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1. **如何解题**
2. Read the original sentence carefully, and make sure that you understand it.
3. Scan the choices vertically for splits
4. Choose an easy split to start with
5. Make your decision on the first split
6. Write down ABCDE and cross out the choices you’ ve eliminated.
7. Re-split the remaining choices, and eliminate until you have one answer left.
8. Put your final answer back into the original sentence
9. **Grammar & Meaning语法和语义**

* Aggravate(worsen 加重，恶化) –aggravating(irritating令人愤怒的)
* Known as (named 被认为是 很著名)—known to be (acknowledged as 被承认)
* Loss of(no longer in possession of 失去)—loss in(decline in value 贬值)
* Mandate(command命令)—have a mandate(have authority from voters拥有选举权)
* Range of (variety of多种的)—ranging(varying变化的)
* Rate of (speed or frequency of速度或频率)—rates for(prices for价格)
* Rise(general increase上升，无方向的单纯上升)—raise(a bet or a salary increase in American English打赌或工资的上涨，加薪，有方向)
* Try to do(seek to accomplish努力去完成)—try doing(experiment with尝试去做)
* Native of- 一个人出生在某地 ；native to 一个人来自某地
* Such as –比如； like-好像（举例只能用such as, 不能用like）
* impale-something is to pierce it with a sharp instrument；impel-force someone to do something
* *farther* refers only to distance(*I can throw a javelin farther than you can*) whereas *further* refers to degree of something other than distance (*We need further time and money for this project*).
* *Cost to X* are what X has to pay, *cost of X* are how much somebody must pay to buy X
* Economic-经济的； economical-节约的；合算的；有效的
* Especially 强调严重性，表示程度；specially 强调特殊性，表示特殊

**Especially** means to a great extent than others, "in particular”

This chemical is ESPECIALLY dangerous because it can methylate molecules in your body.

**Specially** means in a special way

The food had to be specially prepared for the quests with unusual allergies.

* capability和ability区别：ability to do和capability to do区别，在强调某人/物天生具有某种能力用ability好，capability可能强调的是能不能做某事（跟天生没什么关系），如government' s capability或transport system's capability等
* Pay attention to helping verbs!

Certain: The drop in interest rates WILL create better investment opportunities.

Uncertain: The drop in interest rates MAY create better investment opportunities.

Absolutely Necessary: The court ruled that the plaintiff MUST pay full damages.

Morally Obliged: The court ruled that the plaintiff SHOULD pay full damages.

Notice that the second sentence cannot be correct. The word *should* means “moral obligation”—something that a court cannot impose. On the other hand, the use of *must* in the first sentence indicates a legally binding obligation imposed upon the plaintiff. On the GMAT, *should* almost always means “moral obligation,” not “likelihood.”

Actual: If Chris and Jad met, they DISCUSSED mathematics.

Hypothetical: If Chris and Jad met, they WOULD DISCUSS mathematics.

* She is the most dedicated gardener on the block, every day watering the more than 50 plants in her yard.

Here the words *more than* modify the number 50. The sentence means that she waters her plants, of which there are more than fifty.

She is the most dedicated gardener on the block, every day watering more than the 50 plants in her yard.

Here the words *more than* are separated from the number 50, and therefore do not modify that number. The sentence tells us that she waters something *more* than (i.e., in addition to) the *plants*—for instance, she might water her gravel walkway or her garden gnomes.

* Hector remembers San Francisco as it was when he left ten years ago.

Hector actually DID leave San Francisco 10 years ago.

Hector remembers San Francisco as though he had left ten years ago.

Hector did NOT leave San Francisco 10 years ago: the expression *as though* is used to discuss things that are untrue or did not happen. (*You behave as though you were richer than Bill Gates!*).

* "in fact" contradicts "possibly".  
  "in fact" implies that something is ... well, a *fact*.  
  "possibly" implies that it's uncertain.  
  can't have both.
* can = has the ability to  
  possibly = might be able to

**Meaning:**

At a broader level, you need to pay attention to ***overall word order***. All the words in a sentence could be well-chosen, but the sentence could still be awkward or ambiguous.

Check the overall word order for unnecessary inversions. For instance, English normally puts subjects in front of verbs. Try to preserve that order, which is natural to the language.

1. Choose your words
2. Place your words: you need to pay attention to overall word order
3. Match your words: we must remember that the subject and the verb must make sense together!
4. Avoid redundancy

**What about concision?**

The GMAT prefers concise writing

Concision is a preference on Sentence Correction problems. Do not simply pick the shortest choice and move on Quite frequently, the right answer will be a longer choice that is grammatically correct and that clearly reflects the author’s intended meaning.

If you have run out of grammar or meaning issues to apply, and you are down to two choices, then choose the more concise option. Otherwise, do not think about concision.

* analogy:  
  *humans walk on two legs.* --> meaning: all humans (or at least all normal humans) walk on two legs.  
  *there are humans that walk on two legs.* --> there are at least *some*.
* *in 1980 forty percent of East High School class graduated; 67% of the class had graduated by 1997.*  
  --> wrong. this would mean that half of the 1980 class had graduated *at any time* prior to 1997.  
    
  *in 1980 forty percent of East High School class graduated; by 1997 the figure had grown to 67%.*  
  --> correct. this would mean that 67% of the '97 class graduated (which is what we mean).

1. **Subject-Verb Agreement**

In every sentence, the subject and the verb must make logical sense together. Moreover, the subject and the verb must agree in number.

**Subject and verb must both exist**

1. If a sentence is missing the subject or the verb, the sentence, is a fragment in other words, it is not a complete sentence.
2. A sentence can be a fragment in another way: it could start with a Connecting Word and contain no Main Clause (a clause that could stand alone as a sentence as is, with its own subject and verb)

Wrong: BECAUSE the dog was never mine.

Wrong: WHICH will be approved tomorrow.

**Subject and verb must make sense together**

A correct answer must have a clear meaning. Thus, it must make logical sense.

**Subject and verb must agree in number**

The number can be singular (one) or plural (more than one).

**Eliminate the middlemen, and skip the warmup**

The GMAT hides the subject in a few ways. The most common way by far is to insert words between the subject and the verb. You must learn to eliminate these Middlemen words to reveal the subject.

Furthermore, the GMAT often puts a significant number of words in front of the subject you want in these cases, you have to “skip the Warmup” that comes before the subject you are looking for.

1. **Prepositional Phrases前置短语** A Prepositional Phrase is a group of words headed by a Preposition介词，前置词

Of mice for milk by 1800

1. **Subordinate Clauses**
2. **Other Modifiers**

**Use Structure to Decide** Use the structure of the sentence to find the subject

**And vs. Additive Phrases**

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

Joe AND his friends Are going to the beach.

These compound subjects take a plural verb form (are)

Many other words and phrases besides and can “add” to a subject. These words and phrases are called Additive Phrases.

Along with Polly in addition to surgery as well as the mayor

Unlike and, additive phrases do not form compound subject. Rather, additive phrases function as modifiers and therefore cannot change the number of the subject.

Joe, as well as his friends, IS going to the beach.

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

Mathematics is singular, although it ends in an –s; the same thing is true of other school subjects, as well as of some activities (e g, aerobics) and diseases (e g, diabetes)

Only the word and can change a singular subject into a plural one. Singular subjects followed by additive phrases remain singular subjects.

**Or, Either…Or, & Neither…Nor**

If one of the nouns is singular and the other noun is plural, what verb form should be used? The answer is simple: find the noun nearest to the verb, and make sure that the verb agrees in number with this noun.

Neither the coach nor the players ARE going to the beach.

Neither the players nor the coach IS going to the beach.

Note that when the words either orneitherare in a sentence alone (without oror nor), they are considered singular and take only singular verbs.

**Collective Nouns: Almost Always Singular**

A Collective Noun is a noun that looks singular (it usually does not end with an –s) but can refer to a group of people or object.

People: agency, army, audience, class, committee, crowd, orchestra, team

Items: baggage, citrus, equipment, fleet, fruit, furniture

**Indefinite Pronouns非限制性的代词: Usually Singular**

The following indefinite pronouns are considered singular and require singular verb forms. Note that all the pronouns in *–*one, -body, or *–*thing fall into this category.

Anyone, anybody, anything No one, nobody, nothing

Each, every (as pronouns) Someone, somebody, something

Everyone, everybody, everything Whatever, whoever

Either, neither (may require a plural verb if paired with or/nor)

There are, however, 5 indefinite pronouns that can be either singular or plural depending on the context of the sentence. You can remember these 5 by the acronym SANAM: **S**ome, **A**ny, **N**one, **A**ll, **M**ore/**M**ost

Think about meaning, and look at the *Of*-phrase which usually follows the pronoun.

Some of the money WAS stolen from my wallet. (*money* is singular)

Some of the documents WERE stolen from the bank. (*documents* is plural)

Don’t apply the *Of*-phrase mechanically. None of and any of followed by a plural noun can be singular.

Any of these women IS a suitable candidate for marriage to my son.

You are referring to just one woman at a time. Since the usage of these pronouns is hotly contested among experts, the GMAT is unlikely to test controversial cases.

Note that *not one* is always singular: *Not one of my friends IS here this weekend.*

**Each and Every: Singular Sensations**

Every dog HAS paws.

Every dog and cat HAS paws.

Each of these shirts IS pretty.

Note that each following a subject has no bearing on the verb form.

