Department has approved an increase in the wages of labourers from other states, a reduction in their tax obligations, and brought joy to the thousands of immigrant labourers living in the city.
- (A) an increase in the wages of labourers from other states, a reduction in their tax obligations, and brought
- (B) a wage increase for labourers from other states, reducing their tax obligations, and brought
- (C) an increase in the wages of labourers from other states and a reduction in their tax obligations, bringing
- (D) that the wages of labourers from other states be increased and that their tax obligations be reduced, and brought
- (E) an increase in both the wages of labourers from other states along with a reduction in their tax obligations, bringing
123. Sachin Tendulkar has a style of batting that is different from that of most other players'.
- (A) Sachin Tendulkar has a style of batting that is different from that of most other players'.
-

- (B) Sachin Tendulkar's style of batting that is different than that of most other players.
- (C) Sachin Tendulkar has a style of batting that is different than most other players.
- (D) Sachin Tendulkar's style of batting is different from that of most other players.
- (E) Sachin Tendulkar's batting style that is different from that of most other players.
124. Comparing claimed speeds of the fastest cars in the world, especially in historical cases, is difficult due to there being no standardized method of determining the top speed, nor a central authority to verify any such claims.
- (A) due to there being no standardized method of determining the top speed, nor a central authority to verify any such claims
- (B) due to the absence of a standardized method of determining the top speed and a central authority to verify any such claims
- (C) in that there is neither a standardized method of determining the top speed, nor can such claims be verified by a central authority
- (D) because of the absence of any standardized method of determining the top speed, and of a central authority to verify any such claims
- (E) because there is no standardized method of determining the top speed, or of verifying such claims by a central authority
125. The basic process of selecting the President of the United States is spelled out in the U.S. Constitution, which has been modified by subsequent amendments, leading to the addition of many additional steps.
- (A) in the U.S. Constitution, which has been modified by subsequent amendments, leading to the addition of many additional steps
- (B) in the U.S. Constitution and it has been modified by subsequent amendments, leading to the addition of many additional steps
- (C) in the U.S. Constitution and has been modified by subsequent amendments, leading to many additional steps
- (D) in the U.S. Constitution and is modified by subsequent amendments, which have led to the addition of many additional steps
- (E) in the U.S. Constitution and has been modified by subsequent amendments, leading to the addition of many steps
-

Answers and Explanations

Q.No.	Ans.	Q.No.	Ans.	Q.No.	Ans.	Q.No.	Ans.	Q.No.	Ans.
1	E	26	D	51	D	76	B	101	A
2	C	27	A	52	E	77	C	102	D
3	B	28	C	53	D	78	C	103	D
4	A	29	B	54	C	79	B	104	C
5	D	30	C	55	C	80	D	105	C
6	D	31	E	56	E	81	E	106	E
7	C	32	D	57	D	82	B	107	D
8	C	33	D	58	A	83	E	108	C
9	B	34	D	59	D	84	C	109	D
10	E	35	D	60	B	85	E	110	D
11	E	36	D	61	D	86	E	111	C
12	A	37	C	62	C	87	D	112	D
13	C	38	D	63	D	88	D	113	E
14	C	39	C	64	B	89	E	114	C
15	E	40	D	65	B	90	E	115	D
16	D	41	E	66	C	91	C	116	C
17	D	42	B	67	B	92	D	117	B
18	D	43	D	68	C	93	E	118	E
19	D	44	A	69	A	94	E	119	C
20	D	45	D	70	C	95	D	120	E
21	B	46	A	71	C	96	E	121	D
22	E	47	E	72	C	97	C	122	C
23	E	48	A	73	A	98	B	123	D
24	E	49	C	74	B	99	D	124	D
25	D	50	E	75	A	100	E	125	E

1. The environmental community across the globe is currently in the middle of a huge debate whose aim is not only finding out the feasibility of banning Chlorofluorocarbons altogether but also to determine whether such a move is warranted by the current situation.
- (A) whose aim is not only finding out the feasibility of banning Chlorofluorocarbons altogether but also to determine
- (B) which is aimed at finding out not only the feasibility of banning Chlorofluorocarbons altogether but also determining
- (C) that is aimed at finding out not only the feasibility of banning Chlorofluorocarbons altogether but also to determine
- (D) the aim of which is to not only find out the feasibility of banning Chlorofluorocarbons altogether but also to determine
- (E) whose aim is not only to find out the feasibility of banning Chlorofluorocarbons altogether but also to determine

Answer: E

Explanation:

The sentence is testing you on parallelism of *not only...but also*.

- (A) *Not only* is followed by finding, but *also* should also be followed by *determining* and not *to determine*.
- (B) The use of *which* without a preceding comma is incorrect; the placement of *finding* before *not only* is incorrect; *finding* needs to come after *not only* in order to parallel the *determining* after *but also*.
- (C) Placement of *finding* is a problem as described in B above.
- (D) The *to* should be placed after *not only* so that it can be parallel to the *to* after *but also*.
- (E) The placement of *to find* and *to determine* is perfectly parallel and makes **E the correct answer**.
2. The responsibilities of a student interning at an investment bank include such tasks as taking notes during client meetings, delivering memos to executives on the trading floor to carry back replies, if any, and researching companies and updating excel sheets late into the night.
- (A) delivering memos to executives on the trading floor to carry back replies,
- (B) to deliver memos to executives on the trading floor and to carry back replies,
- (C) delivering memos to executives on the trading floor and carrying back replies,
- (D) to deliver memos to executives on the trading floor and carry back replies,
- (E) to deliver memos to executives on the trading floor and carrying back replies,

Answer: C

Explanation:

This sentence is testing you on parallel structure. The job responsibilities of a trainee—*taking notes, delivering memos, and researching companies*—need to be parallel. The first word split brings you down to A and B. Again, it's *delivering* and *carrying* that are parallel, making **C the correct answer**.

3. John, a resident of Lake City and an employee of The Bell Company, is currently working on a new project that will revolutionize the telecommunication industry, which will lead to a lowering of rates for making international calls.
- (A) is currently working on a new project that will revolutionize the telecommunication industry, which will lead to a lowering of rates for
- (B) is currently working on a new project that will revolutionize the telecommunication industry, leading to a lowering of rates for
- (C) which is currently working on a new project to revolutionize the telecommunication industry and also lead to lower rates for
- (D) who is currently working on a new revolutionary project in the telecommunication industry, which will lead to a lowering of rates for
- (E) has been currently working on a new project that will revolutionize the telecommunication industry as well as lower the rates for

Answer: B**Explanation:**

- (A) *Which* incorrectly refers to the *telecommunications industry*.
- (B) **The correct answer.** *Leading* acts as an adverbial modifier modifying the action of the entire previous clause.
- (C) *Which* incorrectly refers to *The Bell Company*. This sentence does not contain a main verb; it just has two back-to-back modifying phrases. The use of the infinitive *to revolutionize* makes it appear as if the purpose of the project is to revolutionize whereas this is just the side effect of the project.
- (D) The sentence does not have a main verb; it just contains several back-to-back modifying phrases and relative clauses.
- (E) Doesn't look too bad until you realize that the use of *currently* implies only the present tense, so we cannot use the present perfect tense *has been* (which implies that the action started in the past). Also this sentence incorrectly suggests that the new project will do two things—*revolutionize the industry and lower the rates*—whereas the project will just revolutionize the industry and this fact will lower the rates.
4. Cristina started the test later than the rest of the students but was still able to complete it in the allotted time.
-

- (A) Cristina started the test later than the rest of the students but was still able to complete it in the allotted time.
- (B) Cristina started the test later than the rest of the students, however she was still able to complete the test in the allotted time.
- (C) Even though Cristina started the test later than the rest of the students, yet she was able to complete it in the allotted time.
- (D) Having started the test later than the rest of the students, Cristina was able to complete it in the allotted time.
- (E) Cristina was able to complete the test in the allotted time, yet she started it later than the rest of the students.

Answer: A

Explanation:

- (A) **The correct answer.**
 - (B) This is a run-on sentence. The conjunctive adverb *however* cannot be used to connect two independent clauses.
 - (C) The usage of *even though* and *yet* in the same sentence is redundant.
 - (D) Distorts the meaning by suggesting that the reason Cristina was able to complete the test in time was because she started later than the rest of the students. This doesn't make any logical sense.
 - (E) Distorts the meaning by reversing the cause and effect relation.
5. Priscilla and I was punished by the teacher for not completing the assignment on time.
- (A) Priscilla and I was punished by the teacher
 - (B) Priscilla as well as me were punished by the teacher
 - (C) Priscilla and me were punished by the teacher
 - (D) Priscilla as well as I was punished by the teacher
 - (E) The teacher punished Priscilla and I

Answer: D

Explanation:

- (A) The plural subject *Priscilla and I* does not agree with the singular verb *was*.
 - (B) The use of the additive phrase *as well as* implies that the subject is only *Priscilla*, and the singular *Priscilla* does not agree with the plural verb *were*. Also *me* is the incorrect pronoun; we require the subject pronoun *I*.
 - (C) *Me* is the incorrect pronoun; we require the subject pronoun *I*.
-

- (D) **The correct answer.** The singular *Priscilla* agrees with the singular *was*.
- (E) Now it is the *teacher* who is doing the action and *I* am receiving it; hence, the pronoun should be the objective *me*.
6. While Gordon Sumner is best known for the songs he composed under his stage name, Sting, starting off as part of a three-member band, The Police, which gave us several hit albums in the early 1980s.
- (A) starting off as part of a three-member band,
- (B) started off as part of a three-member band,
- (C) yet he started off as part of a three-member band,
- (D) he started off as part of a three-member band,
- (E) a member of the three-member band,

Answer: D

Explanation:

The sentence starts with a dependent clause—*While Gordon Sumner is best known for the songs he composed under his stage name, Sting*. So, the part after the comma also needs to contain a clause (an independent clause actually). For this part to be a clause, you need a subject and a verb. A and B can be eliminated because they contain no subject and E can be eliminated because it contains no verb.

Since we have already mentioned ‘while’ earlier in the sentence to show contrast, the use of ‘yet’ in C is redundant, making **D the correct answer**.

7. The famous actor, whose last three movies were severely criticized both by the critics and the general public for their extremely graphic action scenes, deciding to work in family dramas only.
- (A) were severely criticized both by the critics and the general public for their extremely graphic action scenes, deciding
- (B) had been severely criticized by both the critics and by the general public for his extremely graphic action scenes, has decided
- (C) were subjected to severe criticism by both the critics and the general public for their extremely graphic action scenes, has decided
- (D) were severely criticized by both the critics and the general public for their extremely graphic action scenes, decided
- (E) had extremely graphic action scenes, has been severely criticized by the critics and by the general public, therefore deciding

Answer: C

Explanation:

- (A) This sentence is a fragment because it is missing a main verb such as *decided*. Since *by* comes after *both*, it needs to be repeated before the *general public*.
- (B) The use of the past perfect tense *had* is incorrect since the sentence does not refer to two past events. Since *by* comes before *both*, it does not need to be repeated before *general public*. The use of *his* in *his extremely graphic action scenes* is incorrect because the graphic scenes are not of the actor but of the movies.
- (C) **The correct answer.** The placement of *by* is correct and so is the usage of tenses.
- (D) The sentence talks about two events—*public's criticism and the actor's decision*—that took place at different time periods. First, the public criticized and then the actor decided, so the two cannot be in the same time period. This sentence puts both of these in the simple past tense—*were and decided*.
- (E) There is a verb missing at the end of the sentence giving out the actor's decision. *Deciding* is a participle; the verb would need to be *has decided*.
8. Observing an apple fall from a tree, Newton came up with the assertion for a force in the earth that attracted objects towards it; he named this force gravity.
- (A) Observing an apple fall from a tree, Newton came up with the assertion for
- (B) Observing an apple fall from a tree is what made Newton come up with the assertion that
- (C) Observing an apple fall from a tree, Newton came up with the assertion that
- (D) Newton, observing an apple fall from a tree, came up with the assertion of
- (E) Observing an apple fall down from a tree, Newton was able to come up with the assertion that

Answer: C**Explanation:**

Assertion is the same thing as a *claim* and must be followed by *that*. Thus, options A and D can be eliminated. The use of *is what made* in B makes it unnecessarily wordy and cumbersome. Similarly, the use of the redundant *fall down* and *was able to* makes E unnecessarily wordy. C states the same thing in fewer words and is **the correct answer**.

9. As an expert at repairing all kinds of electrical engines, the new project involving the repair and maintenance of pumping motors in all the buildings of the condominium was just the kind of assignment Edward had been looking for.
- (A) As an expert at repairing all kinds of electrical engines, the new project involving the repair and maintenance of pumping motors in all the buildings of the condominium was just the kind of assignment Edward

- (B) As an expert at repairing all kinds of electrical engines, Edward regarded the new project involving the repair and maintenance of pumping motors in all the buildings of the condominium as just the kind of assignment he
- (C) As an expert at repairing all kinds of electrical engines, the new project involving the repair and maintenance of pumping motors in all the buildings of the condominium was considered just the kind of assignment Edward
- (D) Edward was an expert at repairing all kinds of electrical engines, thus the new project involving the repair and maintenance of pumping motors in all the buildings of the condominium was just the kind of assignment he
- (E) Edward, as an expert at repairing all kinds of electrical engines, considered the new project involving the repair and maintenance of pumping motors in all the buildings of the condominium to be just the kind of assignment he

Answer: B

Explanation:

- (A) The sentence starts with a modifying phrase so what comes after the comma has to be the person who is the expert, that is, *Edward*.
 - (B) **The correct answer.** Gets the modification correct. Also, gets the idiom *regarded...as* correct.
 - (C) The sentence starts with a modifying phrase; hence, what comes after the comma has to be the person who is the expert, that is, *Edward*.
 - (D) The use of the conjunctive adverb *thus* after the comma is incorrect and makes this a run-on sentence.
 - (E) Uses the incorrect idiom *considered...to be*.
10. A recently concluded study of students appearing for the GMAT has revealed that the more practice tests these students took, the more was their likelihood of getting a 700 plus score.
- (A) the more practice tests these students took, the more
 - (B) the more the number of practice tests these students took, the more
 - (C) the higher practice tests these students took, the greater
 - (D) the greater practice tests these students took, the more
 - (E) the more practice tests these students took, the greater

Answer: E

Explanation:

Use *more* to indicate a greater quantity of something but use *greater* to indicate a difference in the degree of something such as likelihood. Thus, use *greater* to modify *likelihood*. This

brings us down to C and E. The use of *higher* to modify *practice tests* makes no sense in C. *More* should be used to modify *practice tests* instead. Therefore, **E is the correct answer.**

11. Although the plastic bag ban in the city is yet to formally come into effect, government agencies have stepped up their drive against it and also issued notices in some cases.
- (A) government agencies have stepped up their drive against it and also issued notices in some cases
- (B) government agencies stepped up their drive against it and also issued notices in some cases
- (C) government agencies have stepped up their drive against the ban and have also issued notices in some cases
- (D) government agencies are stepping up their drive against it, even issuing notices in some cases
- (E) government agencies have stepped up their drive against the use of plastic bags and also issued notices in some cases

Answer: E

Explanation:

- (A) The subject of the sentence is the *ban* so the *it* should ideally refer to the *ban* which doesn't make sense because the government agencies have obviously not stepped up their drive against the ban.
- (B) The use of the simple past tense *stepped* is incorrect because the action is taking place in the present. Also, the use of *it* is ambiguous.
- (C) Incorrectly suggests that the government agencies have stepped up their drive against the ban; the agencies have stepped up their drive against plastic bags and not against the ban.
- (D) The use of *it* is ambiguous.
- (E) **The correct answer.**
12. Even though the renowned author wrote several long works of fiction, his collection of short stories, written from a hospital bed and extending over a mere six pages each, brought him the greatest acclaim.
- (A) extending
- (B) extends
- (C) extended
- (D) is extending
- (E) were extending
-

Answer: A

Explanation:

The phrase—*written from a hospital bed and extending over a mere six pages each*—is a modifying phrase that is describing the author’s short stories. Thus, we need participles in this phrase and not verbs. Options B, C, D and E all contain verbs and so are incorrect. Option A contains the present participle *extending*, which is parallel to the past participle *written*. Thus, A is the correct answer.

13. London is a city on the move, this makes its airport one of the busiest in the world.
- (A) London is a city on the move, this makes its airport one of the busiest in the world.
 - (B) London is a city on the move, which makes its airport one of the busiest in the world.
 - (C) London is a city on the move, a fact that makes its airport one of the busiest in the world.
 - (D) Being a city on the move, London has made its airport one of the busiest in the world.
 - (E) London, a city on the move, makes its airport one of the busiest in the world.

Answer: C

Explanation:

- (A) This is a run-on sentence because a comma cannot connect two independent clauses.
 - (B) *Which* incorrectly modifies the action of the entire preceding clause.
 - (C) **The correct answer.** The phrase *a fact* acts as an appositive.
 - (D) The use of *being* is awkward. It also distorts the meaning by suggesting that London has consciously made its airport one of the busiest in the world.
 - (E) This sentence again distorts the meaning by suggesting that London has consciously made its airport one of the busiest in the world.
14. The war veteran remembered meeting the mother of a soldier who had been tortured brutally by the enemy forces during the felicitation ceremony.
- (A) The war veteran remembered meeting the mother of a soldier who had been tortured brutally by the enemy forces during the felicitation ceremony.
 - (B) The war veteran remembered meeting the mother of a soldier during the felicitation ceremony who had been tortured brutally by the enemy forces.
 - (C) During the felicitation ceremony, the war veteran remembered meeting the mother of a soldier who had been tortured brutally by the enemy forces.
-

- (D) During the felicitation ceremony, the war veteran remembered meeting a soldier's mother whom the enemy forces had brutally tortured.
- (E) The war veteran remembered meeting the mother of a soldier during his felicitation ceremony, a soldier who had been brutally tortured by the enemy forces.

Answer: C

Explanation:

- (A) The placement of the phrase *during the felicitation ceremony* makes it appear as if the soldier was tortured during the ceremony itself, which is absurd.
 - (B) The relative clause *who had been tortured* should come after *soldier* and not *ceremony*.
 - (C) **The correct answer.**
 - (D) Distorts the meaning by suggesting that the soldier's mother was tortured.
 - (E) The *his* is ambiguous as we don't know whether it refers to the soldier or to the war veteran. The use of the appositive *a soldier* after the comma would only be correct if the earlier clause were to end with *soldier* which it does not.
15. While polarized sunglasses are extremely popular for their anti-glare feature, pilots should avoid using these because their coating will make it almost impossible to read the digital instruments inside the aircraft.
- (A) pilots should avoid using these because their coating will make it almost impossible to read the digital instruments inside the aircraft
 - (B) their use should be avoided by pilots because their coating make it almost impossible to read the digital instruments inside the aircraft
 - (C) pilots should avoid using it because the coating on these glasses makes it almost impossible to read the digital instruments inside the aircraft
 - (D) they should not be used by pilots because of the coating on these glasses making it almost impossible reading the digital instruments inside the aircraft
 - (E) they should not be used by pilots because the coating on these glasses makes it almost impossible to read the digital instruments inside the aircraft

Answer – E

Explanation:

- (A) Since the subject of the clause before the comma is *polarised sunglasses*, these should, to maintain parallelism, ideally be the subject of the clause after the comma as well. You cannot use *these* on its own; it needs to be followed by *glasses*. The use of *their* is ambiguous.
 - (B) The use of too many *their's* is ambiguous and awkward. Also, the singular *coating* does not agree with the plural *make*.
-

- (C) The singular pronoun *it* cannot refer to the plural *sunglasses*.
- (D) The phrase *because of the coating on these glasses* is awkward and wordy. Also, the infinitive *to read* is preferred to the gerund *reading*.
- (E) **The correct answer.**
16. Winning 11 Academy awards and raking in more than 2 billion dollars at the box office, James Cameron directed *Titanic*, which many consider to be one of the greatest movies of all time.
- (A) James Cameron directed *Titanic*, which many consider to be
- (B) James Cameron directed *Titanic*, which many consider
- (C) *Titanic*, directed by James Cameron, considered by many as
- (D) James Cameron's *Titanic* is regarded by many as
- (E) *Titanic* was directed by James Cameron, considered

Answer: D

Explanation:

The modifying phrase at the beginning of the sentence is referring to *Titanic* and not to James Cameron, so eliminate A and B. Option C is a fragment as it does not contain a verb. You need to say *is considered* or *was considered* to make C correct. Also *consider* does not take *as*, so C also gets the idiom wrong. E incorrectly suggests that James Cameron was considered one of the greatest movies of all times. **D** gets the noun—James Cameron's *Titanic*—after the modifying phrase **correct**. It uses the verb *is* correctly and it also uses the correct idiomatic construction—*regarded as*.

17. As people become more and more aware of the dangers of water-borne diseases, the demand for mineral water is increasing at a rapid rate, bottled mineral water providing both easy transportability and assured water quality.
- (A) is increasing at a rapid rate, bottled mineral water providing both easy transportability and assured water quality
- (B) has been increasing at a rapid rate, because of bottled mineral water both providing easy transportability and assuring water quality
- (C) has increased at a rapid rate, since bottled mineral water provides both easy transportability and assures water quality
- (D) will increase at a rapid rate because bottled mineral water provides both easy transportability and assured water quality
- (E) increases at a rapid rate, with bottled mineral water providing both easy transportability and assuring water quality

Answer: D

Explanation:

This sentence is testing you on your understanding of time periods. The non underlined part states that *as people become something*. When will this happen? Obviously, in the future. So the effect—demand for mineral water—will also take place in the future.

- (A) Incorrectly uses the present continuous tense (*is increasing*) instead of the future tense.
 - (B) Incorrectly uses the present perfect continuous tense (*has been increasing*) instead of the future tense. Also, the sentence incorrectly makes *providing* parallel with *assuring*. *Providing* in fact is common to both the benefits of bottled water and, hence, should ideally be placed before *both*.
 - (C) Incorrectly uses the present perfect tense (*has increased*) instead of the future tense. The use of *assures* as a verb is incorrect because *provides* has already been used earlier.
 - (D) **The correct answer.**
 - (E) Incorrectly uses the simple present tense (*increases*) instead of the future tense. Incorrectly makes *providing* and *assuring* parallel.
18. The concert rules, as defined by the organising committee, does not allow the use of mobile phones during the concert nor does it allow the consumption of hard drinks.
- (A) does not allow the use of mobile phones during the concert nor does it allow the consumption of hard drinks
 - (B) do not allow mobile phones to be used during the concert, not allowing the consumption of hard drinks as well
 - (C) do not allow the use of mobile phones nor the consumption of hard drinks during the concert
 - (D) do not allow the use of mobile phones or the consumption of hard drinks during the concert
 - (E) neither allows the use of mobile phones during the concert nor do they allow the consumption of hard drinks

Answer: D

Explanation:

- (A) The plural *rules* does not agree with the singular *does* or with the singular *it*.
 - (B) The clauses before and after *not* are not parallel.
 - (C) The use of *nor* along with *not* is incorrect because the subject is not repeating after *nor*. In this case you need to use *or* instead of *nor*.
-

- (D) **The correct answer.**
- (E) Wordy. Also, the plural *rules* does not agree with the singular *allows*.
19. Unlike the buildings of the Baroque era, which were extremely ornamental and lavish in design, Neoclassical era marked a return to buildings with simplistic and timeless designs.
- (A) Neoclassical era marked a return to buildings with
- (B) Neoclassical buildings having
- (C) Neoclassical era had buildings with
- (D) the buildings of the Neoclassical era had
- (E) the buildings of the Neoclassical era having

Answer: D

Explanation:

The buildings of the Baroque era can be compared with buildings of the Neoclassical era and not with the Neoclassical era itself. This eliminates A and C. B and E do not contain a verb (*having* is just a modifier). **D is the correct answer** as it contains the verb *had* and it also correctly compares buildings from the two eras.

20. The vendor informed the company that neither of their orders were ready.
- (A) neither of their orders were ready
- (B) neither of its orders were ready
- (C) neither of its order was ready
- (D) neither of its orders was ready
- (E) its orders, neither of them, were ready

Answer: D

Explanation:

- (A) Requires the singular pronoun *its* to refer to *company* and the singular verb *was*.
- (B) Requires the singular verb *was*.
- (C) Since there are two orders, the correct term is *orders* and not *order*.
- (D) **The correct answer.**
- (E) Awkward and ungrammatical construction.
-

21. When the results of the final examinations were announced, Susan was surprised to note that she had performed well in both History and Political Science, subjects where she had always struggled, and poor in English, her area of expertise.
- (A) both History and Political Science, subjects where she had always struggled, and poor in English,
- (B) History and Political Science, subjects in which she had always struggled, and poorly in English,
- (C) both History as well as Political Science, subjects in which she had always struggled, and poor in English,
- (D) History and Political Science, both being subjects where she had always struggled, and poorly in English,
- (E) subjects where she had always struggled, History and Political Science, and poorly in English,

Answer: B

Explanation:

- (A) *Where* is used to refer only to places and can't be used to refer to subjects; use *in which* instead. Also, the adjective *poor* needs to be the adverb *poorly* (modifying the verb *performed*).
- (B) **The correct answer.**
- (C) The correct idiom is *both...and*. The adjective *poor* needs to be the adverb *poorly* (modifying the verb *performed*).
- (D) The use of *being* is awkward and since there is a better option in B, go with B instead. Also, the use of *where* is incorrect.
- (E) Same as A.
22. Indian folk songs, like in other countries, contain a vivid description of the rituals, customs and superstitions of the region that they originated in.
- (A) like in other countries
- (B) like it is with other countries
- (C) as it is with other countries
- (D) as in
- (E) like those of

Answer: E

Explanation:

The sentence is testing you on comparison. Indian folk songs can only be compared with folk songs of some other country or region. Since *songs* is a noun, the use of *as* is anyway incorrect. From the remaining three options, only E compares songs with songs (*those* refers to *songs*). Thus, **E is the correct answer.**

23. The United States has relaxed overseas borrowing rules for corporates, as a result US based companies will now find it easier to refinance their dollar loans through overseas debt.
- (A) has relaxed overseas borrowing rules for corporates, as a result US based companies will now find
- (B) has relaxed overseas borrowing rules for corporates, hence companies in the US will now find
- (C) has relaxed borrowing rules for overseas corporates, resulting in US based companies now finding
- (D) relaxation of overseas borrowing rules for corporates resulted in US based companies now finding
- (E) has relaxed overseas borrowing rules for corporates, so US based companies will now find

Answer: E**Explanation:**

- (A) The use of a comma to connect two independent clauses leads to a run-on sentence.
- (B) Same as A.
- (C) Looks correct but notice that it talks about *overseas corporates* and so is a distortion of the meaning of the sentence.
- (D) This sentence has no meaning because there is no connection between the *United States* and *relaxation* unless the *United States* had an apostrophe at the end (United States).
- (E) **The correct answer.**
24. With a robust economy and well educated and well to do citizens, Zimbabwe was once the success story of Southern Africa, but over the last one and a half decades things have got harder for it as urban areas ceased to create jobs and rural areas felt the pressure as well.
- (A) With a robust economy and well educated and well to do citizens, Zimbabwe was once the success story of Southern Africa, but over the last one and a half decades things have got harder for it as urban areas ceased to create jobs and rural areas felt the pressure as well.
-

- (B) Zimbabwe, with a robust economy and well educated and well to do citizens, once the success story of Southern Africa, but over the last one and a half decades things have got harder for it as urban areas have ceased to create jobs and rural areas have felt the pressure as well.
- (C) With a robust economy having well educated and well to do citizens, Zimbabwe was once the success story of Southern Africa, however over the last one and a half decades things got harder for it as a result of urban areas ceasing to create jobs, with even rural areas feeling the pressure.
- (D) Zimbabwe was once the success story of Southern Africa, with a robust economy and well educated and well to do citizens, but over the last one and a half decades things have got harder for it as urban areas ceased to create jobs and rural areas felt the pressure as well.
- (E) With a robust economy and well educated and well to do citizens, Zimbabwe was once the success story of Southern Africa, but over the last one and a half decades things have got harder for it as urban areas have ceased to create jobs and rural areas have felt the pressure as well.

Answer: E

Explanation:

- (A) Looks fine until you notice the phrase *over the last one and a half decades*. This suggests that the action comes up to the present (the use of *things have got harder* is a big clue for you), necessitating the use of the present perfect tense and not the simple past tense (*ceased, felt*).
- (B) Uses two back-to-back modifying phrases at the beginning. There is no verb in the clause before *but*.
- (C) The opening phrase makes it appear as if the robust economy had the *well educated citizens*. *However* needs to be preceded by a semicolon.
- (D) The modifying phrase (*with a robust economy and well educated and well to do citizens*) is ambiguously placed because we don't know whether it is referring to Zimbabwe or to South Africa. The use of *it* is also ambiguous.
- (E) **The correct answer.**
25. Analysis of deep sea sediments have had as a focus the discovery of hitherto unknown forms of life, even though no such discovery has yet been made.
- (A) Analysis of deep sea sediments have had as a focus the discovery of
- (B) Analysis of deep sea sediments have focussed on discovering
- (C) Analysis of deep sea sediments focussed on the discovery of
- (D) Analysis of deep sea sediments has focussed on the discovery of
-

- (E) Deep sea sediments that have been analysed, focussing on discovering

Answer: D

Explanation:

The singular subject *analysis* requires the singular verb *has*. This eliminates A and B. Since the time period of the analysis is not mentioned, we need to go with the present perfect tense and not the simple past tense. So, eliminate C as well. E is a fragment as it contains no verb in the introductory clause, making **D the correct answer**.

26. If Sam reached the airport in time, he would have been holidaying in Germany by now.
- (A) If Sam reached the airport in time,
 (B) If Sam would have reached the airport in time,
 (C) Sam having reached the airport in time,
 (D) Had Sam reached the airport in time,
 (E) Sam, reaching the airport in time,

Answer: D

Explanation:

- (A) The use of the simple past tense *reached* is incorrect; we require the past perfect tense (*had reached*) because the sentence actually talks about two different time periods in the past. Notice that Sam *did* not get to holiday in Germany. This is the latter event in the past and so uses the simple past tense *did*. It was obviously before this that Sam could not reach the airport, making this the earlier event in the past and necessitating the use of the past perfect tense *had*.
- (B) The construction does not make sense with the rest of the sentence.
- (C) Same as B.
- (D) **The correct answer.**
- (E) Again, this construction has no meaning.
27. In 1632, the Mughal emperor Shah Jahan began constructing the Taj Mahal, whose design was partly inspired by the majestic Humayun's tomb, which itself had been inspired by the Gur-e Amir.
- (A) which itself had been inspired
 (B) itself being inspired
 (C) having been inspired
-

- (D) whose inspiration was
- (E) inspiring

Answer: A

Explanation:

Which, in **A**, correctly refers to Humayun's tomb in the original sentence, making it the correct **answer**. In **B**, it is not clear who *itself* is referring to, Humayun's tomb or Taj Mahal. Also, the use of *being is* is awkward. In **C** *having* is ambiguous and awkward. While **D** looks correct, it becomes incorrect the moment you connect it to the word after the underline—*by*. You can say *X was inspired by Y* but you cannot say *the inspiration of X was by Y*. The use of *inspiring by* in **E** makes no sense.

28. The forests are being cut on a large scale these days, which is a factor contributing to global warming.
- (A) The forests are being cut on a large scale these days, which is a factor contributing to global warming.
 - (B) The forests are being cut on a large scale these days, this is a factor contributing to global warming.
 - (C) The large scale cutting of forests these days is a factor contributing to global warming.
 - (D) Contributing to global warming, the large scale cutting of forests these days is a factor.
 - (E) The fact that forests are being cut on a large scale these days is a factor contributing to global warming.

Answer: C

Explanation:

- (A) *Which* cannot be used to modify the action of the entire preceding clause.
 - (B) This is a run-on sentence because the part after the comma is an independent clause.
 - (C) **The correct answer.**
 - (D) The inverted construction makes this sentence very awkward and unclear.
 - (E) Wordy. **C** conveys the same meaning more crisply.
29. While some may doubt the feasibility of the proposal, it is based on empirical evidence, unlike policies resulting from either fanciful suppositions or as a result of political whims.
- (A) it is based on empirical evidence, unlike policies resulting from either fanciful suppositions or as a result of
-

- (B) it is based on empirical evidence, unlike policies that result from either fanciful suppositions or
- (C) based on empirical evidence, unlike policies that result from either fanciful suppositions or from
- (D) because it is based on empirical evidence, unlike policies that result from either fanciful suppositions or
- (E) it is based on empirical evidence rather than fanciful suppositions or

Answer: B

Explanation:

- (A) Since *from* comes before *either*, you don't require *as a result of* after *or*.
 - (B) **The correct answer.**
 - (C) By removing *it is*, the sentence becomes a fragment because there is no main verb in the sentence.
 - (D) Same as C.
 - (E) By removing the other *policies* from the sentence, the comparison gets distorted. Also, to maintain parallelism, you need to repeat *on* after *rather than*.
30. Prices of commercial property have fallen drastically in the country over the last two quarters, as investors, in these uncertain times, prefer holding cash over investing in property.
- (A) prefer holding cash over investing in property
 - (B) would much rather hold cash than investing in property
 - (C) prefer holding cash to investing in property
 - (D) are preferring to hold cash over investing in property
 - (E) would much rather prefer to hold cash than to invest in property

Answer: C

Explanation:

- (A) The correct idiom is *prefer...to*.
 - (B) *Hold cash* is not parallel to *investing in property*.
 - (C) **The correct answer.**
 - (D) Unnecessarily uses the present continuous tense (*are preferring*). The correct idiom is *prefer...to*.
 - (E) The use of *rather* and *prefer* together is redundant since they are both used to show preference.
-

31. The situation in the country is volatile enough so even a minor trigger could lead to a large scale conflagration.
- (A) is volatile enough so
 (B) is volatile such that
 (C) being volatile enough that
 (D) that is so volatile that
 (E) is so volatile that

Answer: E

Explanation:

The sentence contains a cause and effect relation, and the correct idiomatic construction in such sentences is *so...that*. With *enough* you need a *to* and not *so*—*The pain is sharp enough to cause discomfort*. In C, the use of *being* is also awkward. The use of *that* before *is* in D makes it a fragment. **E is the correct answer.**

32. According to leading economists across the world, rising inflation is one of the factors that seems to indicate that an economy might be headed for a recession.
- (A) factors that seems to indicate that an economy
 (B) factors, which seem to indicate that an economy
 (C) factors that seem to indicate an economy
 (D) factors that seem to indicate that an economy
 (E) factors which seems to indicate that an economy

Answer: D

Explanation:

- (A) The plural subject *factors* does not agree with the singular verb *seems*.
 (B) The use of the non-restrictive *which* is incorrect since we are talking about some specific factors and not about factors in general.
 (C) The phrase *indicate an economy* has no meaning. You require a *that* after *indicate*.
 (D) **The correct answer.**
 (E) The use of the non-restrictive *which* is incorrect since we are talking about some specific factors and not about factors in general. The plural subject *factors* does not agree with the singular verb *seems*.
-

33. One reason for the large scale exodus of people from rural to urban areas can be explained by the greater availability of jobs in urban areas.
- (A) can be explained by
 (B) is given by
 (C) is that
 (D) is
 (E) being

Answer: D

Explanation:

The correct idiomatic construction is—*the reason for X is Y*. Thus, **D is the correct answer**. A reason can't be *explained by* or *given by* something, it *is* something. So, A and B can be eliminated. The use of *that* makes the sentence an incomplete sentence. The use of *being* is awkward in E.