They each ARE great tennis players.

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

**Quantity Words and Phrases**

The phrase THE number oftakes a singular verb, but A number of takes a plural verb.

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

This sentence follows the normal rule: eliminate the middlemen (of hardworking students in this class). The subject is the number (singular), which agrees with the singular verb is.

A number of students in this class ARE hard workers.

On the other hand, a number of is an idiomatic expression. In modern English, it has become equivalent to some or many. As a result, we consider students the subject.

The wordsmajority, minority, and pluralityare either singular or plural, depending on their context. If you want to indicate the many individual parts of the totality, use a plural verb. If you want to indicate the totality itself, then use a singular verb form.

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

In the Senate, the majority HAS coalesced into a unified voting block.

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

Half of the pie IS blueberry, and half of the slices ARE already gone.

* if you see "X percent of NOUN", or "X proportion of NOUN", or "X fraction of NOUN", followed by a verb, than the singular/plural quality of the verb is determined by whatever the NOUN is.  
  this should totally make sense if you think about the context (i.e., don't just memorize -- actually think about the meaning of what you are saying) in the following sentences, both of which are correct:  
  1) half of the songs on this album **have** already been released on previous albums.  
  2) half of this album **has** already been played on several radio stations.

**Subject Phrases and Clauses: Always Singular**

Sometimes the subject of a sentence is an –ing phrase or even a whole clause. This sort of subject is always singular and requires a singular verb form.

Having good friends IS a wonderful thing.

Whatever they want to do IS fine with me.

**When in Doubt, Think Singular**

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

1. 可数的量词：few、number、numerous
2. 不可数的量词：less、amount、great、least
3. great 可数不可数都可以修饰
4. 既可跟可数名词复数 又可跟不可数名词单数的量词：more, most, enough, all 但是less只能不可数
5. 留意单位词：如dollar, gallons, 这些单位词可用复数，但都是修饰不可数名词的 如money volume；
6. 如果要做numbers 比较，一般用greater than, 而不是more than
7. 注意：尽可能避免用to be，而用is , am, are 等替代
8. dioxin是可数名词，不能用much of
9. Density 不可数，要用greater来修饰
10. News不可数，用单数
11. The media是复数形式---是medium的复数
12. Analysis不可数n. 加单数谓语
13. from 是介词后面不能加句子，任何介词都不能用作连词引导从句，即介词后不能加主谓结构
14. 状语从句的省略：
15. 状语从句的主语一定要是主句的主语，即状语从句动作的逻辑主语是主句主语。
16. 状语从句中的working verb一定是be动词，但不要求主句的working verb也是be动词。所以，状从省略可看为状从中省略了主语和be动词，且同省同留。

形式：

(1)正确形式: 表示时间/条件/转折/让步的连词(when/while/if/unless/although/even though/even if) + 形容词短语/-ing短语/-ed短语(逻辑主语等于句子主语) (所以when a child/ when children是错的； if + n.也是错的)

(2)错误形式:表示时间/条件/转折的连词 + 介词短语/名词短语 (although just inside the orbit of Jupiter是错的)(OG10-69)

(3)特殊情况:once可以加介词短语/名词短语; whatever可以加名词短语

1. 阐明法律，法规的内容习惯使用doing
2. 在倒装结构中，谓语动词的数的形式由谓语动词后的主语的形式决定。 Out of sth grows a market for…(market 决定谓语动词grows)
3. **The contractor and the engineer agree on the cause of the bridge failure, but both blame the other.  
   a]both blame the other  
   b]each blames the other  
   c]each blame the other person  
   d]both are blaming the other  
   e]each blames one another**  
     
   A- Blame the other means-- both engineer and contractor are blaming someone else   
   B-correct  
   C-Blame plural verb S-V disagreement (each takes singular verb)  
   D-same as A both engineer and contractor are blaming someone else  
   E-one another is used when there are more than two people involved  
     
   **Concept:**  
   Reciprocal pronoun like Each-other is used when there are 2 people involved and   
   when there are more than 2 people involved pronoun one-another is used
4. *-al* forms &-ing forms  
   there are a bunch of words like these, with *specific noun forms* that, simply because they exist, are considered better than the corresponding gerund (-ing) forms. notable among this class of nouns are the '-al' forms, like*removal*, *betrayal*, *removal*, etc.   
     
   unfortunately, there are no general tips of the form you're soliciting; such are the joys of the english language. the closest i can get to a general rule is this: *if a special noun form exists, use it. if not, use the -ing form.*   
   as for your examples above, you wouldn't want 'removing' because *removal* is a better substitute. *clearing*, though, is fine because there's no specially designated noun form for that one.

The cottontail rabbit population in Orange County, California, has increased unchecked in recent years as a result of the **removal** of the native fox population and the clearing of surrounding woodlands.

1. hats, shirts, and people are "countable" things.  
   these are actually separate entities -- you can separate them and count one, two, three, ... -- and you can't have non-whole-number quantities of them. i.e., you can't have 6.2 hats, or 2.5 shirts, or 3.45 people.  
     
   when you make comparisons with grams/dollars/gallons/liters/etc., though, you are *not* talking about things that are "countable" in this sense.  
   for instance, if i have "twenty dollars", that is in all likelihood NOT twenty individual objects -- it's a continuous unit of measure.  
   so, i wouldn't write "this costs *fewer* than 20 dollars"; instead, i write "this costs *less* than 20 dollars".  
     
   make sure you understand why each of the following is correct:  
   *i have less than 50 dollars in my wallet.  
   i have fewer than 50 one-dollar bills in my wallet.*
2. "laws to require..." isn't a correct idiom if you're discussing the actual text of the laws themselves. if you were discussing the *ultimate purpose* of those laws, then this could be idiomatic.  
   examples:  
   *laws specifying long jail sentences for drunk drivers* --> correct (\_\_\_ing), since that's what the laws actually specify.  
   *laws to specify long jail sentences for drunk drivers* --> incorrect (that's not the *ultimate purpose* of the laws)  
   *laws to discourage drunk driving* --> correct (this IS actually the ultimate purpose of the laws)
3. if "fish" is singular, it must be used WITH AN ARTICLE ("a", "the", etc.)  
   *i saw a fish swimming beneath me* --> singular (1 fish)  
   *i saw fish swimming beneath me* --> plural (multiple fish)
4. **Parallelism**

According to the principle of parallelism, **comparable sentence parts must be structurally and logically similar.**

**Parallel Markers**

And, both…and, or, either…or, not...but, not only…but also, rather than, from…to

The most important parallel markers are the three common conjunctions: and, but, and or. Of these, and is the most common.

**Parallel Elements**

Almost anything in a sentence can be made parallel to a similar Parallel Element.

Some verbs or forms derived from verbs have more than one word. You can often split apart these expressions, so that the first word or words count across all of the elements.

The division WAS opening offices, hiring staff, AND investing in equipment.

The railroad CAN EITHER lose more money OR solve its problems.

Two parallel clauses often both start with subordinators in order to remove ambiguity.

I want to retire to a place WHERE I can relax AND WHERE I pay low taxes.

There are many people WHO speak English BUT WHOSE parents do not.

Do not over-shorten any element. Be sure that each element is complete.

Ralph likes BOTH THOSE WHO are popular AND THOSE WHO are not.

for a parallel structure to work properly, you have to have two different kinds of parallelism:  
**1) Parallel GRAMMAR  
2) Parallel IDEAS** -- i.e., the elements placed in parallel must be the *same type of thing/idea/concept*.

*i enjoy running and swimming.*  
--> *running* = an activity that i enjoy  
--> *swimming* = an activity that i enjoy  
note that these are actually parallel *ideas*, in addition to their grammatical parallelism.

**Lists with And**

The word and is the most common and important parallel marker. Moreover, the GMAT always inserts a comma before the and in lists of 3 or 4 items. However, if you join 2 clauses with and, you can put an optional comma before the and. Doing so is especially recommended when the clauses are long, independent, or both.

**Idioms with Built-In Parallel Structure**

X Acts As Y Distinguish X From Y X is the Same As Y

As X, So Y Estimate X To Be Y X is good, and So Too is Y

Between X and Y X Instead Of Y X, Such As Y (example)

Compared To X, Y X is Known To Be Y Think Of X As Y

Consider X Y X is Less Than Y X is Thought To be Y

In Contrast To X, Y Make X Y View X As Y

Declare X Y Mistake X For Y Whether X Or Y

X Develops Into Y Not Only X(,) But also Y (the comma is optional)

X Differs From Y Regard X As Y

more because….than because ….

* "in that" is a subordinating conjunction that connects two independent clauses (i.e., two complete sentences). so, the structure of any sentence correctly using "in that" is:  
  (complete sentence) IN THAT (complete sentence)

this construction is often used in contrast to “because”, so here is an illustration.  
  
*X is Z because Y* --> this must actually mean that there is a literal cause-and-effect relationship. in other words, this sentence claims that "Y" is actually the *reason why* "X" is "Z".  
  
*X is Z in that Y* --> this is a qualifier; it implies that "Y" is the *only certain way* in which X is Z.  
  
two examples:  
  
*My brother and I are like each other in that we both have quirky senses of humor*  
--> CORRECT  
this sentence means that my brother and i share the same quirky sense of humor, but that we may (or may not) differ in any other aspect of our personalities.  
  