34. In order to reduce light-duty vehicle greenhouse gas emissions, a company can use either low-carbon and renewal power or make land use changes; however, neither of these strategies are by themselves sufficient to achieve success, and must be used together to reduce emissions.
- (A) can use either low-carbon and renewal power or make land use changes; however, neither of these strategies are by themselves
 (B) can either use low-carbon and renewal power or make land use changes; however, neither of these strategies are by themselves
 (C) can use either low-carbon and renewal power or land use changes have to be made; however, neither of these strategies is by themselves
 (D) can either use low-carbon and renewal power or make land use changes; however, neither of these strategies is by itself
 (E) can either use low-carbon and renewal power or it can make land use changes; however, neither of these strategies is by itself

Answer: D

Explanation:

- (A) The correct phrase will be *neither of these activities is by itself*. Also use needs to come after *either* so that it can parallel *make* after *or*.
- (B) The correct phrase will be *neither of these activities is by itself*.
- (C) *Land use changes have to be made* is passive and breaks the parallelism. *Themselves* needs to be *itself*.
-

- (D) **The correct answer.**
- (E) There is no need to repeat the pronoun *it* after *or* as this breaks the parallelism.
35. The users of the new Dell laptop claim that it is much more better, or at least as better, as any of the other laptops currently available in the market.
- (A) is much more better, or at least as better, as any
- (B) is much better, or at least as better, as any
- (C) is much better, or at least as better, than any
- (D) is much better than any
- (E) is more better than any

Answer: D

Explanation:

- (A) *More better* is a redundant phrase. Also *better* needs to be followed by *than*.
- (B) *Much better* needs to be followed by *than*, it cannot be much better *as*.
- (C) *As better* needs to be followed by *as* and not by *than*.
- (D) **The correct answer.**
- (E) *More better* is a redundant phrase.
36. The teacher sympathized with the students who were forced to attend classes on Sundays, stating that if he was in charge, he would declare every Saturday and Sunday as holidays.
- (A) if he was in charge, he would declare every Saturday and Sunday as holidays
- (B) if he were in charge, he would declare every Saturday and Sunday as holidays
- (C) he would declare every Saturday and Sunday as holidays if he was in charge
- (D) if he were in charge, he would declare every Saturday and Sunday holidays
- (E) every Saturday and Sunday would be holidays if he was in charge

Answer: D

Explanation:

- (A) Since the sentence talks about a hypothetical situation, it requires the use of the subjunctive mood. The use of *if* should have given you a clue to the same. The subjunctive mood requires the use of *would* and *were*. The use of *was* will be incorrect. Also *declare....as* is the incorrect idiom, the correct idiom is only *declare*.
- (B) *Declare....as* is the incorrect idiom, the correct idiom is only *declare*.
-

- (C) The use of *was* is incorrect; we require *were* instead.
- (D) **The correct answer.**
- (E) Same as C.

37. The amateur artist created less paintings this year than last year, and now that he has got a full-time job, he has even less incentive to do it.
- (A) less paintings this year than last year, and now that he has got a full-time job, he has even less incentive to do it
 - (B) smaller paintings this year than did last year, and now that he has got a full time job, he has even less incentive to do it
 - (C) fewer paintings this year than he did last year, and now that he has got a full time job, he has even less incentive to do so
 - (D) lesser paintings this year than was done by him last year, and now that he has got a full time job, he has even less incentive to do so
 - (E) fewer paintings this year than were created by him last year, and now that he has got a full time job, he has even less incentive to do it

Answer: C

Explanation:

- (A) The use of *less* to modify *the number of paintings* (a countable noun) is incorrect; use *fewer* instead. Also the sentence incorrectly compares paintings made this year with last year. The use of *do so* is preferred to *do it*.
 - (B) The use of *smaller* distorts the meaning of the sentence. Also, the phrase *did last year* makes it appear as if last year did something on its own (the correct phrase should be *than he did last year*). The use of *do so* is preferred to *do it*.
 - (C) **The correct answer.**
 - (D) The use of *lesser* to modify the *number of paintings* (a countable noun) is incorrect. Also, the use of *was done* doesn't make sense because paintings cannot be *done* and in any case there must have been more than one painting.
 - (E) The use of *do so* is preferred to *do it* because *it* can only be used to refer to a noun.
38. The Town and Country Club purchased, for its members, customised golf buggies and 20 sets of the best golf clubs, also organizing training sessions for them with leading professional golfers.
- (A) buggies and 20 sets of the best golf clubs, also organizing training sessions for them with leading professional golfers
-

- (B) buggies, 20 sets of the best golf clubs, and training sessions for them with leading professional golfers
- (C) buggies as well as 20 sets of the best golf clubs, additionally organizing training sessions for them with professionally leading golfers
- (D) buggies and 20 sets of the best golf clubs, in addition to organizing training sessions for them with leading professional golfers
- (E) buggies and 20 sets of the best golf clubs, and organized training sessions for them with both leading as well as professional golfers

Answer: D

Explanation:

- (A) The sentence is ambiguous and does not make it clear who is organizing the training sessions. Also, if the Club did two things then they should be parallel—*purchased and organized*.
 - (B) The use of *for them* in the last item in the list breaks the parallel structure in the sentence.
 - (C) The use of *additionally* is awkward and the use of *professionally* as an adverb distorts the intended meaning of the term.
 - (D) **The correct answer.**
 - (E) The last part—*both leading as well as professional golfers*—makes it appear as though the training sessions were with two different categories of golfers.
39. The school officials believe that students will be equally likely to break the new rules as the current ones.
- (A) equally likely to break the new rules as
 - (B) as much likely to break the new rules as
 - (C) as likely to break the new rules as they are
 - (D) equally likely to break the new rules as they are
 - (E) equally likely that they will break the new rules as

Answer: C

Explanation:

The correct idiomatic construction is *as likely...as*. Only **C** gets this right and should be **the correct answer**. Note that the use of *much* in **B** makes no sense. Also, you need to repeat *they* at the end to make the comparison clear.

40. The Board's response did not surprise Mandy at all; she was, in fact, expecting such a response.
- (A) did not surprise Mandy at all; she was, in fact, expecting
 - (B) had not surprised Mandy at all; she was in fact expecting
 - (C) had not surprised Mandy at all; she had, in fact, expected
 - (D) did not surprise Mandy at all; she had, in fact, expected
 - (E) did not surprise Mandy at all; because she was expecting

Answer: D

Explanation:

- (A) This sentence is all about consistency. *Mandy's expectations* have to be in an earlier time period than the *Board's response*. So while A looks good, it is incorrect because it places both the actions in the same time period (*did, was expecting*). The expectation will have to be in the past perfect tense for this to be correct.
 - (B) Tense mismatch. The *expectation* is in the simple past tense (*was*) and the *response* is in the past perfect tense (*had not surprised*). It should actually be the other way around.
 - (C) Tense mismatch. This option puts both the actions in the past perfect tense.
 - (D) **The correct answer.** The earlier action *expectation* is in the past perfect tense (*had expected*) and the latter action *response* is in the simple past tense (*did not surprise*).
 - (E) The use of a semicolon and a conjunction (*because*) together is incorrect. Also, the tense is mismatched because both the events are in the simple past tense.
41. Even though many more students are present in the class today than yesterday, this number is still smaller than last week.
- (A) many more students are present in the class today than yesterday, this number is still smaller than last week
 - (B) many more students are present in the class today than had been yesterday, this number is still lower than last week
 - (C) much more students are present in the class today than yesterday, this number is still lower than the figure for last week
 - (D) many students are present in the class today as compared to yesterday, this number is still less than last week's
 - (E) many more students are present in the class today than were present yesterday, this number is still lower than last week's figure

Answer: E

Explanation:

- (A) The *number of students in class today* cannot be compared with *yesterday*. The number should also be *lower* and not *smaller*. Again, the *number* cannot be lower than *last week*.
- (B) The use of past perfect *had been* is not required because the sentence does not talk about two events in the past. Also, the *number* cannot be lower than *last week* but *last week's number*.
- (C) The use of *much* to modify the countable *students* is incorrect. Also, the *number of students in class today* cannot be compared with *yesterday*.
- (D) The omission of *more* removes the comparison implied in the sentence. Also, the use of *less* is incorrect; it should be *lower*.
- (E) **The correct answer.**
42. From getting up early in the morning and going for a six-mile run to cutting out fried foods completely from his diet to hitting the gym for two hours every day, it was believed by Lawrence that physical fitness was the key to winning an Olympic gold medal.
- (A) it was believed by Lawrence that physical fitness was the key
- (B) Lawrence believed that physical fitness was the key
- (C) physical fitness was believed by Lawrence to be the key
- (D) it was Lawrence's belief that physical fitness was the key
- (E) Lawrence had believed physical fitness to be the key

Answer: B**Explanation:**

- (A) The sentence starts with a long modifying phrase, so whoever is doing all those activities needs to come after the comma, that is, *Lawrence*. Hence, A is incorrect.
- (B) **The correct answer.**
- (C) Same as A.
- (D) Same as A.
- (E) The use of the past perfect tense *had* is incorrect because the sentence does not mention two different past events.
43. Unsure of their ability to get a good GMAT score by themselves, private tutors are being hired in large numbers by prospective GMAT takers for helping them prepare for the test.
- (A) private tutors are being hired in large numbers by prospective GMAT takers for helping
-

- (B) private tutors are being hired in large numbers by prospective GMAT takers to help
- (C) prospective GMAT takers are hiring private tutors in large numbers for helping
- (D) prospective GMAT takers are hiring private tutors in large numbers to help
- (E) prospective GMAT takers are hiring private tutors in large quantities to help

Answer: D

Explanation:

The modifying phrase at the beginning of the sentence is modifying prospective GMAT takers and not private tutors. Thus, A and B can be immediately eliminated. The correct idiomatic construction is *to help*, so eliminate C. The use of *quantities* in E to modify *hiring of private tutors* is not correct, making **D the correct answer**.

44. The logistics start-up company, funded by a group of angel investors and looking to make the most of its first-mover advantage, has rolled out an aggressive nationwide advertising campaign.
- (A) funded by a group of angel investors and looking to make the most of its first-mover advantage, has rolled out an aggressive
 - (B) funded by a group of angel investors and looked to make the most of its first mover advantage, rolled out an aggressive
 - (C) funding by a group of angel investors and looking to make the most of its first mover advantage, is rolling out an aggressive
 - (D) which a group of angel investors have funded to make the most of its first mover advantage, has aggressively rolled out a
 - (E) having been funded by a group of angel investors and looking to make the most of their first mover advantage, has rolled out an aggressive

Answer: A

Explanation:

- (A) While *funded* and *looking* may not appear parallel at first glance, note that these are not used as verbs but as adjectives (participles) to modify the *start-up company*. Hence, the construction is absolutely **correct** because a past participle can easily parallel a present participle.
 - (B) The participle *funded* cannot parallel the verb *looked*.
 - (C) The phrase *funding by a group of angel investors* has no meaning because the gerund *funding* cannot parallel the participle *looking*.
 - (D) The singular *group* does not agree with the plural verb *have*. Also, this sentence completely distorts the meaning of the original sentence by suggesting that the funding was to make use of its first-mover advantage.
-

- (E) The use of *having been* is awkward. The plural pronoun *their* cannot refer to the singular company.
45. The Dikes of the Netherlands were built for stopping sea water from flooding the cities and they do.
- (A) were built for stopping sea water from flooding the cities
 (B) had been built for stopping sea water from flooding the cities
 (C) has been built to stop sea water from flooding the cities
 (D) were built to stop sea water from flooding the cities
 (E) had been built to stop sea water from flooding the cities

Answer: D

Explanation:

- (A) *For stopping* is unidiomatic, the correct usage is *to stop*.
- (B) The past perfect tense is not required since the sentence does not talk about two past events at different times.
- (C) The plural *Dikes* does not agree with the singular *has*.
- (D) **The correct answer.**
- (E) Same as B.
46. Australia is one of the countries that have imposed sanctions on Iran.
- (A) one of the countries that have imposed sanctions on
 (B) one of the countries that has imposed sanctions against
 (C) one of the countries which have imposed sanctions on
 (D) one of the countries which has imposed sanctions on
 (E) one of the countries that have imposed sanctions against

Answer: A

Explanation:

- (A) **The correct answer.** The plural subject *countries* agrees with the plural verb *have*, and the correct idiom is *sanctions on*.
- (B) Singular *has* does not agree with plural *countries*. The correct idiom is *sanctions on*.
- (C) The use of *which* is incorrect.
-

- (D) The use of *which* is incorrect.
- (E) The correct idiom is *sanctions on*.
47. It is ironic that a majority of employees of the automobile company has voted against the resolution, a resolution that was supposedly created to benefit those very employees.
- (A) has voted against the resolution, a resolution that was supposedly created to benefit
- (B) has voted against the resolution, which was supposedly created to benefit
- (C) has voted against the resolution, supposedly created to benefit
- (D) have voted against the resolution, a resolution which was supposedly created for the benefit of
- (E) have voted against the resolution, a resolution that was supposedly created to benefit

Answer: E

Explanation:

- (A) The subject is plural *employees* which does not agree with the singular *has*.
- (B) The subject is plural *employees* which does not agree with the singular *has*.
- (C) The subject is plural *employees* which does not agree with the singular *has*.
- (D) The usage of *which* is incorrect. The phrase *for the benefit of* is wordy.
- (E) **The correct answer.**
48. The double-clutch gearbox of the new BMW M5 offers seamless shifts all the way up to the 7200 rpm mark; 125 mph is reached in just 12 seconds.
- (A) The double-clutch gearbox of the new BMW M5 offers seamless shifts all the way up to the 7200 rpm mark; 125 mph is reached in just 12 seconds.
- (B) The double-clutch gearbox of the new BMW M5, offering seamless shifts all the way up to the 7200 rpm mark, can reach 125 mph in just 12 seconds.
- (C) The new BMW M5, with a double-clutch gearbox that offers seamless shifts all the way up to the 7200 rpm mark, reaching 125 mph in just 12 seconds.
- (D) The double-clutch gearbox of the new BMW M5 offers seamless shifts all the way up to the 7200 rpm mark and reaches 125 mph in just 12 seconds.
- (E) The double-clutch gearbox of the new BMW M5 offers seamless shifts all the way up to the 7200 rpm mark, which results in the car reaching 125 mph in just 12 seconds.

Answer: A

Explanation:

- (A) **The correct answer.**
- (B) This looks fine until you realise that the subject of this sentence is the *gearbox* and not the *car*. So this sentence essentially says that the gearbox can reach a speed of 125 mph which is absurd.
- (C) This sentence does not have a main verb such as *reaches*.
- (D) Same as B.
- (E) The use of *which* to modify the action of the entire preceding clause is incorrect.
49. Using the pretext of reviving the flagging economy, several measures have been proposed by the government that threaten to bring back some of the harsh tax provisions abolished in 1999.
- (A) Using the pretext of reviving the flagging economy, several measures have been proposed by the government that threaten to bring back some of the harsh tax provisions abolished in 1999.
- (B) With the flagging economy used as a pretext, several measures have been proposed by the government, which threaten to bring back some of the harsh tax provisions abolished in 1999.
- (C) Using the pretext of reviving the flagging economy, the government has proposed several measures that threaten to bring back some of the harsh tax provisions abolished in 1999.
- (D) The government has used the pretext of reviving the flagging economy, proposing several measures that threaten to bring back some of the harsh tax provisions abolished in 1999.
- (E) Using the pretext of reviving the flagging economy, several measures have been proposed by the government, threatening to bring back some of the harsh tax provisions abolished in 1999.

Answer: C**Explanation:**

- (A) The sentence starts with a modifying phrase so what follows should be the *government*. Also, *that* should be closer to *measures*.
- (B) The sentence starts with a modifying phrase so what follows should be the *government*. The use of *which* is incorrect.
- (C) **The correct answer.**
- (D) The part before the comma is incomplete as the government must have used the pretext to do something but this clause never clarifies this. *Proposing* needs to be used as a verb as this is the action that the government took.
-

- (E) The sentence starts with a modifying phrase so what follows should be the *government*.
50. Despite being rivals on the cricket field, Andrew Flintoff regarded Brett Lee not as an adversary but a friend, a fact that was obvious in the historic Ashes test match between their respective teams in 2005.
- (A) not as an adversary but a friend, a fact that was obvious
- (B) not as an adversary but as a friend; a fact that was obvious
- (C) as not an adversary but as a friend, a fact that was obvious
- (D) as a friend and not as an adversary, an obvious fact
- (E) not as an adversary but as a friend, a fact that was obvious

Answer: E

Explanation:

- (A) The use of *not as* necessitates the use of *but as*.
- (B) The semicolon is not needed because the part after the comma is an appositive phrase
- (C) Since *as* comes before *not*, it does not need to be repeated after *but*.
- (D) The use of the phrase *an obvious fact* distorts the meaning of the sentence.
- (E) **The correct sentence.**
51. Genetically modified seeds, with no requirement of costly fertilizer or with expensive agriculture, help farmers grow crops in a cost effective manner.
- (A) with no requirement of costly fertilizer or with expensive agriculture, help
- (B) with no requirements of costly fertilizer or expensive agriculture, helps
- (C) having no requirement of costly fertilizer or with expensive agriculture, helps
- (D) without the requirement of costly fertilizer or expensive agriculture, help
- (E) without the requirement of costly fertilizer or no expensive agriculture, help

Answer: D

Explanation:

The sentence is trying to state that genetically modified seeds help farmers grow crops in a cost effective manner because they do not require costly fertilizer or expensive agriculture. Option A distorts this meaning by suggesting that these seeds require expensive agriculture. The use of singular verb *helps* with plural subject *seeds* is incorrect, eliminating B and C. The use of *without* and *no* together in E creates a double negative, making **D the correct answer.**

52. In the 1960 Chile earthquake, at least 6000 people or more are believed to have been killed.
- (A) at least 6000 people or more are believed to have been killed
 - (B) more than at least 6000 people were believed as killed
 - (C) it is believed that at least 6000 people or more were killed
 - (D) as many as 6000 people were believed to have been killed
 - (E) at least 6000 people are believed to have been killed

Answer: E

Explanation:

- (A) The use of *at least* and *more* in the same sentence is redundant.
 - (B) The use of *at least* and *more* in the same sentence is redundant.
 - (C) Unnecessarily adds the pronoun *it*. The use of *at least* and *more* in the same sentence is redundant.
 - (D) There is a difference between *as many as* and *at least*, so this option distorts the meaning of the original sentence. However this may not be enough to eliminate this choice as sometimes the original meaning can itself be incorrect. In that case notice that this belief is still true (*believed to have been*) so the use of past tense *were* is incorrect.
 - (E) **The correct answer.**
53. *Fortune favours the brave* is a mantra that works not just on the battlefields but in the boardrooms.
- (A) not just on the battlefields but in the boardrooms
 - (B) not just on the battlefields but also the boardrooms
 - (C) on not just the battlefields but also the boardrooms
 - (D) not just on the battlefields but also in the boardrooms
 - (E) not just for the battlefields but also in the boardrooms

Answer: D

Explanation:

- (A) *Not just* or *not only* always requires *but also*.
 - (B) Since the preposition *on* comes after *not just*, a suitable preposition (*in*) needs to come after *but also*.
 - (C) Since the preposition *on* comes before *not just*, it is assumed that it also applies to whatever comes after *but also*, that is, boardrooms, but *on* is not the correct preposition to refer to boardrooms; we should instead use *in*.
-

- (D) **The correct answer.**
- (E) The use of the preposition *for* is incorrect because *Fortune...brave* is a mantra for the fighter who is fighting *on* the battlefield. It is not the battlefield itself that is doing the fighting.
54. Experts predict that the increasing levels of air pollution in Beijing will soon make the city unliveable, which would make the residents prone to such illnesses like asthma, COPD, and even lung cancer and to encourage them to shift to other cities.
- (A) will soon make the city unliveable, which would make the residents prone to such illnesses like asthma, COPD, and even lung cancer and to encourage them
- (B) will soon make the city unliveable, making the residents prone to illnesses such as asthma, COPD, and even lung cancer and to encourage them
- (C) will soon make the city unliveable, making the residents prone to such illnesses as asthma, COPD, and even lung cancer and encouraging them
- (D) would soon make the city unliveable and also make the residents prone to illnesses like asthma, COPD, and even lung cancer, encouraging them
- (E) would soon make the city unliveable by making them prone to illnesses such as asthma, COPD, and even lung cancer and it will also encourage them

Answer: C

Explanation:

Since the prediction is being made in the present tense, the correct verb is *will* and not *would*. The use of *which* is incorrect as it does not refer to what is immediately before the comma. The use of *to encourage* is also not parallel with *make*. The use of *such...like* is incorrect.