*My brother and I are like each other because we both have quirky senses of humor*  
--> UNREASONABLE MEANING  
this sentence implies that our similar senses of humor have CAUSED our personalities to become alike. that's nonsense.

**Superficial Parallelism vs. Actual Parallelism**

You always must figure out which grammatical structures are logically parallel before making them structurally parallel. Be particularly careful with verbs and verbal forms.

Do not assume that all verbs and verbal forms in a sentence must be parallel.

**Watch Out for Linking Verbs**

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

You must also ensure that the two sides of the linking verb are parallel in meaning.

* 反向考点：本来三个平行项，作者经常会把第三个改为V-ing，一般不对。因为，如果这样改，第二项前应该有and连接改动后的平行项===>任何平行结构，最后一项前都会有and
* 平行中，辅助动词(to, be动词，情态动词)若省略，要么从第二项全省，要么一个都别省
* to do平行，可以省略to（主语必须是一致的） to touch…. and thereby (to) activate
* A is to B what C is to D 其中what近似just as，意为“恰像，犹如，好比”用作连词，引导比较状语从句
* Then, as a result ,in turn, there by 都是表示前后两项平行的标志，看见要敏感，马上找平行！
* 句子大平行，关注and！And出现，往往就意味着平行啦！！！！应尽量保证与其对应句的主谓宾对位===>其中也涉及主语位置代词对位指代的问题。 句子大平行，其中也涉及到判断时态的问题；而且大平行，最好连介宾成分都是平行的。
* A,B and C等类似结构。平行对象可能是多种形式：谓宾，介宾，that从句，to do等，但只需保证，所有平行项都是一种形式即可。 （that从句补出that，介宾平行补出介词）
* As much ….as 和什么程度一样
* the same… as… ， as much… as… ，not so much… as…（与其说， 不如说）. 该平行结构，as作为连词，其后可以接各种成分，但一定要保证平行
* THE only way for sb to do sth is to do ….平行结构 相同的动词形式在一个句子中扮演这相同的功能
* 转折是很常见的一种逻辑。如果作者有转折（还暗含对比）的意味，请保留。
* 句子中有转折的意味，不要改变这种转折。常见改变错误有：

A)句尾V-ing，变成伴随

B)独立主格，表伴随 任何改变都是不对的！

C)后半句变为定语从句

* while本身有歧义，看见时心里就倾向于把它归为loser
* the splitting 复杂动名词，等同于是名词，可以和动作名词并列
* and后面紧跟that的选项密切关注，平行的标志，更可能成为正确选项
* 列举用such … as A, B, … and C结构，不可以用like代替。like在GMAT中通常做介词表示“像…一样”，要求前后严格对称，但不可表示列举。
* such as的两种形式：A such as B, such A as B

such as的用法：

such as + 具体名词（n1 and n2或doing n1 and doing n2;）表示举例

such as + noun/ doing/ what从句/介词短语

错误表达：

such as + there/they/these 错 ，必须是具体的东西，不能加代词

such as + to do 错 such as + 句子 错 such as + when错。

X1, X2, X3 such as these 错，such as要放在列举之前。

* Along with短语引导的是伴随状语，不可以表示平行关系也不可以做连词使用
* *have looked* and *have seen*. *Have* does not need to be repeated in the second verb; it is entirely correct simply to let it be understood.

Visitors to the park have often looked up into the leafy canopy and seen monkeys sleeping on the branches, with arms and legs hanging like socks on a clothesline.

* "and also" is redundant if it appears in the same sentence as "both"

*X and also Y* --> totally fine  
*both X and also Y* --> redundant (and therefore incorrect)

* this sort of construction -- comma + "or" + noun -- is used when you have two equivalent formulations of something, and you are trying to introduce the fact that they are equivalent.  
  for instance, let's say that somebody doesn't know what an empanada is. (if that's true, i pity that person, since empanadas are the most delicious things in the world.) then i could write:  
  *empanadas****, or****baked meat pies wrapped in a flaky pastry crust, are a staple of south american cuisine.*  
    
  notice that this is not the usual use of “or” to indicate an option between two things; this is a special use of “or” to indicate a definition or equivalence.
* The best way to extract the flavor from saffron threads is to soak them in liquid after pounding them with a mortar and pestle.

if "after" is followed by a verb form, that verb form must be a gerund (-ING). hence "after pounding".  
  
but "the best way ... is ..." must go with an infinitive (TO + verb), not a gerund. i.e., you must write "the best way is ... TO + verb".  
it's unidiomatic to write "the best way is ... verbING".

* *laos has****a land area comparable to that of Great Britain****but****a population of only 4 million people, many of whom...***

the "but" creates parallelism between the 2 nouns describing things that laos has.

basically, laos has X but Y, where X and Y show some kind of contrast with each other. (the contrast here is apparent, as great britain certainly has more than four million inhabitants.)   
and the "many of whom..." clause modifies "4 million people", as such clauses are wont to do.

* "X and Y" is normally used to indicate two different things. (if you said "the first woman and the first Swedish writer", without the "also", that would normally imply 2 different people)  
    
  "X and also Y" is normally used to bestow two descriptions on the SAME person or thing (notice that both of these descriptions are meant to describe Selma Lagerlof).
* **the connector "as" connects two independent clauses BY ITSELF. if "as" is used to connect two independent clauses, it should NOT be used in conjunction with any other connector words.**
* since you're talking about two trends that have taken place *simultaneously*, you MUST use *the same verb tense* to describe those trends.

Although the restaurant company has recently added many new restaurants across the country and its sales have increased dramatically, its sales at restaurants open for more than a year have declined.

* it's nonsense to use a negative (such as *not*, *without*, *few*, etc.) with "x AND y", because we don't have any idea what that means.  
  e.g.,  
  *i have no work and no money.* --> clear meaning: i have neither of these things.  
  *if i have no work or no money, my uncle can help me.* --> clear meaning: if i have either #1 or #2, he can help.  
  *i have no work or money*. --> clear meaning: same as the first sentence.  
  BUT  
  *i have no work and money*. --> what does this mean? we don't know. it's basically a nonsense statement.
* **match up the possessives**. if the possessives (either "of" or apostrophe+"s" or both) in the two parts match, then the construction works.  
  for instance:  
    
  *Harvard's endowment is larger than Stanford's* --> this is correct.  
    
  *Harvard's endowment is larger than that of any other university* --> this is also correct. note that there is no feasible way to attach apostrophe+"s" to the second part, so this is as good as it's going to get.  
    
  *the tailoring of my suit is crisper than that of Nate's* --> also correct; note that everything has its counterpart here.

1. **Pronouns**

Pronoun errors are so frequent on the GMAT that every time you see a pronoun, such as it, its, they, them, or their, you should be sure to check whether it is being used correctly.

The first question you must ask yourself is this: **What is the antecedent of this pronoun**? Once you have found the antecedent, you must make sure that it makes sense and that it agrees in number with the pronoun. Ideally, the match between the antecedent and the pronoun should not be ambiguous, either.

Notice that these questions are essentially the same as those you should ask with subjects and verbs: “What is the subject of this verb, does it make sense with the verb,” etc.

**The Antecedent Must Exist**

The antecedent to which you want to refer must actually exist in the sentence as a noun.

**The Antecedent & Pronoun Must Make Sense Together**

The next task is to check whether the antecedent and the pronoun agree logically. That is, if you replace the pronoun with the noun, will you get a sensible sentence?

Always check that the antecedent makes sense in place of the pronoun.

**The antecedent & Pronoun Must Agree in Number**

The number of the pronoun must match the number of its antecedent.

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

The most common pronoun mistakes involve Third Person Personal Pronouns—the singular it and its, together with the plural they, them, and their.

Be careful with their, which is often used in everyday speech to refer to singular subjects.

* 宾语位置的代词弱指代，不定指向谁。所以宾语位置的指代:

A)最好一定要保证前面只有一个可以指代的对象。修改方法AB it 改为，A it B ,或者重复名词

B)it 不要指代一个特别繁杂的介宾结构中的一个名词

C)it 不要离指代对象太远，还得跳过句子去找

此外，不要让these, those, this, that在宾语位置裸奔。

* **一般无代词的选项要产生好感**
* 多个代词多个鬼，尤其是在无语义贡献的时候。在连接两个句子层次的时候，从句来的要比代词更有效。

**This, That, These, and Those**

The Demonstrative Pronoun are this, these, and those. You may use any of these pronouns as adjectives in front of nouns, as we have already seen.

When you use it, they or other personal pronouns, you mean the same actual thing as the antecedent.

A little oddly, the GMAT insists any “New Copy” that or those agree in number with the previous version. If you must change number, repeat the noun.

Her company is outperforming THE COMPANIES OF her competitors.

Finally, on the GMAT, do not use this or these in place of nouns. Also, do not use that or those in place of nouns, unless you modify that or those to make them New Copies. Instead, use it, they, or them.

Wrong: Her products are unusual; many consider THESE unique.

Right: Her products are unusual; many consider THEM unique.

Wrong: She took her laptop and her books with her on the airplane because she thought she could use these to get some work down.

Right: She took her laptop and her books with her on the airplane because she thought she could use them to get some work down.

These is never used as a stand-alone pronoun without a noun following.

* if you say "the last day **that** they are scheduled to collect", this means that "day" must be a direct object.  
    
  this makes no sense, unless the employees are collecting days (which they clearly aren't).  
  --  
  another example:  
    
  "the time **that** we were scheduled to meet" is incorrect. the literal reading of this (which is the only reading you care about, by the way) is that you were scheduled to meet the time itself. (ron: "hi, time!" time: "hi, ron!")  
    
  (in case you're wondering, the correct way to say this would be "the time *at which* we were scheduled to meet", since the preposition "at" must be conserved.)
* …the last day that they(workers) are scheduled to collect…

the problem here is that "the last NOUN that they are scheduled to VERB" implies that NOUN is the *direct object* of VERB. i.e., this version implies that the workers are collecting days. that doesn't make sense.  
  
for instance, "the last show that the band is scheduled to play" would make sense, since "show" is actually meant to be the direct object of "play".

* 'that of' (singular) and 'those of' (plural) are **possessive** constructions that allow us to write parallel comparisons without the bothersome repetition of specific nouns.   
    
  for instance:   
  *Beethoven's symphonies were more revolutionary than Bach* <-- wrong, because music is being compared to a person   
  *Beethoven's symphonies were more revolutionary than Bach's symphonies*<-- correct, but with bothersome repetition   
  *Beethoven's symphonies were more revolutionary than Bach's* <-- ok according to most sources, but i've never seen the gmat use the apostrophe+s for a plural   
  *Beethoven's symphonies were more revolutionary than****those of****Bach* <-- the best way to write this sentence.   
  in the last of these, 'those of bach' = 'bach's symphonies'.
* "this" as a standalone pronoun. that's pretty much never acceptable in a formal written sentence.  
    
  if you're going to use "this", you should use it as an adjective: this thing, this finding, this statistic, etc.
* anything in which "this" is used as a noun is incorrect. if you see "this is..."; "this shows that"; "this VERB" in general, then it's wrong.  
    
  the only acceptable use of "this" in formal written english is as an adjective: this fact, this predator, this notion, etc.

*studies have shown that X is 60 percent of Y****, a finding****that has shocked most observers.*  
*studies have shown that X is 60 percent of Y;****this finding****has shocked most observers.*  
--> both correct. note that "a finding", following the comma, or "this finding", standing alone after the semicolon, stands for the entirety of the clause that comes before it; you couldn't use "which" here, because "which" would automatically refer to Y.  
  
***because****studies have shown that X is 60 percent of Y****, this finding****has shocked most observers.*  
--> incorrect. the presence of "because" at the beginning of the first clause means you can't use "this finding" anymore.

**What About Pronoun Ambiguity?**

In theory, every pronoun in a well-written sentence should clearly refer to one antecedent. In particular, every it and its in one sentence must refer to the same singular antecedent. Likewise, every they, them, and their must refer to the same plural antecedent. Otherwise, unacceptable confusion reigns.

Right: Researchers claim to have developed new “nano-papers” incorporating tiny cellulose fibers, which give THESE MATERIALS the strength of cast iron, according to the researchers.

Using a more generic noun (materials) is an effective way to kill off pronouns. Nano-papers are evidently a type of material, so the phrase these materials clearly refers back to nano-papers.

If the intended antecedent of a single pronoun is clear (e g, by virtue of parallelism and meaning), and if there is no other reasonable antecedent, then don’t worry if there is an unreasonable antecedent somewhere else in the sentence.

If you wanted to talk about environments or explosions later on, you would need to use a phrase such as those environments or such explosions. The subject is the most important noun in the sentence; thus, it generally makes the best antecedent, as this very sentence demonstrates.

There are three cases in English: subject主语, object宾语, and possessive所有格.

1. Subject pronouns can be the subjects of sentences

I you he she it we they who

1. Object pronouns can be the objects of verbs or prepositions介词，系词

Me you him her it us them whom

1. Possessive pronouns indicate ownership or a similar relation

My/mine your/yours his her/hers its our/ours their/theirs whose

You should note that nouns in the possessive case (with ‘s or s’) are often poor antecedents.

**Every it and its must refer to the same singular antecedent. Every they, them, and their must refer to the same plural antecedent.** These specific rules are respected on Sentence Correction.

Otherwise, **don’t apply pronoun ambiguity unless you are backed into a corner.** If you are down to two answer choices that are absolutely identical, except that one has they (referring to executives earlier) and the other has these executives, go with the latter, just to be super-safe.

* *sprinters in texas can run faster than they can in north dakota.*  
  --> illogical; in this sentence, "they" would be taken to mean "sprinters in texas" (i.e., not just *sprinters*).  
    
  *sprinters in texas can run faster than those in north dakota.*  
  --> makes sense; "those" = sprinters, in this case.
* 出现people和population的时候，代词最好指代people，而非抽象population
* 形式宾语make /feel/believe/find it + adj to do/ that从句
* 一般定语从句末尾有介词to, 提到代词前，以 to which /in which形式出现,不能用that引导然后把to放到句末
* this is an example of the ONLY pronoun that is allowed to go without standing for a noun.  
    
  **THE ONLY PRONOUNS ON THE GMAT THAT DON'T HAVE TO STAND FOR NOUNS:**  
  **It** + description + **that** + complete sentence (independent clause)  
  **It** + description + **to** + verb (infinitive)  
  **It** + (TO BE verb) + NOUN + **that/who** + verb  
    
  **these "it"s DO NOT have to stand for nouns.  
  ALL other gmat pronouns must stand for nouns.**  
    
  FIRST TYPE  
    
  ***It****+ is obvious +****that****Medellín will beat Nacional in Wednesday’s game.   
  (for any paisas who might be reading this --vamox medallo!)****It****+ has been said +****that****the moon is made of green cheese.  
    
  Johnny found****it****+ counterintuitive +****that****the GMAT tests exceptions to rules just as often as it tests the rules themselves.*  
    
  SECOND TYPE  
    
  ***It****+ is often difficult +****to****distinguish between a past-tense verb and a past participle.  
    
  The rain made****it****+ quite challenging +****to****drive on the freeway.*  
    
  THIRD TYPE  
    
  ***It****+ was my own brother +****who****committed the crime.*
* **if you have two or more instances of "they"/"their" in the SAME CLAUSE, then they must stand for the same thing.**
* In addition to her work on the Miocene hominid fossil record, Mary Leakey's contributions to archaeology include discovering the earliest direct evidence of hominid activity and painstaking documentation of East African cave paintings.

basically:   
if the referent is a 'normal' (non-possessive) noun, then the pronoun can be in any case.   
if the referent is in the possessive case, then the pronoun can only be possessive.

* First discovered more than 30 years ago, Lina's sunbird, a four-and-a-half-inch animal found in the Phillipines and resembling a hummingbird, has shimmering metallic colors on its head; a brilliant orange patch, bordered with red tufts, in the center of its breast; and a red eye.

the *core* of the sentence is   
*a bird has colors.*   
  
both 'found in the philippines'\*\* and 'resembling a hummingbird' are *participial modifiers*. one of them uses a past participle (actually a *passive* participle: the bird *is found*, passive voice) and the other uses a present participle (an *active* participle), but they are used in parallel.   
  
**nota bene**: you have also now learned that the gmat is perfectly fine with placing a passive / past participial modifier in parallel structure with an active / present participial modifier. keep this in mind if you see another problem like this one!

* *the USA comprises 50 states, each of which is united by a federal government* --> wrong (the implication is that each state has its own federal government)   
  *the USA comprises 50 states, all of which are united by a federal government* --> correct   
  *the USA comprises 50 states, (all) united by a federal government* --> correct, whether you have 'all' or not

1. **Modifiers**

A modifier describes or “modifies” someone or something in the sentence**.** Although modifiers can be as simple as a single word, GMAT sentences often contain several complex modifiers.

Many modifying phrases in GMAT sentences are separated by commas from the noun being modified.

**Adjectives and Adverbs**

Adjectives and adverbs are one-word modifiers. An adjective modifies only a noun or a pronoun, whereas an Adverb modifies almost anything but a noun or a pronoun. An adverb often modifies a verb, but it can also describe an adjective, another adverb, a preposition, a phrase, or even a whole clause.

Be sure not to use an adjective where an adverb is grammatically required, and vice versa. Note that adjectives, not adverbs, follow linking verbs such as feel. These adjectives do not modify the verb but rather identify a quality with the noun subject.

Often, the GMAT provides two grammatically correct phrasings. For instance, one phrasing might be [Adjective + Adjective + Noun], in which the two adjectives both modify the noun. The other phrasing would be [Adverb + Adjective + Noun], in which the adverb modifies the adjective, which in turn modifies the noun. These two phrasings do not mean the same thing. Pick the phrasing that reflects the author’s intent.

Adjectives that have been observed alternating with their corresponding adverbs (in –ly) in released GMAT problems include corresponding, frequent, independent, rare , recent, seeming, separate, significant, supposed, and usual. It is easy to miss an –ly added in some of the answer choices; be sure not to miss this difference.