C is the correct answer as it correctly uses *such...as* and also makes *making* and *encouraging* parallel.

55. Electronic devices like smart phones and notebooks, which were once considered to be items of luxury, have now become items one cannot do without.
- (A) Electronic devices like smart phones and notebooks, which were once considered to be items of luxury, have now become
- (B) Electronic devices such as smart phones and notebooks, which were once considered to be items of luxury, have now become
- (C) Once considered items of luxury, such electronic devices as smart phones and notebooks have now become
- (D) Such electronic devices like smart phones and notebooks, which were once considered as items of luxury, now becoming
-

- (E) Electronic devices such as smart phones and notebooks, which were once considered to be items of luxury, becoming

Answer: C

Explanation:

- (A) You cannot use *like* to give examples. The correct idiom is *considered* and not *considered to be*.
- (B) The correct idiom is *considered* and not *considered to be*.
- (C) **The correct answer.**
- (D) The use of *such...like* is incorrect. The main verb *are* is also missing.
- (E) This sentence is a fragment because the main verb *are* is missing.
56. According to the country's largest television manufacturer, increase in sales of its LED televisions, which have excellent picture quality and they also consume less power, accounts for most of the 120% increase in revenues that the company experienced last year, the rest of it coming from sales of LCD and plasma televisions.
- (A) they also consume less power, accounts for most of the 120% increase in revenues that the company experienced last year, the rest of it coming
- (B) they also consume less power, account for most of the 120% increase in revenues that the company experienced last year, the rest of which came
- (C) which also consumes less power, account for most of the 120% increase in revenues that the company experienced last year; the rest of it came
- (D) which also consume less power, accounts for most of the 120% increase in revenues that the company experienced last year, the rest of which came
- (E) which also consume less power, accounts for most of the 120% increase in revenues that the company experienced last year, the rest of the increase coming

Answer: E

Explanation:

The sentence needs to start with *which* to parallel the *which* used earlier in the sentence—*which* have X and *which* do Y. The singular subject *increase* requires the singular verb *accounts*. Thus A, B and C are out.

In the phrase 'the rest of which' in D, it is not clear what *which* is referring to. E makes it clear by replacing *which* with *increase*, and **is the correct answer**.

57. The newly launched aircraft engine providing a 50% reduction in noise, double-digit improvements in fuel efficiency and environmental emissions has been hailed by the aviation industry.
- (A) The newly launched aircraft engine providing a 50% reduction in noise, double-digit improvements in fuel efficiency and environmental emissions has
- (B) Providing a 50% reduction in noise, double-digit improvements in fuel efficiency and environmental emissions, the newly launched aircraft engine has
- (C) The newly launched aircraft engine provides a 50% reduction in noise and double-digit improvements in fuel efficiency and environmental emissions has
- (D) The newly launched aircraft engine, which provides a 50% reduction in noise and double-digit improvements in fuel efficiency and environmental emissions, has
- (E) Providing a 50% reduction in noise, the newly launched aircraft engine is also providing double-digit improvements in fuel efficiency and environmental emissions having

Answer: D

Explanation:

- (A) It's confusing how many things the new engine offers—if it's two things (*reduction and improvements*) then we need an *and* before *improvements*. If it is three things (*reduction, improvements, environmental emissions*) then *environmental emissions* is not parallel to the other two items.
- (B) Same as A.
- (C) This option correctly uses *and* before *improvements*. However, we require another *and* before *has* because the sentence as a whole is telling us two things about the aircraft engine—that it provides the two features (reduction and improvement) *and* that it has been hailed by the aviation industry.
- (D) **The correct answer.**
- (E) Very awkward and confusing construction. D is much more concise and clear.
58. First prepared by the Arabs in the 15th century, the humble sandwich, named so because of its association with the Earl of Sandwich, is a breakfast staple of people all across the world.
- (A) First prepared by the Arabs in the 15th century, the humble sandwich, named so because of its association with the Earl of Sandwich, is a breakfast staple of people all across the world.
- (B) Having been first prepared by the Arabs in the 15th century, the humble sandwich is a breakfast staple of people all across the world, named so because of its association with the Earl of Sandwich.

- (C) The humble sandwich, first prepared by the Arabs in the 15th century and is a breakfast staple of people all across the world, is named so because of its association with the Earl of Sandwich.
- (D) Named so because of its association with the Earl of Sandwich, first prepared by the Arabs in the 15th century, and a breakfast staple of people all across the world, the humble sandwich.
- (E) The Earl of Sandwich, after whom the humble sandwich is named, first prepared it with the Arabs in the 15th century, now a breakfast staple of people all across the world.

Answer: A

Explanation:

This sentence is testing you on the use of modifiers. In the original sentence, the modifying phrases *First prepared by the Arabs in the 15th century and named so because of its association with the Earl of Sandwich* correctly modify *sandwich*, making **A the correct answer**.

In B, the use of *having been* is awkward and unnecessary. Also the placement of the modifying phrase starting with *named so...* is very far from *sandwich*.

In C, the use of the verb *is* in the modifying phrase *first prepared by the Arabs in the 15th century and is a breakfast staple of people all across the world* is absolutely incorrect and also breaks the parallelism.

In D there is no verb in the entire sentence, making it a fragment.

E distorts the meaning of the sentence by suggesting that the Earl prepared the sandwich with the Arabs. The placement of the modifying phrase *now a breakfast staple...* is also very far from *sandwich*.

59. A recent research has concluded that organically grown fruits and vegetables were, in general, no more nutritious than their conventional counterparts, which tends to be far less expensive, or were they any less likely to be contaminated by dangerous bacteria such as E. coli.
- (A) no more nutritious than their conventional counterparts, which tends to be far less expensive, or were they any less likely to be
- (B) no more nutritious as their conventional counterparts, tending to be far less expensive, nor were they any less likely of being
- (C) not more nutritious as their conventional counterparts, which tend to be far less expensive, or were they any less likely to be
- (D) no more nutritious than their conventional counterparts, which tend to be far less expensive, nor were they any less likely to be
-

- (E) as nutritious than their conventional counterparts, which tend to be far less expensive, also not likely to be

Answer: D

Explanation:

- (A) The plural *counterparts* does not agree with the singular *tends*. The *or* should actually be *nor*.
- (B) The use of *more* requires *than* and not *as*. The use of *being* is awkward.
- (C) The use of *more* requires *than* and not *as*. The *or* should actually be *nor*.
- (D) **The correct answer.**
- (E) *As nutritious than* is the incorrect idiom, it should be *as nutritious as*. The phrase *also not likely to be* is awkward in context of the sentence.
60. Covering almost 40% of the South American continent, the Amazonian Rainforests are vital for all the countries in the region, helping stabilize their climate, maintaining their water cycle and protecting them from flood, drought and erosion, acting as a source of medicine and food.
- (A) helping stabilize their climate, maintaining their water cycle and protecting them from flood, drought and erosion, acting as a source of medicine and food
- (B) helping stabilize their climate, maintaining their water cycle, protecting them from flood, drought and erosion, and acting as a source of medicine and food
- (C) helping stabilize their climate, maintaining their water cycle and protecting them from flood, drought, erosion, and acting as a source of medicine and of food
- (D) by stabilizing their climate, maintaining their water cycle and protecting them from flood, drought and erosion, as well as by acting as a source of medicine and food
- (E) by stabilizing their climate, maintaining their water cycle and protecting them from flood, drought and from erosion, and as a source of medicine and food

Answer: B

Explanation:

This sentence is testing you on parallel structure. The benefits of the Amazonian Rainforests to the countries surrounding them need to be made parallel.

In A, there needs to be an *and* before *acting* as it is the last item in the list.

B gets the parallelism among *helping*, *maintaining*, *protecting* and *acting* right and **is the correct answer**.

C looks good but incorrectly skips the *and* before *erosion*. The Rainforests protect the countries from three things—floods, drought *and* erosion.

The use of *by* with *stabilizing* and *acting* but not with *maintaining* and *protecting* breaks the parallel structure.

The use of an extra *from* before *erosion* in E again breaks the parallelism. Also *acting* goes missing, further breaking the parallel structure.

61. Despite having discussed the matter with all his teachers, Lewis is still unable to decide if he should pay more attention to understanding the concepts or to their application.
- (A) Lewis is still unable to decide if he should pay more attention to understanding the concepts or to their application
 - (B) Lewis is still confused between paying more attention to understanding the concepts or to their application
 - (C) it is still difficult for Lewis decide if he should pay more attention to understanding the concepts or to their application
 - (D) Lewis is still not able to decide whether he should pay more attention to understanding the concepts or to their application
 - (E) there is still confusion in Lewis' mind with regards to understanding the concepts or to their application

Answer: D

Explanation:

- (A) The use of *if* to state alternatives is incorrect, use *whether* instead.
 - (B) The two things Lewis is confused between are not parallel. Also, the correct idiom is *between...and*.
 - (C) The sentence starts with a modifying phrase so what comes after the comma has to be *Lewis*. The use of *if* to state alternatives is incorrect, use *whether* instead.
 - (D) **The correct answer.**
 - (E) The sentence starts with a modifying phrase so what comes after the comma has to be *Lewis*.
62. According to a recent study of home buyers, the location of a house correlates more with its price than with its quality of construction.
- (A) the location of a house correlates more with its price than with its quality of construction
 - (B) the location of a house correlates more with its price as does its quality of construction
 - (C) the location of a house correlates more with its price than does its quality of construction
-

- (D) the price of a house correlates more to its location than does its quality of construction
- (E) the location of a house correlates more to its price than to its quality of construction

Answer: C

Explanation:

- (A) To get this right, it is very important to understand the meaning implied by the original sentence. The sentence basically states that the price of a house depends more on its location than on its quality of construction. Obviously, A is then incorrect because it correlates the location with the quality of construction whereas both of these factors have to actually correlate with the price.
 - (B) The use of *more* necessitates the use of *than* and not *as*.
 - (C) **The correct answer.** It basically states that the location correlates more with the price than does the quality (correlate with the price).
 - (D) Incorrectly correlates the location with the quality of construction. Also, the correct idiom is *correlate with*.
 - (E) The correct idiom is *correlate with*. Also this sentence has the same meaning problem as did option A.
63. Robert's tutor recommends that, in order to score well on the GMAT, Robert should put in at least two hours of practice every day and not practice questions indiscriminately.
- (A) Robert should put in at least two hours of practice every day and not practice questions indiscriminately
 - (B) Robert should put in at least two hours of practice every day and that he should not practice questions indiscriminately
 - (C) Robert will have to put in at least two hours of practice every day and not do practice questions indiscriminately
 - (D) Robert put in at least two hours of practice every day and that he not practice questions indiscriminately
 - (E) at least two hours of practice need to be put in by Robert every day and he does not have to practice questions indiscriminately

Answer: D

Explanation:

- (A) The use of the verb *recommends* tells us that the sentence needs to be in the subjunctive mood. The use of *he* is incorrect because *he* can't refer to the possessive *Robert's*. Also, the use of *should* with *recommend* is redundant.
-

- (B) The use of *should* with *recommend* is redundant.
- (C) You do not use *will* with the subjunctive mood.
- (D) **The correct answer.**
- (E) You do not use the infinitive *to be* with the subjunctive mood, you only use the *be*.

64. According to some entrepreneurs, the most difficult choice one has to make while starting a business is between quitting one's day job and concentrating full time on the business, thereby risking one's future, or continuing with one's day job and working part time at the business until it finds its feet.

- (A) or continuing
- (B) and continuing
- (C) or whether to continue
- (D) or that to continue
- (E) and whether to continue

Answer: B

Explanation:

- (A) The correct idiom is *between...and*.
- (B) **The correct answer.** *Quitting* and *continuing* are also parallel.
- (C) The correct idiom is *between...and*.
- (D) The correct idiom is *between...and*.
- (E) The use of *whether* is not required. *To continue* is not parallel to *quitting*

65. Galileo had disproved a widely accepted theory of astronomy when he showed that the earth was round.

- (A) had disproved
- (B) disproved
- (C) disproves
- (D) has disproved
- (E) having disproved

Answer: B

Explanation:

The past perfect tense ‘had’ is not required in this sentence because there are no two events happening in the past. The ‘disproving’ and the ‘showing’ happened at the same time; hence, the use of the simple past tense ‘disproved’ should be correct. Thus, **B is the correct answer**. The sentence is talking about an event in the past so the use of the present tenses in C and D is incorrect. E is a fragment since it’s missing a verb.

66. Each invoice and gate pass must have “PAID” stamped over their number.
- (A) Each invoice and gate pass must have “PAID” stamped over their number.
 - (B) Every one of the invoices and gate passes must have “PAID” stamped over their number.
 - (C) Each invoice and gate pass must have “PAID” stamped over its number.
 - (D) All invoices and gate passes must have “PAID” stamped over its number.
 - (E) Every invoice and each gate pass must have “PAID” stamped over their number.

Answer: C

Explanation:

- (A) The singular subject *each* does not agree with the plural pronoun *their*.
 - (B) The singular subject *every one* does not agree with the plural pronoun *their*.
 - (C) **The correct answer** with the singular pronoun *its*.
 - (D) The plural subject *all* does not agree with the singular pronoun *its*.
 - (E) The singular subject *every* does not agree with the plural pronoun *their*.
67. Be it for losing weight, improving muscle tone, or to widen their social circle, Americans are flocking to gyms like never before.
- (A) Be it for losing weight, improving muscle tone, or to widen their social circle,
 - (B) Be it to lose weight, improve muscle tone, or widen their social circle,
 - (C) Be it for losing weight, improving muscle tone, or for widening their social circle,
 - (D) Be it losing weight, improving muscle tone, or widening their social circle,
 - (E) Be it to lose weight, improve muscle tone, or to widen their social circle,

Answer: B

Explanation:

- (A) The three things in the list—*losing, improving, to widen*—are not parallel.
- (B) **The correct answer.**
- (C) Either use *for* only with the first item in the series or use it with all the three items.
- (D) All the items in the series need to be preceded by a preposition such as *for* because Americans are visiting gyms *for* losing weight or *to* lose weight.
- (E) Either use *to* only with the first item in the series or use it with all the three items.

68. By constructing new windmill farms, consumption of fossil fuels are reduced, and tons of noxious emissions are kept out of the atmosphere.

- (A) By constructing new windmill farms, consumption of fossil fuels are reduced, and tons of noxious emissions are kept
- (B) By constructing new windmill farms, it reduces consumption of fossil fuels, and tons of noxious emissions are kept
- (C) Constructing new windmill farms reduces fossil fuel consumption and keeps tons of noxious emissions
- (D) When new windmill farms are constructed, they reduce fossil fuel consumption, and it keeps tons of noxious emissions
- (E) New windmill farms, when constructed, reduce fossil fuel consumption, and also tons of noxious emissions are kept

Answer: C**Explanation:**

The original sentence starts off with a modifying phrase—*By constructing new windmill farms*,. What follows the comma should be whoever is doing this construction, but both A and B get this wrong and can be eliminated. In D, the phrase ‘it keeps tons...’, the singular ‘it’ incorrectly refers to the plural ‘windmill farms’. Between C and E, in E, the last part of the sentence starting with ‘and’ is passive and not parallel with the earlier part. Hence, **C is the correct answer.**

69. As demand for the new generation of microprocessors soars, firms manufacturing the older processors reel under losses.

- (A) As demand for the new generation of microprocessors soars, firms manufacturing the older processors reel under losses.
 - (B) As demand for the new generation of microprocessors soar, firms manufacturing the older processors have been reeling under losses.
-

- (C) As demand for the new generation of microprocessors has soared, the older processor manufacturing firms reeled under losses.
- (D) As demand for the new generation of microprocessors soars, firms manufacturing the older processors have reeled under losses.
- (E) Owing to the demand for the new generation of microprocessors soaring, firms manufacturing the older processors reeling under losses.