* 副词要紧邻其修饰的对象，两种一般情况：

A) 不要把副词放在动词或其他成分前，而是要放在副词想限定修饰的成分前

B) 不要把副词与名词放在一起，而远离了其修饰的形容词等

* 特殊情况：副词的修饰位置：even修饰比较级时，放在比较级之前。ever放在助动词之后。only、first放在被强调的成分之前，alone放在被强调的成分之后。
* -ed和-ing的短语放在句首，做修饰性的短语，其语法作用相当于形容词，修饰紧跟的名词。而-ed和-ing的逻辑主语就等于主句主语
* 一般情况下题目中的seeming都会被改成seemingly修饰adj，不过要通过逻辑判断
* 保留介词结构(除非介词是of有时允许变化)，一些结构，最好不要省略介词结构==>location, places, time, period, quantity or other measurements (也不要用物主格来描述这些词:比如The bee's population…. Orz)
* N + that are adj经典啰嗦结构；直接用 adj +n 表达
* Since it's a subject-less initial modifier, it automatically refers to whatever immediately follows the comma
* Turning away from literary realism to write romantic stories about the peasant life and landscape of northern Sweden, in 1909 Selma Lagerlof was the novelist who became the first woman and was also the first Swedish writer to win the Nobel Prize for Literature.(wrong)

A novelist who turned away from literary realism to write romantic stories about the peasant life and landscape of northern Sweden, Selma Lagerlof became in 1909 the first woman and also the first Swedish writer to win the Nobel Prize for Literature. (right)

If you have a present participle modifier in front of a comma, it must be talking about the following subject.  
in fact, the same is true for all four of the following types of initial modifiers:  
(1) Starting with –ING, or starting with preposition + -ING (especially in + -ING)  
(2) Starting with past participle  
(3) NOUN + MODIFIERS (i.e., not a clause)  
(4) Starting with an ADJECTIVE  
examples:  
(1)  
WRONG:  
*Coming home from school,****the wind****blew me off my bike.*RIGHT:  
*Coming home from school,****I****was blown off my bike by the wind.*(2)  
WRONG:  
*Thrown from a passing car,****the blaze****was ignited by a stray cigarette.*  
RIGHT:  
*Thrown from a passing car,****a stray cigarette****ignited the blaze.*  
(3)   
WRONG:  
*A survivor of the Holocaust,****Primo Levi’s stories****demonstrate a resolute determination in the face of tragedy and adversity.*   
RIGHT:  
*A survivor of the Holocaust,****Primo Levi****wrote stories that demonstrate a resolute determination in the face of tragedy and adversity.*   
(4)  
WRONG:  
*Fresh from the tree,****it****was difficult to eat the mangoes because they were not yet ripe.*  
RIGHT:  
*Fresh from the tree,****the mangoes****were difficult to eat because they were not yet ripe.*

 if a modifier is in the middle of a sentence, then you must either  
\* set it off with TWO commas, one on each side; or  
\* not set it off with commas at all.  
  
*the man who showed up yesterday is back again* --> ok (meaning = there is more than one man, and i have to clarify that it's the one who showed up yesterday)  
*the man, who showed up yesterday, is back again* --> ok (meaning = we already know which man; i'm merely providing more detail)  
*the man, who showed up yesterday is back again* --> not ok  
*the man who showed up yesterday, is back again* --> not ok

with **-ING MODIFIERS:**  
  
\* if the modifier functions as an ADJECTIVE (modifying the preceding NOUN), then you DO NOT use a comma before it.  
  
\* if the modifier functions as an ADVERB (modfying the entire preceding CLAUSE), then you DO use a comma before it.  
  
examples:  
  
\* *joe turned off the highway, heading toward gainesville*  
--> joe is NOW heading toward gainesville (i.e., AFTER turning off the highway). in this case, "heading toward gainesville" modifies the entire preceding clause "joe turned off the highway".  
  
\* *joe turned off the highway heading toward gainesville*  
--> joe is NOT heading toward gainesville ANYMORE (i.e., the highway itself is headed toward gainesville, and joe has turned off it). in this case, "heading toward gainesville" modifies only the word "highway".  
  
big distinction.

the modifier "in VERBing", whether it's an initial modifier or a modifier that comes after the clause, should point to an action that is done *in the process of*, or *as a component of*, the action of VERBing.  
for instance:  
*lesley used the internet a great deal****in researching****the subject of her report.*

for PAST participles (taken, called, grown, etc.), this turns on the difference between *essential* and *nonessential* modifiers.  
  
if the modifier is ESSENTIAL - i.e., it's needed to distinguish the particular noun you're talking about from other nouns in its class - then you DON'T use a comma.  
  
if the modifier is NONESSENTIAL - i.e., it just gives additional detail, but the sentence makes sense without it - then you DO use a comma.  
  
examples:  
  
\* *the girl named stephanie is on the left.*  
--> ESSENTIAL modifier. there are other girls, with other names, and i have to distinguish stephanie from them.  
  
\* *the girl, named stephanie, is on the left.*  
--> NONESSENTIAL modifier. we already know who "the girl" is, from some previous context.

\*\* note that prepositional-phrase modifiers, if not set off by commas, can modify EITHER the preceding noun / noun phrase OR the entire action of the preceding clause (equivalent to "modifying the clause itself").  
for instance:  
*i read the book on the train* --> this prepositional phrase modifies the ACTION "read the book", and/or the CLAUSE "i read the book" (not much distinction between these two interpretations; modifying an action and modifying a clause are basically the same thing).  
*i read the book on the table* --> this prepositional phrase modifies the NOUN "book".  
since both of these are generally possibilities, you need to use intuition / common sense to figure out which one applies in the problem at hand.

when you have an **INITIAL MODIFIER THAT'S NOT A CLAUSE** (i.e., it doesn't have its own subject and verb), then **it must modify the immediately following noun.**   
  
example:   
*coming home from school, the wind blew me off my bike.* --> INCORRECT, because the implication is that the wind itself was "coming home from school".   
*coming home from school, i was blown off my bike by the wind.* --> correct (even though the passive voice is used).

**the construction (preposition) + NOUN + VERBing is WRONG, unless the preposition refers directly to the NOUN.** (that isn't usually the case, so, if you're in doubt, you should strike choices with this sort of construction.)  
  
for instance:  
*i've never heard of bees stinging dogs*  
**WRONG**. this is not an issue of whether you've heard of bees themselves; it's an issue of whether you've heard of their stinging dogs.  
  
*...results in the act of stinging causing...*  
**WRONG.** this doesn't result in the act of stinging itself; it results in what is *caused* by the act of stinging.  
  
*i have a picture of my cousin playing hockey.*  
CORRECT. this time, the picture is actually *of my cousin*, so we're good.

an **initial** modifier that **begins with an adjective** -- should fulfill the following two requirements:  
(1) the **adjective** should **refer to the subject** that follows the comma;  
(2) the description in the modifier should have some sort of **easily understandable relationship** to whatever is described in the following clause  
  
for instance:  
*Fresh from the tree, the mangoes were difficult to eat because they were not yet ripe*.  
--> requirement (1): "fresh (from the tree)" describes the mangoes.  
--> requirement (2): the fact that the mangoes were fresh from the tree is directly related to the fact that they were not yet ripe enough to eat.

**if there exists a dedicated noun form of a word, then don't use a gerund if you can use that noun form instead.**  
  
e.g.  
don't use "developing" as a gerund, since you can use "development".  
don't use "paying" as a gerund, since you can use "payment".  
  
for gerunds that have no such alternative noun form, it is of course perfectly correct to use the gerund:  
*her singing of the national anthem at yesterday's game was beautiful.*  
(there's no dedicated noun form such as "singment" or "singation" or "sing-anything-else", so the gerund here is perfectly respectable.)

**"it" must stand for a noun with all attached adjectives and essential modifiers** -- you can't just cherry-pick the noun, leave the modifiers behind, and assume that "it" stands for that noun by itself.  
  
example:  
*summers in las vegas are hotter than they are in providence.*  
--> WRONG  
the intention here is clearly that "they" should stand for "summers", but it doesn't -- it MUST stand for the entire construction "summers in las vegas", since you are not allowed to discard the essential modifier.  
therefore, this sentence unintentionally refers to las vegas summers that are in providence, an absurd notion.  
  
(for people in other countries:  
las vegas, nevada, and providence, rhode island, are two american cities that are thousands of miles apart.)  
  
*summers are hotter in las vegas than they are in providence.*  
--> CORRECT ("they" = summers)  
this sentence would be better written as just "...than in providence", but it's also fine like this.

A comparison has to compare *two different things*. A comparison of something with itself wouldn't make any sense.

*The weather in Fresno is nicer than****that****in Chicago.*  
This works. "That" is just "weather" (not weather in Miami). We're comparing the weather in two different places.  
  
*The weather in Fresno is hotter than****it****is in Chicago.*  
Incorrect.  
"It", unlike "that" has to be the SAME noun (with all attached qualifiers) -- i.e., the weather *in Fresno*. So this sentence is talking, absurdly enough, about "the weather in Fresno ... in Chicago".

You could have the same *noun* on both sides of the comparison, as long as SOMETHING is *different*. Different timeframes, different situations, etc.  
  
E.g.,  
***The weather in Fresno****is hotter now than****it****was forty years ago.*  
  
Here, the noun ("it" = "the weather in Fresno") is exactly the same on both sides. This time the timeframes, not the nouns, are different things.

 Sometimes, either "during which" or "when" could be used. But not always.   
  
"*During* which" refers to a noun that denotes a time period (note: not just "which" by itself). The word "era" denotes a particular period of time. "During which" could also refer to a specific event: Yesterday, we had a quiz during which Amy cheated.   
  
Can you say: During that era, the city transformed...? Yes. So, you can say "era during which."   
  
Can you say" During the quiz, Amy cheated? Yes. So you can say "quiz during which."   
  
You'd be more likely to use "when" to refer to the actual time period itself, and to use "during which" to refer to the word "era," which denotes a time period. But note that I just said "more likely" - I don't think there's an absolute rule here.

**Noun Modifiers**

Phrases or clauses that modify nouns or pronouns are called Noun Modifiers. Noun modifiers act like long adjectives. The first word or two of a noun modifier determines its type.

Adjective, preposition介词, Past participle过去分词, present participle现在分词 without commas, relative pronoun, another noun.

A noun used to modify another noun is called an Appositive同位语. Many modifier are separated from the noun by commas. Again, pay particular attention to opening modifiers, which appear at the beginning of a sentence. It may seem unnatural to say an unprepared sentence with a long opening modifier, but it is perfectly fine to write such a sentence.

Right: TIRED from chasing mice, the cat took a nap.

* -ed在句尾，哪怕是逗号隔开，也是修饰其前面紧邻的名词，做形容词结构，永远！
* **a substance to promote...** is unidiomatic.  
  the only context in which i can remember "a NOUN to VERB" is a context in which the NOUN is *abstract* in nature. for instance:  
  *a way to produce goods  
  a reason to try harder*  
  etc.  
  note that "substance" is a concrete item; it's not an abstraction like "way" or "reason".
* if you're talking about concrete objects, you should replace the infinitive with something else. for instance:  
  \* *a substance to promote X* (incorrect) --> *a substance****that promotes****X*(correct)  
  \* *a tool to install the shelves* (incorrect) --> *a tool****with which****to install the shelves* (correct)
* in general, it's dangerous *ever* to assume that a construction MUST contain the word "that" -- in the vast majority of these constructions, you can substitute a noun for the clause beginning with "that" and still have a legitimate sentence.  
  grammatically, the reason is that the clause starting with "that" technically plays the role of a noun; in fact, such clauses are technically classified as "noun clauses", for exactly this reason. therefore, by taking out the clause and replacing it with a noun, you are actually not altering the grammar of the sentence at all.  
    
  examples (ALL are ok):  
    
  *I proposed****that we meet on Wednesday rather than Tuesday****.  
  I proposed****a new meeting time****.*  
    
  *James estimated****that he had not seen Thomas in three months****.  
  James estimated****the length of the corridor****.*  
  *This report indicates****that crime is increasing in our neighborhood****.  
  This map indicates****all locations****at which violent crimes have been committed in the last week.*  
    
  etc. etc.  
    
  you can even have sentences in which a noun clause is the subject, although that's not very common (because there are usually less wordy / more direct ways to write such sentences).  
  e.g.  
  ***That Maya was on time to the meeting****was a shock to everyone, including Maya herself.*  
    
  in fact, now that i think about it, i can't come up with even one construction that actually *requires* the word "that" in this way -- in every example i can conjure up, the "that"-clause can be replaced by a noun. so, be careful.

**Position of Noun Modifiers**

**A NOUN and its MODIFIER should TOUCH each other.**

If the modifier is next to a different noun, we have a Misplaced Modifier.

Wrong: Jim biked along an old dirt road to get to his house, which cut through the woods.

Right: To get to his house, Jim biked along an old dirt road, which cut through the woods.

If the noun we want to modify is not even in the sentence, we have a Dangling modifier.

Wrong: Resigned to the bad news, there was no commotion in the office.

Wrong: There was no commotion in the office, resigned to the bad news.

Right: Resigned to the bad news, the office workers made no commotion.

It is easy to miss a dangling modifier. In fact, the GMAT makers themselves missed one.

A present participle (-ing form) at the beginning of a sentence is often made to be dangling. Although these forms are technically Verb Modifiers (more on these shortly), they still need a noun subject that makes sense.

Wrong: Using the latest technology, the problem was identified.

Right: Using the latest technology, the engineer identified the problem.

**Unlike a noun modifier, a verb modifier does not have to touch the subject.** However, the subject must make sense with the verb modifier used in this way.

Avoid long sequences of modifiers that modify the same noun. Putting two long modifiers in a row before or after a noun can lead to awkward or incorrect phrasings.

**Watch Out for Possessives**

Just as possessive nouns are often dangerous with regard to pronoun reference, they are also dangerous in sentences with modifiers. Misplaced modifiers sometimes appear in sentences that have possessive nouns (nouns that end in ’s or s’)

Wrong: Unskilled in complex math, Bill’s score on the exam was poor.

Right: Unskilled in complex math, Bill did not score well on the exam.

Do not ignore the noun development or other abstract nouns. They follow the same rules as all other nouns: modifiers that touch them should be intended to modify them.

* festival's month 很挫的所有格结构，需改为month of the festival
* CEO’s是CEO的复数形式，以缩写字母组成的专有名词的复数形式可以加’s或者加s
* **match up the possessives**. if the possessives (either "of" or apostrophe+"s" or both) in the two parts match, then the construction works.  
  for instance:  
    
  *Harvard's endowment is larger than Stanford's* --> this is correct.  
    
  *Harvard's endowment is larger than that of any other university* --> this is also correct. note that there is no feasible way to attach apostrophe+"s" to the second part, so this is as good as it's going to get.  
    
  *the tailoring of my suit is crisper than that of Nate's* --> also correct; note that everything has its counterpart here.
* Although no proof yet exists of electromagnetic fields generated by household appliances posing any health threat, mounting scientific evidence has convinced many experts that there is cause for concern.  
  (A) of electromagnetic fields generated by household appliances posing any health threat  
  (B) of electromagnetic fields generated by household appliances that pose any threat to health  
  (C) that electromagnetic fields generated by household appliances pose any threat to health  
  (D) that poses any threat to health from electromagnetic fields generated by household appliances  
  (E) for any health threat posed by electromagnetic fields generated by household appliances  
    
  **you cannot write "*proof of ... fields ... posing*". this kind of construction is just wrong.**   
  sorry.   
  this is going to annoy a lot of people, because this sort of construction is bread and butter in *spoken* language,   
  BUT:   
  if the focus of the construction is the ACTION, then you must use the POSSESSIVE form for the noun/pronoun preceding the "-ing" participle. since that's fatally awkward to say in words, i'll provide an example:   
  *everyone laughed at****me****accidentally walking into the girls' bathroom* --> WRONG. sorry. this sentence would actually mean that everyone laughed at me as *they* were walking into the girls' bathroom.   
  *everyone laughed at****my****accidentally walking into the girls' bathroom* --> CORRECT, because it's the action (my *walking* into the bathroom, not really me) that they're laughing at.
* incidentally, if the focus of the construction is the NOUN (or pronoun) itself, then you don't use a possessive. for instance:   
  *i saw him walking down the street* --> correct, because it was *him* i saw, not his walking action. this sentence is, however, ambiguous, because either he or i may have been the one walking down the street.   
  *i saw his walking down the street.--* wouldn't be incorrect, but it would be a bit strange, unless i'm a modeling scout who actually analyzes the gait of random strangers as they walk down the street

\* if you say "subject + clause + **BY VERBing**", then "by VERBing" must explain ***HOW****the main clause occurred*.  
e.g.  
*i prepared for the test****by reviewing takeaways on the MGMAT forums***.  
note that the boldface clause describes HOW i prepared for the test.

\* if you say "subject + clause + **IN VERBing**", then *subject + clause* must be an **ACTUAL PART of the action of VERBing**.  
e.g.  
*i solved all the problems in OG12****in preparing****for the GMAT.*  
--> notice that solving the problems IS ACTUALLY PART OF preparing for the test.

**SUBJECT + ACTIVE VERB + BY + NOUN is generally incorrect.\*\*  
SUBJECT + ACTIVE VERB + BY + VERBing is generally correct, if "VERBing" is the method or process by which the ACTIVE VERB is carried out.**  
e.g.  
*i prepared for the test by studying flash cards* --> CORRECT  
*i prepared for the test by the study of flash cards* --> INCORRECT  
  
on the other hand,  
**SUBJECT + PASSIVE VERB + BY + NOUN is an absolutely fundamental form,** if the NOUN is the thing/person that did the action to the SUBJECT.  
e.g.  
*james was seen by two witnesses.* --> CORRECT  
  
--  
  
\*\* the only exceptions to this occur in the case of special idiomatic expressions. for instance, "by candlelight" is a known idiomatic expression, so constructions such as "i studied by candlelight" are correct.

if you preface someone's name with a noun describing their occupation (or other word describing *what that person does*), WITHOUT AN ARTICLE, you DO NOT use a comma.  
  
if there's an article, you DO use a comma.  
  
if it's an adjective, you DO use a comma.  
  
example:  
*Jazz pianist and composer Thelonious Monk ...* --> correct  
*A jazz pianist and composer, Thelonious Monk ...* --> correct  
*Creative and original, Thelonious Monk ...* --> correct

**Noun Modifiers with Relative Pronouns**

Noun modifiers are often introduced by Relative Pronouns such as the following:

which that who whose whom where when

Relative pronouns are subject to several restrictions. The pronouns who and whom must modify people. On the other hand, the pronoun which must modify things.

**According to the GMAT, clauses led by the pronoun that cannot modify people.**

Surprisingly, the pronoun whose can modify either people or things, according to the GMAT: the town whose water supply was contaminated.

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

Who is used as the subject of the verb in a relative clause, whereas whom is used as the object of the verb or of a preposition.

That or whom can be dropped省略 when the modified noun is the object of the modifying clause.

Right： The movie (THAT) we watched last Friday was scary.