Answer: A

Explanation:

- (A) **This sentence is correct** because the cause (*soaring demand*) and the effect (*reel under losses*) are both in the same tense.
 - (B) *Demand* cannot *soar* but *soars*. Also, if the first clause (which is the cause) is in the simple present tense, the second clause (which is the effect) cannot be in the present perfect continuous tense.
 - (C) If the first clause (which is the cause) is in the present perfect tense, the second clause (which is the effect) cannot be in the simple past tense.
 - (D) If the first clause (which is the cause) is in the simple present tense, the second clause (which is the effect) cannot be in the present perfect tense.
 - (E) Wordy and awkward. The verb *are* is missing from in front of *reeling*.
70. The minister had expected brickbats, complaints, and pessimism, instead what greeted him was bouquets, praise, and optimism.
- (A) had expected brickbats, complaints, and pessimism, instead what greeted him was bouquets, praise, and optimism
 - (B) was expecting brickbats, complaints, and pessimism, and was greeted by bouquets, praise, and optimism
 - (C) had expected brickbats, complaints, and pessimism; instead he was greeted by bouquets, praise, and optimism
 - (D) expected brickbats, complaints, and pessimism, however what greeted him was bouquets, praise, and optimism
 - (E) expecting brickbats, complaints, and pessimism, was instead greeted by bouquets, praise, and optimism

Answer: C

Explanation:

- (A) The use of a comma to connect two independent clauses is incorrect. Also, what greeted the minister *were* (and not *was*) three things.
-

- (B) The use of *and* fails to demonstrate the contrast inherent in the two clauses. Also *the minister's expectations* need to be in the past perfect tense because the *expectations* were there before the *greeting* (which is in the simple past tense greeted).
- (C) **The correct answer.**
- (D) *However* needs to be preceded by a semicolon when it is used to connect two independent clauses. Also, what greeted the minister *were* (and not *was*) three things.
- (E) This is a fragment because the helping verb (*was, had been, etc.*) is missing from before *expecting*.

71. As part of its growth strategy, the company is looking to apply global strategies using local insights along with expanding their geographical reach.
- (A) the company is looking to apply global strategies using local insights along with expanding their geographical reach
 - (B) the company's plan is to apply global strategies using local insights and to expand its geographical reach
 - (C) the company, in addition to expanding its geographical reach, is also looking to apply global strategies using local insights
 - (D) the company is looking at applying global strategies and expanding its geographical reach, using local insights
 - (E) the company's plans are for applying global strategies, using local insights, and expanding its geographical reach

Answer: C

Explanation:

- (A) The use of *their* is ambiguous because it can refer to *strategies* or *insights*.
 - (B) Since the sentence starts with a modifying phrase, what follows the comma should be the *company* and not its *plan*.
 - (C) **The correct answer.**
 - (D) The phrase *looking at applying* is awkward and unidiomatic. Also, the placement of *using local insights* after the comma incorrectly implies that it applies to both—*applying and expanding*.
 - (E) Same as B.
72. Iran that has the world's fourth-largest oil reserves also has the world's second-largest natural gas reserves.
- (A) Iran that has the world's fourth-largest oil reserves also has the world's second-largest natural gas reserves.
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- (B) Iran has the world's fourth-largest oil reserves as well as having the second-largest natural gas reserves.
- (C) Iran has the world's fourth-largest oil reserves and second-largest natural gas reserves.
- (D) Iran has the world's fourth-largest oil reserves; the world's second-largest natural gas reserves are also in Iran.
- (E) Iran, having the world's fourth-largest oil reserves, is in addition having its second-largest natural gas reserves as well.

Answer: C

Explanation:

- (A) The usage of the restrictive modifier *that* is incorrect since there is only one *Iran* in the world and this fact—*that it has the world's fourth-largest oil reserves*—applies to all of *Iran*. So, the non-restrictive modifier *which* should be used instead.
 - (B) The usage of *having* is awkward and unidiomatic.
 - (C) **The correct answer.**
 - (D) Wordy. C states the same thing more concisely.
 - (E) Wordy again and it's best to avoid pronouns such as *its* in the correct answer.
73. The policy of “Nationalism” has been around since 1975, when officials in the country—many of whom equate patriotism with supporting the government's policies—began to worry in earnest about whether the country's citizens were patriotic enough.
- (A) when officials in the country—many of whom equate patriotism with supporting the government's policies—began to worry in earnest about whether
 - (B) when officials in the country—many of them equating patriotism with supporting the government's policies—began to worry in earnest if
 - (C) when officials in the country who equate patriotism with supporting the government's policies begun worrying in earnest if
 - (D) when officials in the country—many of which equate patriotism with supporting the government's policies—began worrying in earnest whether
 - (E) when officials in the country—many of whom equate patriotism with supporting the government's policies—began worrying in earnest whether

Answer: A

Explanation:

- (A) **The correct answer.**
-

- (B) The usage of *them* is incorrect as it creates an independent clause leading to a distortion of meaning. The usage of *if* to evaluate alternatives is incorrect. The correct idiom is *worry about*.
- (C) The usage of *who* restricts the officials to only those who equate patriotism with supporting the government's policies. Also we require the simple past tense *began* and not the participle *begun*. The usage of *if* to evaluate alternatives is incorrect. The correct idiom is *worry about*.
- (D) *Which* cannot be used to refer to *officials*. The usage of *begun* is incorrect. The correct idiom is *worry about*.
- (E) We require the simple past tense *began* and not the participle *begun*. The correct idiom is *worry about*.
74. The rise in the level of pollutants in the Yangtze River is almost equivalent to the level of pollutants in the Ohio River.
- (A) equivalent to the level of pollutants in
- (B) the same as that in the level of pollutants in
- (C) the same as the level of pollutants in
- (D) equal to that of
- (E) the equivalent of that in

Answer: B

Explanation:

- (A) While it may appear that this sentence is testing you on the use of *equivalent/equal/same* this is not the case (and will rarely ever be). This sentence is actually testing you on comparison of logical items. This sentence compares the *rise in the level of pollutants* with the *level of pollutants* (and not with the *rise*), so is incorrect.
- (B) **The correct answer.** *That* refers back to *rise*.
- (C) This option erroneously compares *rise* with the *level of pollutants* in the Ohio River.
- (D) While *that* can refer back to *rise*, we still need to mention what this *rise* has been in.
- (E) Same as D.
75. Traditional art and modern art, both part of the cultural frame of reference of most Americans and Europeans, share many aspects of the artistic language.
- (A) both part of the cultural frame of reference of most Americans and Europeans
- (B) are both part of the cultural frame of reference of most Americans and Europeans
- (C) part of both the cultural frame of reference of most Americans and Europeans
-

- (D) being part of the cultural reference frame of most Americans and Europeans
- (E) have both been part of the cultural frame of reference of most Americans and Europeans

Answer: A

Explanation:

- (A) **The correct answer.**
 - (B) This option makes the part after the underline appear disconnected from the rest of the sentence. Also, the use of comma before the verb *are* is incorrect.
 - (C) The placement of *both* distorts the meaning of the sentence because there are no two things coming after *both*.
 - (D) The use of *being* is awkward. *Cultural reference frame* is different from *cultural frame of reference* since it could very well refer to a particular type of frame.
 - (E) The usage of the verb *have* after the comma is incorrect. Also, the part after the underline appears disconnected from the rest of the sentence.
76. In ancient times tanning, the process of treating animal skin with chemical compounds to produce leather, was considered to be a noxious or odoriferous trade and relegated to the outskirts of town, amongst the poor.
- (A) was considered to be a noxious or odoriferous trade and relegated to the outskirts of
 - (B) was considered a noxious or odoriferous trade and relegated to the outskirts of
 - (C) was regarded to be a noxious or odoriferous trade, relegating it to the outskirts of
 - (D) had been regarded as a noxious or odoriferous trade and relegated to the outskirts of
 - (E) was considered as a noxious or odoriferous trade, which relegated it to the outskirts of

Answer: B

Explanation:

- (A) The correct idiom is *considered* and not *considered to be*.
 - (B) **The correct answer.**
 - (C) The correct idiom is *regarded...as*. The phrase *relegating it...* doesn't make it clear who or what is doing the relegation.
 - (D) The past perfect tense (*had been*) is not required because the sentence only talks about one event in the past.
 - (E) The correct idiom is *considered* and not *considered as*. *Which* incorrectly refers to *trade*.
-

77. In order to detect cancer early, the awareness of cancer screening and diagnostic tests is a must.
- (A) the awareness of cancer screening and diagnostic tests is a must
- (B) it is important to be aware of cancer screening and diagnostic tests
- (C) one must be aware of cancer screening and diagnostic tests
- (D) one must have awareness of cancer screening and diagnostic tests
- (E) it is important that one be aware of cancer screening and diagnostic tests

Answer: C

Explanation:

- (A) The sentence starts with a modifying phrase, so whoever is doing the detection needs to come after the comma, that is, *one*.
- (B) Same as A.
- (C) **The correct answer.**
- (D) *Be aware* in C is more concise than *have awareness of* in D which is wordy and awkward.
- (E) Same as A.
78. The belief, in some cultures, about the black cat as being a symbol of evil and a harbinger of doom is a relatively recent phenomenon; all cats, including black ones, were held in high esteem among the ancient Egyptians and protected by law from injury and death.
- (A) The belief, in some cultures, about the black cat as being a symbol of evil and a harbinger of doom is a relatively recent phenomenon;
- (B) Some cultures' belief about the black cat as a symbol of evil and a harbinger of doom is a relative recent phenomenon;
- (C) The belief, in some cultures, that the black cat is a symbol of evil and a harbinger of doom is a relatively recent phenomenon;
- (D) The belief about the black cat as being a symbol of evil and a harbinger of doom is a relatively recent phenomenon in some cultures;
- (E) The black cat is believed to be a symbol of evil and a harbinger of doom, this being a relatively recent phenomenon in some cultures;

Answer: C

Explanation:

- (A) *Belief...about* is unidiomatic; a better construction is *belief...that*. The use of *being* is best avoided.
-

- (B) Same as A.
- (C) **The correct answer.**
- (D) Same as A. Also, the placement of the phrase *in some cultures* is ambiguous.
- (E) Awkward and unclear sentence construction.

79. Constructed by the Suez Canal Company and connected the Mediterranean Sea and the Red sea, November 1869 is when the Suez Canal was opened to traffic.

- (A) Constructed by the Suez Canal Company and connected the Mediterranean Sea and the Red sea, November 1869 is when the Suez Canal was opened to traffic.
- (B) The Suez Canal, constructed by the Suez Canal Company and connecting the Mediterranean Sea and the Red sea, was opened to traffic in November 1869.
- (C) Having been constructed by the Suez Canal Company and connecting the Mediterranean Sea and the Red sea, Suez Canal was opened to traffic in November 1869.
- (D) The Suez Canal, which was constructed by the Suez Canal Company connecting the Mediterranean Sea and the Red sea, was opened to traffic in November 1869.
- (E) Constructed by the Suez Canal Company and connecting the Mediterranean Sea and the Red sea, the Suez Canal had been opened to traffic in November 1869.

Answer: B

Explanation:

- (A) The opening phrase tells us two things about the Suez Canal—it was constructed by XYZ and it is connecting A to B. The use of *connected* would obviously be incorrect since it is acting as a verb and we require an adjective (participle). Also, the opening phrase needs to be followed by the *Suez canal*.
- (B) **The correct answer.**
- (C) *Having been* is awkward and unidiomatic. B conveys the same meaning more clearly.
- (D) This sentence makes it appear as if the *Suez Canal Company* was connecting the two seas.
- (E) The use of the past perfect tense *had been* is incorrect since the sentence does not talk about two different events in the past.

80. The famous battle depicted in the movie took place in England, and many people assume that it was Ireland.

- (A) and many people assume that it was
- (B) many people assuming

- (C) not what many people assume
- (D) not, as many people assume, in
- (E) but many people assume it to be

Answer: D

Explanation:

The original sentence implies a contrast, so the use of *and* distorts the meaning of the sentence. D uses *not* correctly to show the contrast inherent in the sentence and also uses *in* before *Ireland* to make the parallel structure correct. Thus, **D is the correct answer.**

B. In the absence of a connecting word, there is no logical connection between the part before and after the comma.

C. There needs to be a preposition *in* before *Ireland* to make this parallel to the earlier part.

E. Gets the contrasting connector *but* right, but you still need an *in* before *Ireland* to make it parallel with the phrase *in England* used earlier in the sentence

81. The seeming unlimited supply of fresh water and the apparently absent government regulations makes the Canary Island a popular choice for those wanting to buy their own private island.
- (A) seeming unlimited supply of fresh water and the apparently absent government regulations makes
 - (B) seeming unlimited supply of fresh water and the apparent absence of government regulations make
 - (C) seeming unlimited fresh water supply and the apparent absent government regulations make
 - (D) seemingly unlimited supply of fresh water and the apparently absent government regulations makes
 - (E) seemingly unlimited supply of fresh water and the apparent absence of government regulations make

Answer: E

Explanation:

- (A) We need the adverb *seemingly* to modify the adjective *unlimited*. The plural subject (because of the use of *and*) does not agree with the singular verb *makes*.
 - (B) We need the adverb *seemingly* to modify the adjective *unlimited*.
 - (C) Same as B. Also, we require the adverb *apparently* to modify the adjective *absent*.
-

- (D) Since the first clause has a prepositional phrase (*of fresh water*), the second clause should also have a prepositional phrase to maintain parallelism. Also, the plural subject does not agree with the singular verb *makes*.
- (E) **The correct answer.** Both the clauses make use of prepositional phrases.

82. The purpose of the vehicle driving test is to assess a person's ability of recognizing the different traffic signs as well as of his ability to steer and control a moving vehicle.
- (A) to assess a person's ability of recognizing the different traffic signs as well as of his ability to steer
- (B) to assess a person's ability to recognize the different traffic signs as well as to steer
- (C) to be able to assess a person's ability of recognizing the different traffic signs as well as of steering
- (D) for assessing a person's ability to recognize the different traffic signs as well as to steer
- (E) that it can assess a person's ability for recognizing the different traffic signs as well of his ability for steering

Answer: B

Explanation:

- (A) The purpose of the driving test is to assess a person's ability of doing two things—*recognizing traffic signs* and *steering and controlling a vehicle*. These two need to be parallel. *Of recognizing* and *to steer* are obviously not parallel. The idiomatic construction is *ability to do* something.
- (B) **The correct answer.**
- (C) Looks a little wordy but correct. However, notice that the non-underlined part says *and control*; *steering* is obviously not parallel to this.
- (D) The purpose of something is *to do* something, so the use of *for assessing* is unidiomatic.
- (E) Unnecessarily wordy. The use of *of* in the phrase *of his ability for steering* does not make sense. Also, *steering* is not parallel to *control*.
83. The government has mandated people living below the poverty line to be provided with meals twice a day and their children to be provided access to free education in publicly funded schools.
- (A) people living below the poverty line to be provided with meals twice a day and their children to be
- (B) that people living below the poverty line should be provided with meals twice a day and their children should be
- (C) for people living below the poverty line meals twice a day and for their children

- (D) people living below the poverty line that they will be provided with meals twice a day and their children be
- (E) that people living below the poverty line be provided with meals twice a day and that their children be

Answer: E

Explanation:

- (A) In the subjunctive mood, verbs such as *mandate* always need to be followed by *that*. Also, the use of *to be* in the subjunctive mood is incorrect; you only use *be*.
- (B) The use of *mandated* and *should* in the same sentence creates an oxymoron. *Mandate* is an order and *should* implies suggestion, so they both can't exist together.
- (C) This sentence has no meaning as it eliminates *that*. The last part *for their children provided access* also doesn't make any sense.
- (D) *That* needs to come immediately after *mandated*. The use of *will* is incorrect since the sentence is in the subjunctive mood.
- (E) **The correct answer.**
84. While investigating the reasons behind the bankruptcy of the trading company, the empowered committee realized that the company collapsed more due to poor management of funds than due to customers not buying the company's products.
- (A) that the company collapsed more due to poor management of funds than due to customers not buying the company's products
- (B) that the collapse was caused more by the poor management of funds than due to customers not buying the company's products
- (C) that the company collapsed more because of poor management of funds than because of customers not buying its products
- (D) that the collapse was more due to poor management of funds than because of customers not buying the company's products
- (E) that poor management of funds did more to cause the collapse than did customers by not buying the company's products

Answer: C

Explanation:

- (A) The usage of *due to* is incorrect.
- (B) Since *more* is followed by *by*, parallelism requires that *than* also be followed by *by* and not *due to*.
- (C) **The correct answer;** both the clauses start with *because of*.
-

- (D) The usage of *due to* is incorrect. Also, *due to* and *because of* are not parallel.
- (E) Passive and awkward sentence construction. Also, does not maintain parallelism.

85. The company has three divisions, each of which specialise in a particular business area.

- (A) each of which specialise in a particular business area
- (B) which specialises in particular business areas
- (C) they specialise in a particular business area each
- (D) all of them specialise in a particular business area
- (E) each of which specialises in a particular business area

Answer: E

Explanation:

- (A) The singular *each* does not agree with the plural *specialize*.
- (B) In this case the subject is the plural *divisions* which does not agree with the singular *specializes*.
- (C) This is a run-on sentence because the part after the comma is an independent clause.
- (D) This too is a run-on sentence.
- (E) **The correct answer.**

86. Carried by strong winds, the eruption of the volcano caused dust that crossed the United States in three days and circled the globe in three weeks.

- (A) the eruption of the volcano caused dust that
- (B) the volcano's eruption caused dust that
- (C) dust from the eruption of the volcano that
- (D) there was dust from the eruption of the volcano and it
- (E) dust from the eruption of the volcano

Answer: E

Explanation:

The original sentence starts with the modifying phrase—*Carried by strong winds*,--so whatever was carried by strong winds needs to follow the comma. It obviously has to be the 'dust' that was carried by strong winds, so the answer has to be either C or E.

The usage of 'that' in C results in the sentence missing a main verb; hence, **E is the correct answer.**

87. In a move that delighted their shareholders as much as distressed their competitors, the two shipping companies decided to merge, and this led to the formation of the second largest shipping company in the world.
- (A) In a move that delighted their shareholders as much as distressed their competitors, the two shipping companies decided to merge, and this led
- (B) In a delightful move for their shareholders and a distressful one for their competitors, it has been decided by the two shipping companies to merge, leading
- (C) In a move delighting their shareholders as much as distressing their competitors, the two shipping companies decided to merge, which led
- (D) In a move that delighted their shareholders as much as it distressed their competitors, the two shipping companies decided to merge, leading
- (E) The two shipping companies, in a move that delighted their shareholders and distressed their competitors, decided to merge and to lead

Answer: D

Explanation:

- (A) The opening clause is trying to make two things equal—*the delight* of the shareholders and *the distress* of the competitors. The use of the phrase *as much as* necessitates the use of the noun *move* before both the things being compared; repeating the noun *move* becomes awkward, so we need an *it* before distressed to get the comparison correct—the *move* delighted the shareholders as much as *it* (the move) distressed the competitors. Also, the use of *and* is incorrect because it is not connecting two independent thoughts; rather one is the cause of the other.
- (B) Since the sentence starts with a modifying phrase, what follows the comma should be the two shipping companies.
- (C) The phrase *move delighting their shareholders* is awkward and unclear. Also, as discussed in A, *it* needs to be inserted after *as much as*. The use of *which* is also incorrect because *which* cannot modify the action of the entire preceding clause.
- (D) **The correct answer.** Correctly uses the adverbial modifier *leading* to modify the action of the entire preceding clause.
- (E) This sentence suggests that the two shipping companies decided to do two things—*merge and lead*, whereas they decided to do just one thing—*merge*—and this, in turn, led to the formation of the world's second largest shipping company.
88. According to industry experts, the biggest difference between colleges in America and colleges in developing countries like India is that in America they are searching for students whereas in India they are searching for faculty.
- (A) in America and colleges in developing countries like India is that in America they are searching for students whereas in India they are searching for faculty

- (B) in America and developing countries like India is that American colleges are searching for students whereas in India they are searching for faculty
- (C) in America and colleges in developing countries such as India is that in America they are searching for students whereas Indian colleges are searching for faculty
- (D) in America and those in developing countries such as India is that American colleges are searching for students whereas Indian colleges are searching for faculty
- (E) in America and such developing countries as India is that in America the colleges are searching for students whereas Indian colleges are searching for faculty

Answer: D

Explanation:

- (A) The usage of *like* to give examples is incorrect. The usage of *they* is ambiguous.
- (B) The comparison between *colleges in America* and *developing countries* is incorrect. The usage of *like* to give examples is incorrect. The usage of *they* is ambiguous.
- (C) The usage of *they* is ambiguous.
- (D) **The correct answer.**
- (E) The phrases *in America the colleges* and *Indian colleges* are not parallel.

89. In order to improve the aesthetics of the neighbourhood, a group of citizens have suggested that the park be not only cleaned but also beautified.
- (A) a group of citizens have suggested that the park be not only cleaned but also beautified
 - (B) a group of citizens have suggested that the park not only be cleaned but also beautified
 - (C) the park should not only be cleaned but also beautified, a group of citizens has suggested
 - (D) a group of citizens has suggested that the park be not only cleaned but that it also be beautified
 - (E) a group of citizens has suggested that the park be not only cleaned but also beautified

Answer – E

Explanation:

- (A) The singular subject *group* does not agree with the plural verb *have*.
 - (B) The singular subject *group* does not agree with the plural verb *have*. Since *be* comes after *not only* it needs to be repeated after *but also*.
 - (C) The comma needs to be followed by *who* is trying to improve the aesthetics of the neighbourhood, that is, *the group of citizens* and not *the park*.
 - (D) Since *be* comes before *not only*, it does not need to be repeated after *but also*.
-

(E) **The correct answer.** The singular verb *has* agrees with the singular subject *group*. Also, uses *be* correctly only once before *not only*.

90. In modern supermarkets, a customer does not have to stand in long billing queues if they have purchased ten items or less as there is a separate, dedicated billing queue for such customers.
- (A) a customer does not have to stand in long billing queues if they have purchased ten items or less
- (B) customers do not have to stand in long billing queues if they have purchased ten items or less
- (C) a customer does not have to stand in long billing queues if purchasing ten items or lesser
- (D) long queues can be avoided by customers who purchase ten or less items
- (E) customers do not have to stand in long billing queues if they have purchased up to ten items

Answer: E

Explanation:

- (A) The singular *a customer* does not agree with the plural pronoun *they*. Also, *items* are countable, so should be modified by *fewer* and not *less*.
- (B) *Items* are countable, so should be modified by *fewer* and not *less*.
- (C) *Items* are countable, so should be modified by *fewer* and not *lesser*.
- (D) *Items* are countable, so should be modified by *fewer* and not *less*.
- (E) **The correct answer.**
91. The reason most new ventures fail within a year of their launch is because the founders spend most of their efforts on formulating strategy rather than implementing it.
- (A) because the founders spend most of their efforts on formulating strategy rather than
- (B) because the founders are spending most of their efforts towards strategy formulation rather than
- (C) that the founders spend most of their efforts on formulating strategy rather than on
- (D) that the founders have spent most of their efforts on strategy formulation instead of
- (E) that most of the efforts of the founders are spent towards formulating strategy rather than towards

Answer: C

Explanation:

- (A) The reason something happens always needs to be followed by *that*. Also another *on* is required after *than* to get the parallelism correct.
 - (B) The reason something happens always needs to be followed by *that*. The use of the present continuous tense (*are spending*) is awkward.
 - (C) **The correct answer.**
 - (D) The present perfect tense (*have spent*) is not required because this is a general statement of truth, so needs to be in the simple present tense. Also, another *on* is required after *instead of* to get the parallelism correct.
 - (E) Wordy and awkward. Correct idiom is to *spend effort on* something.
92. The shift from traditional dentistry to cosmetic dentistry is due to adults getting fewer cavities and becoming more conscious of their looks.
- (A) dentistry to cosmetic dentistry is due to adults getting fewer cavities and becoming
 - (B) dentistry to cosmetic dentistry is happening because adults are getting less cavities and also becoming
 - (C) dentistry to cosmetic dentistry is because of adults who are getting both fewer cavities and becoming
 - (D) dentistry to cosmetic dentistry is taking place because adults are getting fewer cavities and are also becoming
 - (E) dentistry to cosmetic dentistry occurs because of adults getting fewer cavities and becomes

Answer: D

Explanation:

A shift always *takes place* or *happens* so saying that *the shift is because of something* does not make sense. Thus, eliminate A and C.

E gets the parallel construction wrong and also the singular verb *becomes* does not agree with the plural subject *adults*.

The use of *less* in B to modify cavities is incorrect because cavities can be counted. So, we should use *fewer* instead. Hence, **D is the correct answer.**

93. Friends of the reclusive poet say that he is annoying because of his erratic nature but his words are still a delight.
- (A) but his words are still a delight
 - (B) although he uses words delightfully
-

- (C) and he is delightful in his use of words too
- (D) while being delightful because of his words
- (E) but delightful because of his words

Answer: E

Explanation:

Friends of the poet use two words to describe him—*annoying* and *delightful*. These two should be in the correct parallel form. Also, note that these two qualities are contrasting so should be joined using a contrasting connector such as *but*. Thus, **E is the correct answer.**

- (A) The passive construction breaks the parallel structure.
 - (B) Nothing wrong with the grammar and also uses the contrasting word *although*. The problem is that this option distorts the meaning of the original sentence by using *delightfully* as an adverb to modify *uses* whereas the original sentence does not tell us anything about how the author uses the words.
 - (C) The use of *and* and *too* distorts the meaning of the sentence because the poet is being described using contrasting qualities.
 - (D) Unnecessarily uses the avoidable *being* that breaks the parallelism.
94. Unlike writing for magazines, where editors have days, even weeks, to edit copy and proofread, newspaper editors work on daily deadlines.
- (A) Unlike writing for magazines, where editors have days, even weeks, to edit copy and proofread, newspaper editors work on daily deadlines
 - (B) Unlike writing for magazines, for which editors have days, even weeks, to edit copy and proofread, newspaper editors work on daily deadlines
 - (C) Unlike magazine editors, where they have days, even weeks, to edit copy and proofread, newspaper editors work on daily deadlines
 - (D) Unlike editing magazines, a task for which editors have days, even weeks, to edit copy and proofread, newspaper editors work on daily deadlines
 - (E) Unlike magazine editors, who have days, even weeks, to edit copy and proofread, newspaper editors work on daily deadlines

Answer: E

Explanation:

- (A) Incorrectly compares *writing for magazines* with *newspaper editors*. Also, *where* cannot be used to refer to *writing for magazines*.
 - (B) Incorrectly compares *writing for magazines* with *newspaper editors*.
-

- (C) *Where* cannot be used to refer to *magazine editors*.
- (D) Incorrectly compares *editing magazines* with *newspaper editors*.
- (E) **The correct answer.**

95. The employees in our organization, unlike that in your organization, are forbidden from discussing client names or activities outside the office.

- (A) unlike that in your organization, are forbidden from discussing
- (B) contrasted to ones in your organization, are forbidden to discussing
- (C) unlike them in your organization, are forbidden to discuss
- (D) unlike those in your organization, are forbidden to discuss
- (E) unlike the employees in your organization, are forbidden from discussing

Answer: D

Explanation:

- (A) Plural noun *employees* cannot be compared with *that*; we require *those* instead. Also, the correct idiom is *forbidden to*.
- (B) *Contrasted to* is awkward and unidiomatic. Also, the correct expression is *forbidden to discuss* and not *discussing*.
- (C) The use of *them* is incorrect; it should be *those* instead.
- (D) **The correct answer.**
- (E) The correct idiom is *forbidden to* and not *forbidden from*.

96. Finding the view from the mountains fascinating, all that was there to see was thoroughly explored by Caesar.

- (A) Finding the view from the mountains fascinating, all that was there to see was thoroughly explored by Caesar.
- (B) Caesar found the view from the mountains fascinating, he thoroughly explored all that was there to see.
- (C) Finding the view from the mountains fascinating, Caesar's exploration covered all that was there to see.
- (D) The view from the mountains is fascinating and is the reason why all that was there to see was thoroughly explored by Caesar.
- (E) Caesar found the view from the mountains fascinating and thoroughly explored all that was there to see.

Answer: E

Explanation:

In the original sentence, the modifying phrase—*Finding the view from the mountains fascinating*,--should be followed by whoever is finding this view fascinating, that is, *Caesar*. Both A and C get this wrong, so eliminate them.

B is a run-on sentence since it uses a comma to join two independent clauses. The passive construction in D appears very awkward compared to the active one in **E**, which is **the correct answer**.

97. The management was impressed by the fact that even though John had prepared a very comprehensive report, it was presented by him in a very concise manner.
- (A) even though John had prepared a very comprehensive report, it was presented by him in a very concise manner
- (B) although John prepared a very comprehensive report, yet he presented it in a very concise manner
- (C) even though John had prepared a very comprehensive report, he presented it in a very concise manner
- (D) John had prepared a very comprehensive report, presenting it in a very concise manner
- (E) John had prepared and presented a very comprehensive and concise report

Answer: C

Explanation:

- (A) Uses passive clause after the comma. Since the clause before the comma (*John had prepared a comprehensive report*) is in the active voice, the clause after the comma should also be in the active voice.
- (B) The use of *although* and *yet* in the same sentence is redundant.
- (C) **The correct answer.**
- (D) The management was impressed by a contrast in John's work but this sentence does away with that contrast altogether.
- (E) While this sentence appears short and crisp, it suffers from the same problem as option D.
98. Manufacturers of a new exercise machine claim that it is much more comfortable to use than older machines and hence will encourage people to exercise for longer durations; however, their users state that they do not find the new machine any different from the older ones.
- (A) longer durations; however, their users state that they do not find the new machine any different from
-

- (B) longer durations; however, its users state that they do not find the new machine any different from
- (C) longer durations; however, the users of this new machine state that they do not find the new machine any different than
- (D) longer durations; nevertheless, their users state that they do not find the new machine any different from
- (E) longer durations, however, their users state that they do not find the new machine any different than

Answer: B

Explanation:

- (A) Since the subject is the singular *machine*, *their* users needs to be *its* users.
 - (B) **The correct answer.** *Its* refers to *machine* and the correct idiom is *different from*.
 - (C) This is a trap answer. It looks better than B because it does away with the pronoun *its*. However, notice that this option gets the idiom incorrect—*different than*.
 - (D) Since the subject is the singular *machine*, *their* users needs to be *its* users.
 - (E) *However* needs to be preceded by a semicolon and not by a comma. The correct idiom is *different from*.
99. By Friday evening, the proposal had been signed by over 1000 supporters, many of them has left messages on the page.
- (A) had been signed by over 1000 supporters, many of them has
 - (B) was signed by over 1000 supporters, many of them having had
 - (C) had been signed by over 1000 supporters, many of whom have
 - (D) had been signed by over 1000 supporters, many of whom
 - (E) was signed by over 1000 supporters, and many of them

Answer: D

Explanation:

It is tough to determine whether this sentence should be in the simple past or the past perfect tense (*was or had been*)—the past perfect tense will be correct in this case. Look at it this way—*Friday evening* definitely is a time in the past and the signing of the petition obviously started before this. So the sentence does talk about two events at different times in the past and you use the past perfect tense to refer to the earlier event, that is, *the signing*.

- (A) Gets the tense right but the use of *them* after the comma leads to a run-on sentence. Also, the singular verb *has* does not agree with the plural *they*.
-

- (B) The use of the simple past tense *was* is incorrect. The use of *them* after the comma leads to a run-on sentence. The use of *having had* is also awkward.
- (C) The use of the present perfect tense *have left* is incorrect since the sentence is talking about something that was the case on Friday evening (so we should use the simple past tense *left*).
- (D) **The correct answer.**
- (E) Same problems as B. Additionally the use of *and* is not required.

100. During his research on modern production systems, workers at a leading automobile manufacturing firm told Professor Roberts that these systems end up encouraging temporary or contract employment and reducing their quality of life.

- (A) During his research on modern production systems, workers at a leading automobile manufacturing firm told Professor Roberts that these systems end up encouraging temporary or contract employment and reducing their quality of life.
- (B) Modern production systems were encouraging temporary or contract employment and reducing their quality of life was told to Professor Roberts by the workers at a leading automobile manufacturing firm.
- (C) Professor Roberts was told by workers at a leading automobile manufacturing firm that these systems ended up encouraging temporary or contract employment and reducing their quality of life, during his research on modern production systems.
- (D) During his research on modern production systems, Professor Roberts was told by workers at a leading automobile manufacturing firm that they were meant to encourage temporary or contract employment at the same time reducing their quality of life.
- (E) Professor Roberts, during his research on modern production systems, was told by workers at a leading automobile manufacturing firm that these systems ended up encouraging temporary or contract employment and reducing their quality of life.

Answer: E

Explanation:

- (A) The sentence starts with a modifying phrase so whoever is doing the research needs to come after the comma, that is, *Professor Roberts*. Since the sentence is in the simple past tense, the correct verb should be *ended* and not *end*.
 - (B) The use of past continuous tense (*were encouraging*) is not required. The construction of the sentence is passive and very awkward.
 - (C) In the phrase *these systems*, *these* doesn't make any sense because these systems haven't been mentioned earlier. The placement of the modifying phrase at the end of the sentence is incorrect.
-

- (D) The use of *they* in the clause *they were meant to encourage* is ambiguous—we don't know whether *they* refers to the *workers* or to *modern production systems*.
- (E) **The correct answer.**

101. Despite all their talk about pollution control, large organisations have so far done very little to control ecological damage.
- (A) Despite all their talk about pollution control,
- (B) In spite of the fact of their having talked about pollution control
- (C) Besides their having talked
- (D) Although they talk about all pollution control
- (E) In addition to their talking

Answer: A

Explanation:

The original sentence is correct as written. B is unnecessarily wordy. In C, the use of 'besides' means 'in addition to' which is not the same as 'despite'. For the same reason E also gets eliminated as it uses 'in addition to'. D distorts the meaning of the sentence by using 'all' to modify 'pollution'. Hence, **A is the correct answer.**

102. The restructuring agency explored several alternatives, including complete and partial liquidation of assets, but has not found any feasible solution to the problems faced by the company.
- (A) explored several alternatives, including complete and partial liquidation of assets, but has not found
- (B) had explored several alternatives, which include complete and partial liquidation of assets, but has not found
- (C) explored several alternatives, including complete and partial liquidation of assets, but did not found
- (D) has explored several alternatives, including complete and partial liquidation of assets, but has not found
- (E) has explored several alternatives, including complete and partial liquidation of assets, but did not find

Answer: D

Explanation:

- (A) The restructuring agency has done two things which need to be placed in the same tense. *Explored* in the simple past tense is not consistent with *has not found* in the present perfect tense. You need to go with the simple past tense *did not find* to make this correct.
- (B) The past perfect tense *had explored* is not consistent with the present perfect tense *has not found*.
- (C) *Did not found* is an incorrect phrase—you need the base form of the verb after *did not*, that is, *find* and not *found* (which itself is in the simple past tense).
- (D) **The correct answer;** places both the actions in the present perfect tense.
- (E) The present perfect *has explored* is not consistent with the simple past tense *did not find*.
103. The abundant supply of fresh water and its location, an isolated landmass in the North Atlantic, makes Iceland a natural nesting location for migratory birds.
- (A) The abundant supply of fresh water and its location, an isolated landmass in the North Atlantic, makes Iceland a natural nesting location for migratory birds.
- (B) The abundant supply of fresh water as well as its location, an isolated landmass in the North Atlantic, makes Iceland a natural nesting location for migratory birds.
- (C) An isolated landmass in the North Atlantic, Iceland has an abundant supply of fresh water which, along with its location, make Iceland a natural nesting location for migratory birds.
- (D) Its location, an isolated landmass in the North Atlantic, and an abundant supply of fresh water make Iceland a natural nesting location for migratory birds.
- (E) Iceland, having an abundant supply of fresh water and location, an isolated landmass in the North Atlantic, is a natural nesting location for migratory birds.