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

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

* 强调句结构 It + Be +强调部分+ that（who）+主谓句。 强调人，且为句子主语时，用who。其余用that。强调句中it无所指。
* when从句和if从句不同：when从句强调一个时间点，而if从句更强调一个条件。【when从句挺遭鄙视的】特别的，如果主句包含can这样表“永恒”的词，不要用when从句
* 关于when/where和in which

一般的，in which比where精确，因为where可以是on which / under which等，但是in which 对句子表述更清晰，但不要用这个原则绝对化，关注是否还有其他错误。

这是XDF老师给的几个固定搭配：The year that   A time when   A period when An age in which  
  对于when和in which的区别：A time when=a time at which（不是 in which）

                             A period when=a period during which（不是 in which）  
                                      An age in which

when可以=on which和at which，=in which还是少，为了意思的精确，还是in which较好

* I think (not 100% sure) that "the date when" is used for actual, precise calendar dates, whereas "the date at which" is used for the usually more vague dates of historical events.
* which的跳跃指代：当前面必须是一个 核心词+简短的修饰语+，which， which才能跳跃指代核心词；which不能跳过谓语动词指代主语；尽量不跳跃
* if "which is" is followed by a *description* of something, you should just omit it, producing an appositive modifier:  
  *X, which is a substance...* (ugly) --> *X, a substance...* (better)  
  *Person X, who is the coach of Team Y* (ugly) --> *Person X, the coach of Team Y* (better)
* you can't use pointing words like "that" and "this" in modifiers that *immediately abut* the nouns/phrases that they modify, *separated only by a comma*. instead, you have to use a different sort of noun modifier.   
    
  illustrations:   
  *the coach ran a play with five receivers on the line, and****this strategy*** *succeeded nicely* --> ok (although a bit awkward in this case).   
  *the coach ran a play with five receivers on the line,****this/that strategy*** *succeeding nicely* --> incorrect type of modifier for this situation.   
  *the coach ran a play with five receivers on the line,****a strategy****that succeeded nicely* --> correct type of modifier for this situation.

**Essential vs. Non-Essential Noun Modifiers 限制性名词 vs.非限制性名词**

Noun modifiers areeither **essential** or **non-essential.**

Essential Modifiers provide necessary information. Use an essential modifier to identify the noun (out of many possibilities) or to “attach” the modifier to the noun from that point onward.

In contrast, Non-essential Modifiers provide extra information. You do not need this information to identify the noun, since it is already identified in some other way. Moreover, you can forget about a non-essential modifier afterward, in a sense; any later reference to the noun does not include that extra information.

**Put COMMAS between NON-ESSENTIAL modifiers and their nouns.**

**Put No COMMAS between ESSENTIAL modifiers and their nouns.**

If you have a choice between which and that, then follow this general rule:

Use WHICH (and **commas**) if the modifier is non-essential.

Use THAT (and **no commas**) if the modifier is essential.

However, the GMAT has acknowledged that this which/that differentiation is controversial, so the GMAT is unlikely to make this distinction the make-or-break issue for any answer choice.

In some circumstances, you do not have a simple choice between Which and That (e g, when Which is used with a preposition). However, you should still obey the comma rule: use commas with non-essential uses of Which, but not with essential uses of Which.

Use commas only with non-essential modifiers.

* 原句本来是限制性定从，不能随便改成非限制性，虽然从语义上很难区分为什么这一改变是不同的，但是语法上是不行的。

限定性定语从句表示的是局部概念:

例: I am checking up the models who are in black T-shirt.

表明有很多模特,而我打量的是那些穿黑色圆领衫的模特.限定性定语从句区分了我打量的模特和其他的模特.

非限定定语从句表示的是整体的概念:

例: I am checking up the models, who are in black T-shirt.

表明这里有一群模特,这些模特共同的特点是她们都穿黑色圆领衫.

关于限定性和非限定性从句：

限定性从句与被修饰对象有紧密的关系，在句子中充当很重要的成分，不可以省略，如果省去就会造成句子意思不完整。  
而非限定性定语从句，是属于对被修饰对象的进一步说明，去掉以后不影响句子意思。

比较题目，如果把that的限定性从句改成 “,which” 那么意味着which可以省去，但是which引导的是重要的句子意思，所以不好轻易的改变

* what 不能引导非限定性定从
* Eviden Prefer a that clause to a prepositional phrase:

hypothesis, idea, hope, expectation, suggestion, belief, discovery, evidence, indication, and report ==> that是同位语！

* 一般hypothesis 加that 同位语；表示对其内容的解释，而of表示从属关系，强调的是hypothesis.
* 遇到像hypothesis, theory, finding, research....一定会让人有冲动想問what hypothesis, what theory, what theory... 所以经常跟的是that，但是确实有特例，所以不要一上来就用这种方式排除
* evidence后面要跟同位语从句来说明evidence的具体内容，而evidence for后面是要跟某个theory或idea来表达evidence支持该theory或idea的。如"evidence FOR evolution"是指支持进化论的证据。

**Verb Modifiers**

These modifiers answer questions about the verb, such as “how,” ”when,” ” where,” etc. The most basic verb modifier is an adverb. Other verb modifiers act in much the same way as adverbs.

Adverb Preposition Subordinator主从连词

Subordinators include words such as because, although, if, unless, so that, while, and so on. These words begin subordinate clauses, which cannot stand alone as sentences, but rather are attached to main clauses.

Some verb modifiers may apply to both the verb and the verb’s subject. In these cases, you must make sure that the subject makes sense with the modifier.

**Verb modifiers can be placed more freely than noun modifiers,** which must generally touch the modified noun. However, you should always place a verb modifier so that it modifies the right verb, without ambiguity.

**Which vs. the Present Participle –ing**

**Use WHICH only to refer to the noun immediately preceding it---never to refer to an entire clause.**

The –ing form is very flexible. It can modify nouns directly. It can modify verbs and their subjects. It can even modify an entire clause, as long as the entire clause converted into a noun phrase could function as the subject of the verb that is now in –ing form.

The use of the –ing form works best when you want to express the result of the main clause.

Always test which clauses to make sure that the which refers to the noun immediately preceding the which.

* 【, V-ing】小结：

A)逻辑主语=句子主语，此时表伴随动作

B)逻辑主语=主句全句，此时表结果状语

C)前方为主系表结构，不表伴随、不表结果，只是对前句的补充说明

如果产生了时间断层，绝对不可能伴随动作。【也应注意，出现过去和现在的情况，重点肯定是在现在的情况上】

* 句尾定语和状语不可随意改变，常见错误有：把句尾名词的定语从句变成 【, V-ing】形式或【with独立主格】形式。这两种变化都是错误的！定语和状语作用是不同的
* 句尾同位语和【,V-ing】或【with独立主格】结构不可随意互换，同位语是句尾名词的定语，后二者是主句的伴随状语，意味着与主句同时发生的另一件事。
* 独立主格：

独立主格本身无谓语，依附于主句谓语，起状语作用，放在句首或句尾

独立主格的形式

1. 一般独立主格：n.+n., n.+adj., n.+分词，n.+介词
2. 逻辑紧密型的独立主格 with+n.+n./adj./分词/介词
3. 强调型独立主格 each+n.+n./adj./分词/介词
4. Each型独立主格，强调句尾n.,形式为： 句子+复数名词结尾，each+介词短语/adj.短语/-ed形式/-ing形式

* "degree THAT" doesn't work. since things happen TO a degree, you have to preserve this preposition; therefore, you have to say "degree TO WHICH".

Scientists say that each of the photographs taken of the Ares Vallis plain by the Mars Pathfinder indicates the overwhelming extent of the flooding on the planet billions of years ago and the degree to which rocks were scattered by its force.

* A decade after initiating the nation's most comprehensive and aggressive antismoking program, **California** has seen per capita consumption of cigarettes decline from over 125 packs annually to about 60, a drop more than twice as great as that in the nation as a whole.

this sentence starts with a 'headless modifier' (headless in the sense that it doesn't have a subject). in sentences starting with such modifiers, the modifier MUST modify the noun *immediately following the comma*.

* **you should avoid "being" when expressing the IDENTITY or CHARACTERISTICS of some individual or thing.** this is because "being" is usually unnecessary in such cases; there are simpler modifiers (such as appositives) that, while absolutely impossible to use in spoken language, are better in written language.   
  example:   
  *being a cigar aficionado, john has strong opinions on when to use single-guillotine cigar cutters rather than double-guillotine cutters.* --> bad.   
  *a cigar aficionado, john has strong opinions on when to use single-guillotine cigar cutters rather than double-guillotine cutters.* --> good. notice that we can simply omit the "being" here.

*to sum up:   
if "being" expresses IDENTITY or CHARACTERISTICS, then kill it.   
otherwise, evaluate it on the same merits as you would any other verb.*

* when you have a construction involving a prepositional phrase as well as a direct object, you'll often see the following alternation:   
  \* SUBJ + VERB + OBJ + PP, if the OBJ is **short**   
  \* SUBJ + VERB + PP + OBJ, if the OBJ is **long**   
  examples:   
  *ethan dedicated a song to his late father.* --> the OBJ is "a song", which is short. it's placed before the PP "to his late father".   
  *ethan dedicated to his late father a song that he had written in the hours following the funeral ceremony.* --> the OBJ is "a song ... ceremony", which is really long, so it's placed after the PP.
* **the construction (preposition) + NOUN + VERBing is WRONG, unless the preposition refers directly to the NOUN.** (that isn't usually the case, so, if you're in doubt, you should strike choices with this sort of construction.)  
    
  for instance:  
  *i've never heard of bees stinging dogs*  
  **WRONG**. this is not an issue of whether you've heard of bees themselves; it's an issue of whether you've heard of their stinging dogs.  
    