Answer: D**Explanation:**

- (A) The use of *its* is ambiguous as it could refer to *Iceland* and it could also refer to *fresh water*. Also, the plural subject (because of the use of *and*) does not agree with the singular verb *makes*.
- (B) The subject-verb agreement is correct because of the use of the additive phrase (making the singular *supply* the subject). However, the problem of *its* being ambiguous remains.
- (C) The modifying phrase at the beginning of the sentence needs to come closer to *location*. Also, the singular subject *supply* does not agree with the plural *make*.

- (D) **The correct answer.** The use of *its* is not ambiguous because it comes before any other noun (such as *water*) has been mentioned. The modifying phrase is also placed close to *location*.
- (E) Makes it appear as though Iceland has location, which is absurd. Also doesn't make it clear that Iceland is a natural nesting location because of those two factors.
104. The survival of many endangered species of fish in our rivers depends on both the enforcement of regulations and recreational activities being available apart from fishing.
- (A) on both the enforcement of regulations and recreational activities being available
- (B) both on the enforcement of regulations on recreational activities
- (C) on both the enforcement of regulations and the availability of recreational activities
- (D) on the enforcement of both regulations and recreational activities
- (E) on both the enforcement of regulations in combination with available recreational activities

Answer – C**Explanation:**

Whenever you see 'both' in a sentence check for two things—the placement of *both* and parallelism between the two things being referred to by *both*, that is, enforcement and availability.

In A, the two things implied by 'both'—*the enforcement* and *recreational activities*—are not parallel. The use of *being* is also best avoided. B is incorrect because there are no two things coming after *both*. In D, the placement of *both* is incorrect as it suggests that there is an enforcement of two things happening in the sentence. In E, the correct idiom is *both X* and *Y* and not *both X in combination with Y*. Also *available recreational activities* is different from *availability of recreational activities*. **C is the correct answer** as it makes *enforcement* parallel to *availability*.

105. According to a popular announcement at subway stations, one is not supposed to smoke, drink, eat, and play loud music either aboard the train or station platforms.
- (A) to smoke, drink, eat, and play loud music either aboard the train or station platforms
- (B) to smoke, drink, eat, and to play loud music either aboard the train or station platforms
- (C) to smoke, drink, eat, or play loud music either aboard the train or on station platforms
- (D) to smoke, to drink, to eat, and play loud music either aboard the train or on station platforms
- (E) to smoke, drink, eat, or play loud music either aboard the train or station platforms

Answer: C

Explanation:

- (A) Since *aboard* comes after *either*, a preposition needs to come after *or* as well—*on* needs to be used before *station platforms*. Also, the connector among the four things—*smoke, drink, eat, play loud music*—needs to be *or* because the use of *and* only implies that all four of these cannot be done together.
- (B) The usage of *to* in *to play loud music* breaks the parallel structure. Since *aboard* comes after *either*, a preposition needs to come after *or* as well—*on* needs to be used before *station platforms*.
- (C) **The correct answer.**
- (D) To maintain parallelism, there should be a *to* before *play loud music*.
- (E) Since *aboard* comes after *either*, a preposition needs to come after *or* as well—*on* needs to be used before *station platforms*.
106. According to the public prosecutor, the accused has been charged with siphoning off millions from the treasury, invented fictitious deals, and lied to his superiors.
- (A) with siphoning off millions from the treasury, invented fictitious deals, and lied to his superiors
- (B) for having siphoned off millions from the treasury, invented fictitious deals, and lied to his superiors
- (C) for siphoning off millions from the treasury, inventing fictitious deals as well as lying to his superiors
- (D) with siphoning off millions from the treasury, for inventing fictitious deals, and for having lied to his superiors
- (E) with siphoning off millions from the treasury, inventing fictitious deals, and lying to his superiors

Answer: E**Explanation:**

- (A) The three items in the list—*siphoning, invented, lied*—are not parallel.
- (B) The correct idiom to show accusation is *charged with* and not *charged for*.
- (C) The correct idiom to show accusation is *charged with* and not *charged for*.
- (D) The usage of *for* before *inventing* and *having lied* breaks the parallelism.
- (E) **The correct answer.**
-

107. Every one of the support staff and the participants have to compulsorily go through a full body search before they enter the competition area.
- (A) have to compulsorily go through a full body search before they enter
 - (B) have to go through a compulsorily full body search before entering
 - (C) have to compulsorily go through a full body search before he or she enters
 - (D) has to compulsorily go through a full body search before entering
 - (E) has to compulsorily go through a full body search before they enter

Answer: D

Explanation:

- (A) The singular subject *every one* requires the singular verb *has*. Also, it cannot be replaced by the plural pronoun *they*.
 - (B) The singular subject *every one* requires the singular verb *has*. The use of the adverb *compulsorily* to modify the noun *search* doesn't make sense; you instead require the adjective *compulsory*.
 - (C) The singular subject *every one* requires the singular verb *has*.
 - (D) **The correct answer.**
 - (E) The singular subject *every one* cannot be replaced by the plural pronoun *they*.
108. Modern zoos cater not only to the recreational needs of people, but also help in conducting research and conservation of wild animals.
- (A) cater not only to the recreational needs of people, but also help in conducting research and conservation of
 - (B) cater not only to the recreational needs of people, but also aid in conducting research and in conservation of
 - (C) not only cater to the recreational needs of people, but also help to conduct research on and to conserve
 - (D) not only caters to the recreational needs of people, but also aid in conducting research and conservation of
 - (E) not only cater to the recreational needs of people, but also help in conducting research on and conservation of

Answer: C

Explanation:

- (A) Since *cater* comes before *not only*, it must apply to whatever comes after *but also* as well. So, it doesn't make sense to put *help* after *but also* because you can't *cater and help*. *Conducting research* needs to be followed by the preposition *on*. *Conducting research* is not parallel to *conservation of*. Finally, the correct idiom is *help to do* and not *help in doing*.
- (B) Since *cater* comes before *not only*, it must apply to whatever comes after *but also* as well. So, it doesn't make sense to put *aid* after *but also* because you can't *cater and aid*. *Conducting research* needs to be followed by the preposition *on*.
- (C) **The correct answer.**
- (D) The plural *zoos* does not agree with the singular *caters*. *Conducting research* needs to be followed by the preposition *on*.
- (E) The correct idioms are *aid in conducting* or *help to conduct*; this one incorrectly combines the two. Also *conservation of* should be preceded by the preposition *in* (*in the conservation of*).

109. One of the artefacts that have been excavated from the recently discovered archaeological site are estimated at being more than 2000 years old.

- (A) have been excavated from the recently discovered archaeological site are estimated at being
- (B) have been excavated from the recently discovered archaeological site are estimated to be
- (C) has been excavated from the recently discovered archaeological site is estimated at
- (D) have been excavated from the recently discovered archaeological site is estimated to be
- (E) has been excavated from the recently discovered archaeological site is estimated to be

Answer: D

Explanation:

- (A) The subject *one* does not agree with the plural *are estimated*. Also, the correct idiom is *estimated to be*.
 - (B) The subject *one* does not agree with the plural *are estimated*.
 - (C) The singular *has been excavated* does not agree with the plural subject *artefacts*. The correct idiom is *estimated to be*.
 - (D) **The correct answer.**
 - (E) The singular *has been excavated* does not agree with the plural subject *artefacts*.
-

110. The charitable trust disbursed 8.7 million dollars in loans over the course of the last one year, however, now they don't remember who they gave it to.
- (A) however, now they don't remember who they gave it to
 - (B) however, now they don't remember whom they gave the loans to
 - (C) however, now they don't remember who it gave it to
 - (D) but now it doesn't remember whom it gave them to
 - (E) but now it doesn't remember who it gave the loans to

Answer: D

Explanation:

- (A) This is a run-on sentence since *however* cannot be used to connect two independent clauses. *Who* is the wrong pronoun case, we require the objective case *whom*. The plural *they* does not agree with the singular *trust* and the singular *it* does not agree with the plural *loans*.
 - (B) This is a run-on sentence since *however* cannot be used to connect two independent clauses. The plural *they* does not agree with the singular *trust*.
 - (C) The plural *they* does not agree with the singular *trust*.
 - (D) **The correct answer.**
 - (E) *Who* is the wrong pronoun case, we require the objective case *whom*.
111. The illegal addition of two floors are not the only trouble the hotel could face, it also owes millions in unpaid taxes to the exchequer along with two other hotels.
- (A) are not the only trouble the hotel could face, it also owes millions in unpaid taxes to the exchequer along with two other hotels
 - (B) is not the only trouble the hotel could face, and it also owes millions in unpaid taxes to the exchequer along with two other hotels
 - (C) is not the only trouble the hotel could face; it also owes, along with two other hotels, millions in unpaid taxes to the exchequer
 - (D) are not the only troubles the hotel could face, it as well as two other hotels also owe millions in unpaid taxes to the exchequer
 - (E) is not the only trouble the hotel could face; it, as well as two other hotels, also owe millions in unpaid taxes to the exchequer

Answer: C

Explanation:

- (A) The singular subject phrase *illegal addition* does not agree with the plural *are*. The part after the comma creates a run-on sentence. Also, it is not clear whether the hotel owes money to the other two hotels or whether the other two hotels also owe money to the exchequer.
- (B) The use of *and* does not make any sense. Also it is not clear whether the hotel owes money to the other two hotels or whether the other two hotels also owe money to the exchequer.
- (C) **The correct answer.**
- (D) The singular subject phrase *illegal addition* does not agree with the plural *are*. The part after the comma creates a run-on sentence.
- (E) The singular subject *it* (because of the use of the additive *as well as*) does not agree with the plural verb *owe*.

112. As far as acquiring life skills is concerned, learning how to drive is considerably more important than to learn playing the guitar.

- (A) learning how to drive is considerably more important than to learn playing the guitar
- (B) learning how to drive is considerably more important than playing the guitar
- (C) how to drive is considerably more important than how to play the guitar
- (D) learning to drive is considerably more important than learning to play the guitar
- (E) to learn driving is considerably more important than to be playing the guitar

Answer: D

Explanation:

- (A) *Learning* is not parallel with *to learn*.
- (B) The comparison between *learning* and *playing* does not make sense; *learning* should be common to both the actions and *driving* and *playing* should actually be parallel.
- (C) Since the sentence talks about *acquiring* life skills, *learning* cannot be omitted from the sentence.
- (D) **The correct answer.**
- (E) Same as B.

113. By the time Tim appears for the GMAT, he will have completed a minimum of eight practice tests, three hundred practice questions, and more than seventy hours spent browsing through the various GMAT forums.

- (A) he will have completed a minimum of eight practice tests, three hundred practice questions, and more than seventy hours spent
-

- (B) he will complete a minimum of eight practice tests, three hundred practice questions, and he will spend more than seventy hours
- (C) he would have completed a minimum of eight practice tests and three hundred practice questions, spending more than seventy hours
- (D) he would complete a minimum of eight practice tests in addition to completing three hundred practice questions, having spent more than seventy hours
- (E) he will have completed a minimum of eight practice tests and three hundred practice questions, and spent more than seventy hours

Answer: E

Explanation:

- (A) Since the sentence talks about a completed action in the future, you need to use the future perfect tense (*will have completed*). Another problem with this option is that it does not maintain parallelism by making the last part passive—*and more than seventy hours spent*—which doesn't have any meaning.
 - (B) You require the future perfect tense (*will have completed*) and not the simple future tense (*will complete*). You need an *and* before *three hundred practice questions*.
 - (C) Since we are talking about the future in the present time, the usage of *would* is incorrect.
 - (D) Same as C. The parallelism is also not maintained.
 - (E) **The correct answer.** He *will have completed...and spent* also gets the parallelism right.
114. The consistent rising revenues of the shipping company has convinced analysts that the company is a good one for their clients to invest in.
- (A) The consistent rising revenues of the shipping company has convinced analysts that the company is
 - (B) The consistently rising revenues of the shipping company has convinced analysts that the company is
 - (C) The consistent rise in the revenues of the shipping company has convinced analysts that the company is
 - (D) The consistently rising revenues of the shipping company have convinced analysts that the company was
 - (E) The consistent rise in the revenues of the shipping company have convinced analysts that the company is

Answer: C

Explanation:

- (A) We require the adverb *consistently* to modify the adjective *rising*. Also, the plural subject *revenues* does not agree with the singular verb *has*.
- (B) The plural subject *revenues* does not agree with the singular verb *has*.
- (C) **The correct answer.** Here, the subject is *rise* so the usage of the singular verb *has* is correct.
- (D) The usage of past tense *was* is incorrect since the sentence is in the present tense.
- (E) The singular subject *rise* does not agree with the plural verb *have*.

115. It is indeed ironic to note that the subject where Barry scored the most marks was the one in which he put in the least effort.

- (A) where Barry scored the most marks was the one in which he
- (B) where Barry scored the maximum marks was the same one in which he had
- (C) in which Barry scored the most marks was the one where he
- (D) in which Barry scored the most marks was the one in which he had
- (E) for which Barry scored the highest marks was the one where he

Answer: D**Explanation:**

- (A) *Where* can only be used to refer to a location, not to a subject. Use *in which* instead. Also, the tenses are inconsistent. Barry studied first and scored marks later so the studying should ideally be in the past perfect tense (*had*)
- (B) Same as A. The tense is correct in this one though.
- (C) Same as A (there is a *where* at the end of this option, in case you didn't notice). The tense is also inconsistent.
- (D) **The correct answer.**
- (E) Incorrect use of *where* and inconsistent tenses.

116. While the term 'sublimation' has several meanings, in scientific terminology it is a process where a substance changes from solid to gaseous state, without entering the liquid state.

- (A) While the term 'sublimation' has several meanings, in scientific terminology it is a process where
 - (B) The term 'sublimation' has several meanings, in scientific terminology it is a process in which
 - (C) While the term 'sublimation' has several meanings, in scientific terminology it refers to a process in which
-

- (D) The term ‘sublimation’ has several meanings, in scientific terminology it refers to a process when
- (E) The term ‘sublimation’, having several meanings in scientific terminology, refers to a process where

Answer: C

Explanation:

- (A) *Where* cannot be used to refer to a process, use *in which* instead. Also, *a term is something* is the wrong idiomatic construction.; the correct construction is *a term refers* to something or someone.
 - (B) This is a run-on sentence.
 - (C) **The correct answer.** Does away with the run-on by making the first clause dependent on the second by the use of *while*.
 - (D) This is a run-on sentence. Also, *when* cannot refer to a *process*.
 - (E) *Where* cannot be used to refer to a *process*. Also, distorts the meaning by suggesting that the term has several meanings in scientific terminology.
117. The performance of the iron and steel industry this year has been better than that of any other year.
- (A) The performance of the iron and steel industry this year has been better than that of any other year.
 - (B) The performance of the iron and steel industry this year has been better than in any other year.
 - (C) The iron and steel industry’s performance this year has been better in comparison to any other year.
 - (D) the iron and steel industry’s performance has been better this year than any other year.
 - (E) This year the performance of the iron and steel industry has been better than that of any other year’s performance.

Answer: B

Explanation:

- (A) The comparison is incorrect. While *that* can refer back to *performance*, you are in essence comparing the performance of the iron and steel industry this year with the performance of any other year, but with whose performance?
 - (B) **The correct answer.** This gets the comparison correct. It basically states that the performance of the iron and steel industry has been better this year than (it has been) in any other year. The use of the preposition *in* makes all the difference.
-

- (C) *Better* always takes *than*. Also, the comparison of *performance* with *any other year* is incorrect.
- (D) Same as C.
- (E) *That* in the phrase *that of any other year's performance* has no antecedent.
118. Raising raw material costs, along with escalating corporate tax rates, has made it very difficult for companies to remain profitable.
- (A) Raising raw material costs, along with escalating corporate tax rates, has made it very difficult for companies to remain profitable.
- (B) Rising raw material costs and escalating corporate tax rates has made it very difficult for companies to remain profitable.
- (C) The rise in raw material costs, along with escalating corporate tax rates, has made it very difficult for companies to remain profitable.
- (D) Rising raw material costs, along with escalating corporate tax rates, has made it very difficult for companies to remain profitable.
- (E) Rising raw material costs, along with escalating corporate tax rates, have made it very difficult for companies to remain profitable.

Answer: E

Explanation:

- (A) The use of *raising* is incorrect as no one is actually raising the raw material costs; the correct modifier should be *rising*. Also the subject is raw material *costs*, *that is*, plural, so the use of the singular verb *has* is incorrect.
- (B) In this case we have a compound subject—*rising and escalating*—so the verb should be the plural *have* and not the singular *has*.
- (C) This sentence gets the subject-verb agreement correct because the subject is the singular *rise*. However, notice that *the rise in raw material costs* has an action noun (*the rise*) whereas *escalating corporate tax rates* is a simple gerund phrase. The two cannot be parallel to each other.
- (D) Again the subject is raw material *costs* (plural), so the use of the singular verb *has* is incorrect.
- (E) **The correct answer.**

119. To make figures appear to exist in space on a two-dimensional surface, a few artists in the Renaissance art period developed a system of one-point perspective, a mathematical system where all edges and forms follow orthogonal lines converging on a single point.
- (A) figures appear to exist in space on a two-dimensional surface, a few artists in the Renaissance art period developed a system of one point perspective, a mathematical system where all edges and forms
- (B) figures appear to exist in space, a few artists in the Renaissance art period developed a system of one point perspective on a two-dimensional surface, a mathematical system where all edges and forms
- (C) figures on a two-dimensional surface appear to exist in space, a few artists in the Renaissance art period developed a system of one point perspective, a mathematical system in which all edges and forms
- (D) figures appear to exist in space on a two-dimensional surface, a few artists in the Renaissance art period developed a system of one point perspective, which is a mathematical system where each edge and form
- (E) figures on a two-dimensional surface appear as if they are existing in space, a system of one point perspective was developed by a few artists in the Renaissance art period, a mathematical system where each edge and form

Answer: C

Explanation:

- (A) The phrase *to exist in space on a two-dimensional surface* makes it appear as if the figures are literally in some space on the surface. Also, *where* cannot modify *a system*; use *in which* instead.
- (B) The placement of the prepositional phrase *on a two-dimensional surface* is very confusing. Also *where* cannot modify *a system*, use *in which* instead.
- (C) **The correct answer.** The figures are actually on a two-dimensional surface but the artist is trying to make it look as if they are in space. The use of *in which* to modify *system* is also correct.
- (D) Same as A.
- (E) Passive construction is awkward and wordy. The modifying phrase *a mathematical system...* incorrectly modifies *The Renaissance Art period*. The use of *where* is incorrect.
120. Because most investors prefer long-term capital gains to annual dividend payouts, the reduction in dividend payout ratios that have taken place during the last decade are perfectly understandable.
- (A) the reduction in dividend payout ratios that have taken place during the last decade are

- (B) the reduction in dividend payout ratios that has taken place during the last decade is
- (C) the reduction that has taken place in dividend payout ratios during the last decade are
- (D) the reduction in dividend payout ratios that have taken place during the last decade is
- (E) the reduction that has taken place in dividend payout ratios during the last decade is

Answer: E

Explanation:

- (A) The singular subject *reduction* does not agree with the plural verbs *have* and *are*.
 - (B) While this sentence looks correct, there is a slight ambiguity in meaning. Ideally *that* should restrict *reduction* and not *ratios*. Also, this sentence incorrectly suggests that *ratios* have taken place in the last decade.
 - (C) The singular subject *reduction* does not agree with the plural verb *are*.
 - (D) Same as B. Also, the singular subject *reduction* does not agree with the plural verb *have*.
 - (E) **The correct answer.** Correctly uses *that* to modify *reduction*. Also, uses the singular verb *is* to agree with the singular subject *reduction*.
121. A vocal opponent of the unequal distribution of wealth, the itinerant activist has spent time in several countries across the world, railing against the callousness and injustices of governments, the negligence of the upper classes, and trying to forge a transnational people's movement.
- (A) railing against the callousness and injustices of governments, the negligence of the upper classes, and trying to forge a transnational people's movement
 - (B) to rail against the callousness and injustices of governments and the negligence of the upper classes, and trying to forge a transnational people's movement
 - (C) railed against the callousness and injustices of governments, the negligence of the upper classes, and tried to forge a transnational people's movement
 - (D) railing against the callousness and injustices of governments and the negligence of the upper classes, and trying to forge a transnational people's movement
 - (E) railing against the callousness and injustices of governments, the neglecting of the upper classes, and trying to forge a transnational people's movement

Answer: D

Explanation:

- (A) The activist has done two things that need to be made parallel—*railed against the callousness and the negligence and tried to forge something*. Hence, there needs to be an *and* between *callousness* and *negligence*.
- (B) The use of the infinitive *to rail* after the comma is incorrect. Also, *to rail* is not parallel to *trying*.
- (C) This construction tries to make three things parallel – *has spent, railed, and tried*. This is obviously incorrect as the sentence does not try to convey this. Also, the *and* is missing before *negligence*.
- (D) **The correct answer.**
- (E) The *and* is missing before *neglecting*. Also, the use of *neglecting* changes the meaning of the sentence by suggesting that the upper classes are being neglected.
122. The State Labour Department has approved an increase in the wages of labourers from other states, a reduction in their tax obligations, and brought joy to the thousands of immigrant labourers living in the city.
- (A) an increase in the wages of labourers from other states, a reduction in their tax obligations, and brought
- (B) a wage increase for labourers from other states, reducing their tax obligations, and brought
- (C) an increase in the wages of labourers from other states and a reduction in their tax obligations, bringing
- (D) that the wages of labourers from other states be increased and that their tax obligations be reduced, and brought
- (E) an increase in both the wages of labourers from other states along with a reduction in their tax obligations, bringing

Answer: C**Explanation:**

- (A) The question to ask is how many things has the Labour Department approved? Only two—*an increase and a reduction*. This entire action is bringing joy to the immigrant labourers. So, A obviously gets the parallelism wrong by not putting an *and* between *increase* and *reduction* and by using *brought* as a verb to parallel *approved*.
- (B) Incorrectly suggests that the wage increase has reduced the workers' tax obligations.
- (C) **The correct answer.** Uses *bringing* as an adverbial modifier to modify the action of the entire preceding clause.
- (D) The subjunctive mood does not have to be used with verbs such as *approved*. Also, making *approved* and *brought* parallel makes no logical sense.

- (E) The use of *increase* before *both* suggests that there was an increase in the reduction of the workers' tax obligation as well which is absurd. Also, the use of *both* always requires *and* and not *along with*.

123. Sachin Tendulkar has a style of batting that is different from that of most other players'.

- (A) Sachin Tendulkar has a style of batting that is different from that of most other players'.
- (B) Sachin Tendulkar's style of batting that is different than that of most other players.
- (C) Sachin Tendulkar has a style of batting that is different than most other players.
- (D) Sachin Tendulkar's style of batting is different from that of most other players.
- (E) Sachin Tendulkar's batting style that is different from that of most other players.

Answer: D

Explanation:

- (A) The use of the apostrophe at the end of *players* is incorrect because *that* in the phrase *that of most other players* already refers to the other players' style of batting.
- (B) The correct idiom is *different from*. Also, the sentence is a fragment since it is missing the main verb.
- (C) Incorrectly compares *Sachin Tendulkar's style of batting* with *most other players* and not with their style of batting. Also, the correct idiom is *different from*.
- (D) **The correct answer.**
- (E) This sentence is a fragment since it does not contain a main verb (because of the use of *that*).
124. Comparing claimed speeds of the fastest cars in the world, especially in historical cases, is difficult due to there being no standardized method of determining the top speed, nor a central authority to verify any such claims.
- (A) due to there being no standardized method of determining the top speed, nor a central authority to verify any such claims
- (B) due to the absence of a standardized method of determining the top speed and a central authority to verify any such claims
- (C) in that there is neither a standardized method of determining the top speed, nor can such claims be verified by a central authority
- (D) because of the absence of any standardized method of determining the top speed, and of a central authority to verify any such claims
- (E) because there is no standardized method of determining the top speed, or of verifying such claims by a central authority
-

Answer: D

Explanation:

- (A) The usage of *due to* is incorrect in the context of this sentence. The usage of *being* is awkward.
 - (B) The usage of *due to* is incorrect in the context of this sentence. Also, the sentence talks about the absence of two things so the preposition *of* should be repeated before *central authority*.
 - (C) The part after *nor* distorts the meaning of the sentence by suggesting that the problem is that the claims cannot be verified by a central authority. However, the problem is actually the absence of such a central authority.
 - (D) **The correct answer.**
 - (E) Same as C.
125. The basic process of selecting the President of the United States is spelled out in the U.S. Constitution, which has been modified by subsequent amendments, leading to the addition of many additional steps.
- (A) in the U.S. Constitution, which has been modified by subsequent amendments, leading to the addition of many additional steps
 - (B) in the U.S. Constitution and it has been modified by subsequent amendments, leading to the addition of many additional steps
 - (C) in the U.S. Constitution and has been modified by subsequent amendments, leading to many additional steps
 - (D) in the U.S. Constitution and is modified by subsequent amendments, which have led to the addition of many additional steps
 - (E) in the U.S. Constitution and has been modified by subsequent amendments, leading to the addition of many steps

Answer: E

Explanation:

- (A) The phrase *addition of many additional steps* is redundant and awkward. It's better to say *addition of many steps*.
 - (B) The usage of *it* after *and* is not required since it is understood that the subject is the process of selection. Again, the phrase *addition of many additional steps* is redundant.
 - (C) This sentence looks correct but the last part is actually distorting the meaning by suggesting that the amendments led to many additional steps. The amendments did not lead to the steps but to the addition of the steps to the process. So, this option is incorrect.
-

- (D) Since the modifications were in the past but their effect is still felt, we need the present perfect tense (*has been*) and not the simple present tense (*is*). The phrase *addition of many additional steps* is redundant. It's better to say *addition of many steps*.
- (E) **The correct answer.**
-



SECTION 7
Quick Recall

The purpose of this section is to provide you with all the important rules and concepts discussed in this book in one place. Go through this section before you take a full-length practice test so that all the **Sentence Correction** rules are fresh in your mind.

General Approach to SC Questions

- Do not read all the options completely.
- Always read vertically and try to split up the options.
- Split using first words, last words, idioms, pronouns, etc.
- Pay attention to the non underlined part of the sentence.

Run-ons and Fragments

- Complete Sentence = Subject + Predicate + Meaning.
- If one of the above is missing, the sentence is a fragment.
- Watch out for fragment trap with relative clauses.
- Run-on sentences use a comma to connect two independent clauses.
- How to correct run-ons:
 - Use full stop
 - Use semicolon
 - Use a FANBOYS conjunction
 - Make one clause dependent on the other
- Conjunctive adverbs—*however, thus, nonetheless, etc.*—must be preceded by a semicolon and followed by a comma.
- Run-on trap—use of semicolon and coordinating conjunction together.

Subject-Verb Agreement

- Subject is before the preposition.
 - When connecting two nouns using additives—*as well as, along with, together with, etc.*—the subject will be the first noun (most likely singular).
 - Only *and* makes compound subjects.
 - Exception to the *and* rule—when the two things are taken as one unit.
 - *Either or/neither nor*—Get the verb to agree with the subject closer to it.
 - *Each/Every* are always singular.
 - *The number* is singular.
 - *A number* is plural.
 - Expressions of Quantity can be singular or plural:
 - *Half the money **is** stolen*
 - *Half the books **are** stolen*
-

- *One of the plural noun + that/who* constructions will always take a plural verb.
- Some indefinite pronouns—*some, any, none, most, all*—can be singular or plural.

Tenses

- Will test you on time periods.
- Don't get too technical; try to understand the meaning of the sentence.
- Pay extra attention to the part that is not underlined.
- Simple and perfect tenses are important.
- Prefer simple tenses to perfect tenses.
- Avoid the continuous tense—*ing*—as much as possible
- Use past perfect tense—*had + past participle*—only when a sentence talks about two past events that took place at different times.
- The past perfect will refer to the earlier of the two events and the simple past tense to the latter one.
- Do not use the present continuous tense to refer to future events. Use the simple future tense instead.
- *If... Then* constructions
 - If you *exercise*, you *will become* healthy.
 - If you *exercised*, you *would become* healthy.
 - If you *had exercised*, you *would have become* healthy.

Pronouns

- Pronoun reference—a pronoun should ideally refer to one noun.
 - Avoid pronouns as much as possible.
 - Possessive pronouns can only refer to possessive nouns.
 - Pronoun agreement:
 - Be careful between *that* (singular) and *those* (plural).
 - Pronoun case:
 - Subject case – *I, he, she, they, etc.*
 - Object case – *Me, her, him, them, etc.*
 - Possessive case – *My, mine, his, her's, their's, etc.*
 - In compound structures (*Debbi and I*), drop the other noun to identify which pronoun to go with.
 - *That* is restrictive and *which* is non-restrictive.
 - The rule for *Which*:
 - Must come after a comma
 - Must refer to the noun immediately before the comma
 - Exception—When *which* comes after a preposition such as *in which, of which, etc.*
-

- *Who* (subject case) and *Whom* (object case)
 - If the answer is *him*, the question is *Whom*.
 - If the answer is *he*, the question is *who*.
- Always prefer *do so* to *do it*.
- Do not shift between *one* and *you*.

Modifiers

- Adjectives modify nouns or pronouns.
- Adverbs modify verbs, adjectives, and even other adverbs.
- Be careful of choices between adjectives and adverbs—*regular/regularly*, *economical/economically*, *etc.*
- A modifier must be as close as possible to the subject it is modifying.
- Adjectival phrases/noun modifiers:
 - modify nouns and pronouns.
 - must touch the noun or pronoun they modify.
- Adverbial phrases:
 - modify the entire action of the preceding clause.
 - don't have to follow the Touch rule.
- Misplaced modifier:
 - Put the subject immediately next to the modifying phrase.
 - Modifying phrase will mostly start with an *ing* word.
 - *Running very quickly, the race was won by Usain Bolt.* (Incorrect)
 - *Running very quickly, Usain Bolt won the race.* (Correct)
- Dangling modifier:
 - The sentence doesn't contain a subject, so add one.
 - Using a stethoscope, heartbeats can be detected. (Incorrect)
 - Using a stethoscope, a doctor can detect heartbeats. (Correct)
- The *possessive* trap:
 - Coming out of the office, John's laptop was stolen. (Incorrect)
 - Coming out of the office, John was robbed of his laptop. (Correct)
- The use of back-to-back modifying phrases to modify the same noun is always incorrect.

Parallelism

- Correlative conjunctions:
 - Include word pairs that are always used together such as *either ... or*, *not only...but also*, *etc.*
 - The construction after the first word has to be repeated after the second word.
 - Pay attention to the meaning of the sentence to figure out what aspects to make parallel.
 - Simple gerund phrases cannot be parallel to complex gerund phrases or action nouns.
-

- Complex gerund phrases can be parallel to action nouns.
- Present participle can be parallel to a past participle.
- Sometimes it may be necessary to use *that* twice in a sentence.
- Commonly used Parallelism Markers:
 - *And*
 - *Or*
 - *Either...or*
 - *Neither...nor*
 - *Not only/just...but also*
 - *Both...and*

Comparison

- Compare apples with apples and oranges with oranges.
- Be careful of the comparative and superlative forms.
- *More/less* always takes a *than* and not *in comparison/as compared to*.
- *As many as/as much as* always takes another *as* and not *than*.
- *Like* and *As*:
 - Use *Like* to compare nouns.
 - Use *As* to compare everything else.
 - If confused go with *as*.
 - Never use *like* to give examples, use *such as* instead.

Meaning

- Chose from two grammatically correct options.
 - Always read the part that is not underlined.
 - Ways of distorting the Meaning:
 - Ambiguous placement of modifiers:
 - *They noticed a cup on the table made of glass.*
 - Incorrect use of conjunctions:
 - *John is a good student so he did poorly on the test.*
 - Ambiguous pronoun reference:
 - *Joe and Paul went shopping and he fell down.*
 - Faulty comparison:
 - *The flowers in my garden are more beautiful than your car.*
 - Incorrect parallelism:
 - *The benefits to the company included increase in sales, productivity, and employee attrition rate.*
-

Idioms, Style, and Usage

- Go through the idiom list on page 151 of this book.
 - Avoid wordiness as much as possible:
 - Watch out for redundant phrases.
 - Avoid *Being*.
 - Avoid *ing* constructions.
 - Avoid the passive voice.
 - Subjunctive mood:
 - Hypothetical situations (*if, wish, etc.*)
 - Always use *were* and *would*.
 - If I *were* rich I *would* buy a BMW.
 - Verbs such as *insist, suggest, recommend, demand, etc.*
 - Must be followed by *that* and the infinitive form of the verb without the *to*
 - I recommend that the proposal be passed
 - *Where* can only refer to a place. For other cases, use *in which*:
 - The town *where* I was born is known for its fishermen. (Correct)
 - The company *where* I work has gone bankrupt. (Incorrect)
 - The company *in which* I work has gone bankrupt. (Correct)
 - *Whether* and *If*:
 - Use *If* to make a conditional statement:
 - *If* it rains, I will carry an umbrella.
 - Use *Whether* to evaluate alternatives:
 - I can't decide whether I should have a pizza or a burger.
 - Never use *If* to evaluate alternatives:
 - If confused go with *whether*.
 - *For* and *Since*:
 - Use *For* to convey duration.
 - I have been waiting *for* the past two hours.
 - Use *Since* to convey when a particular action started.
 - I have been waiting *since* 2'o clock.
 - *For* can be used with any tense.
 - *Since* cannot be used with the past tense.
 - *Like* and *Such as*:
 - Use *like* to compare nouns.
 - Use *such as* to give examples (never use *like*).
 - Use *only* as an adjective and not as an adverb.
 - *Due to* and *Because of*
 - Use *due to* only to replace *caused by*.
-

- If confused go with *because of*.
 - *Less and Fewer*:
 - Use *less* to modify uncountable nouns.
 - Use *fewer* to modify countable nouns.
 - *Greater and More*:
 - Use *greater...than* to compare uncountable nouns.
 - Use *more...than* to compare countable nouns.
 - *Will, Would, and Should*:
 - Use *will* to refer to future in the present.
 - Use *would* to refer to future in the past.
 - Use *should* to make a suggestion.
 - Use of *should* along with *recommend, suggest, etc.*, is redundant.
 - *Between and Among*:
 - Use *between* for two things and *among* for more than two things
 - The possessive form of plural words only takes the apostrophe sign (') without the *s* at the end.
 - The use of comma:
 - To set off modifying phrases.
 - Whenever the sentence contains words such as *barely, scarcely, hardly, etc.* always check for double negatives:
 - I had *barely not* completed the test when the bell rang. (Incorrect)
 - I had *barely* completed the test when the bell rang. (Correct)
-
-

Concluding Notes

Through this book we have endeavoured to provide you with all the **Sentence Correction** rules and concepts, tested on the GMAT, in one place. This book has been written in a lucid, easy to understand style; in fact, we have made a conscious effort to avoid grammar jargon as much as possible and focus on understanding the meaning of sentences instead.

While we have tried to ensure that the book is completely free of errors, in case you do spot one please post it on the **SC Grail 2018** thread on the Forums section of our website. Also, in case there are some concepts that you could not understand from the book or that you would like to discuss with us, please post the same on our forums and we'll respond to you within 48 hours.



Scan this QR code to quickly access our Forums over your mobile device.

We also welcome any other feedback that you may have on how we can make the next edition of this book even better; do mail us the same on feedback@aristotleprep.com

We wish you all the best for your preparation.

The SC Grail 2018 Editorial Team

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