  *...results in the act of stinging causing...*  
  **WRONG.** this doesn't result in the act of stinging itself; it results in what is*caused* by the act of stinging.  
    
  *i have a picture of my cousin playing hockey.*  
  CORRECT. this time, the picture is actually *of my cousin*, so we're good.
* In a relative clause serving as an adjective, *that* is often omitted.   
    
  SC7 in the OG12:   
  *The company has become increasingly willing to compete for the mass market sales it would in the past have conceded to rivals.*   
  Here, *that* has been omitted from the relative clause in red, but its presence is understood.   
  The conveyed meaning is as follows:   
  *The company has become increasingly willing to compete for the mass market sales THAT it would in the past have conceded to rivals.*
* **you should avoid "being" when expressing the IDENTITY or CHARACTERISTICS of some individual or thing.** this is because "being" is usually unnecessary in such cases; there are simpler modifiers (such as appositives) that, while absolutely impossible to use in spoken language, are better in written language.  
  example:  
  *being a cigar aficionado, john has strong opinions on when to use single-guillotine cigar cutters rather than double-guillotine cutters.* --> bad.  
  *a cigar aficionado, john has strong opinions on when to use single-guillotine cigar cutters rather than double-guillotine cutters.* --> good. notice that we can simply omit the "being" here.
* constructions - to verb & for verb-ing.   
  **To Verb = is used to state specific intent.   
  For verb-ing = is not used to state an intent.**   
  Now lets take the first sentence in your post:   
  1: New genetic evidence provides support for classifying abc.   
  2: New genetic evidence has been collected to classify abc.   
  Sentence 1 implies that new genetic evidence was collected and after analysis it appears to provide support for abc.   
  Sentence 2 implies that the purpose of collecting new genetic evidence is to classify abc. This sentence shows the direct intent and hence the use of "to verb".
* as someone rightly said, "to + inf" expresses intention (could be substituted by "in order to/so as to),   
  eg - I study English to increase my chances of working in the USA.   
  - I cycle to get home q[uic](http://www.beatthegmat.com/mba/school/liautaud-graduate-school-of-business-university-of-illinois-at-chicago)ker.   
  On the other hand,   
  "for + gerund" expresses or describes the specific "use" or "purpose" of an object:   
  eg - My English books aren't that great for learning modern-day English.   
  - A bike is the best thing for getting around q[uic](http://www.beatthegmat.com/mba/school/liautaud-graduate-school-of-business-university-of-illinois-at-chicago)kly.   
  Generally, we use "to+inf" with a verb (I study / I cycle), whereas we use "for+gerund" with nouns (or such like, e.g. verbs as subjects: "running is wonderful for keeping fit")   
  Often, both ways are as good as each other, but the emphasis is slightly different:   
  -I use my bike to get home q[uic](http://www.beatthegmat.com/mba/school/liautaud-graduate-school-of-business-university-of-illinois-at-chicago)ker (emphasis is on my "using" the bike - i.e. the verb)   
  -My bike is for getting home q[uic](http://www.beatthegmat.com/mba/school/liautaud-graduate-school-of-business-university-of-illinois-at-chicago)ker (emphasis is on the bike and what it is used FOR - i.e. the noun)
* In 1914 a total of 469,000 cars and trucks were produced in the United States, but in 1929 almost twice that numbers of tucks alone came off the assembly lines.

the numbers of tucks themselves

"trucks themselves" doesn't make sense.  
you don't use "x itself" unless you are trying to emphasize some element of the inherent nature of x (as opposed to something associated with x, or with some part of x).  
example: pet accessories are becoming more and more popular, even though pets themselves have maintained constant popularity.  
i.e., we want to emphasize that the second part of the sentence deals with pets themselves (as opposed to associated things such as pet accessories).  
"trucks alone", though, makes perfect sense.

* the **"comma + ing" modifier** should only be used when:  
    
  (A)  
  it **MODIFIES THE ENTIRE ACTION of the preceding clause, and it APPLIES TO THE SUBJECT of that clause**;  
    
  AND  
    
  (B)  
  one of the following is true:  
  (1) the "ing" action is **SIMULTANEOUS with, and SUBORDINATE to,** the main action;  
  - *i ran down the sidewalk, flapping my arms wildly*  
  (2) the "ing" action is a **DIRECT AND IMMEDIATE CONSEQUENCE** of the main action.  
  - *i got a 100 on the most recent exam, bringing my average up to 91*  
  (3) the "ing" action **DESCRIBES** the main action, in some other **extremely direct** way (illustration, example, explanation, etc.)

1. **Verb Tense, Mood, & Voice**

Verb Tense indicates when the action of the verb takes place. In sentences with one action, verb tense is relatively easy. Knowing this, the GMAT tries to complicate sentences by incorporating more than one action.

Verb mood indicates what the writer believes about, or wants to do with, the action. Two verb moods are tested on the GMAT: indicative and subjunctive. Most verb are in the indicative mood, which we use to describe knowledge or beliefs. Occasionally, we use verbs in the subjunctive mood to express suggestions, desires, or hypothetical events.

Finally, Verb Voice indicates who or what is doing the action. Two verb voices are tested on the GMAT: active voice and passive voice. In the active voice, the subject of the sentence performs the action. In the passive voice, the subject of the sentence has an action performed on it by someone or something else.

* 时态的解释

1. 一般现在时 表示一般状态、习惯动作、客观规律和永恒真理，自然现象，统计数据，实验结论，客观事实

* 需要注意的是在描述法律规定的时候定语从句要用Ving形式

二、现在进行时 表说话时或目前一段时间内正在进行的活动；或表感情色彩，加强语气。   
三、现在完成时 表目前已完成的动作，强调对现在的影响。时间是算到你说话的时候为止，而且现在完成时有一些标志性的时间状语：

1．for+时间段；I have learned English for ten years．

2．常见的副词：lately；recently, just，up to now, till now, so far, these days, already, in the past few years/months/weeks/days

3．注意：for+时间段；since+时间点 They have lived in Beijing for five years． They have lived in Beijing since 1995．

4．This is the first time that I have watched stars through a telescope． 第几次做某事，后面跟现在完成时。

1. within/during/in/over+ the past/recent/last+时间段

四、一般过去时 表在过去某个特定时间发生且完成的动作，或过去习惯性动作，不强调对现在的影响，只说明过去。常跟明确的过去时间连用，如：yesterday；last week；in 1945，at that time；once；during the war；before；a few days ago；when; 出现original/originally，也用一般过去时

* 区分一般过去时和现在完成时的时态词：

A)一般过去时：ago, in the past, previously, in XXX, originally, initially, previously B)现在完成时：ever since, in/within/during the last/past XXX

* 注意，since不能加时间段，只能是具体时间

in the past,　有时例外，也可以用现在完成时

**Simple Tenses**

Simple Present Sandy PLAYS well with her friends.

Simple Past Sandy PLAYED well with her friends yesterday.

Simple Future Sandy WILL PLAY well with her friends tomorrow.

The Simple Present tense is often used to express “eternal” states or frequent events.

**Progressive Tenses进行时态**

To emphasize the ongoing nature of an action, we can use the Progressive tenses, which use the verb to be and the present participle (-ing form).

Sandy IS PLAYING soccer.

This example above means that at the present moment, if you look for Sandy, you will find her actually playing soccer. In contrast, the Simple Present version, Sandy plays soccer, means that she frequently plays, or that she knows how to play.

The Present Progressive indicates action happening right now, whether the sentence contains words such as right now or not.

Do not use the Present Progressive for general definitions. Instead, use the Simple Present.

In GMAT sentences, do not use the Present Progressive to indicate future actions. This usage is considered too colloquial. Instead, use the Simple Future.

Verb that express general states do not normally take progressive forms. Such State Verbs include know or signify.

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

Right: This inscription SIGNIFIES the emperor’s birth.

**Make Tenses Reflect Meaning**

In some sentences that author clearly wants to talk about different periods of time. The tense should change to reflect that intention.

Right: He IS thinner now because he WENT on a strict diet six months ago.

In a more subtle example, you can use the Past Progressive to describe a background event, while you use Simple Past to describe a more important event in the foreground.

In the final answer you choose, make sure that **every verb’s tense clearly represents the author’s intention.**

**The Perfect Tenses: An Introduction**

Some actions in a sentence involve more complex time sequences than can be expressed with the simple tense or the simple progressive tenses. These actions can be expressed using the PERFECT tenses: Present Perfect & Past Perfect.

如果主句和分句主语相同，并且以and ,but ,before等连接，如果句子逻辑上存在先后顺序，主从句都用 一般过去时即可，不必用过去完成时了强调这种先后顺序 。除非有明确的时间标志词表达先后顺序。

* 过去完成时其实偏向于用于描述，而一般过去时是在陈述客观事实。once the police arrived, the rapist had already left. 这个描述就非常恰当，had很好地强调了police来晚了。
* 一般对于 什么遗址 繁荣啊，古物存在啊 都用一般过去时即可，因为不需要用过去完成时，我们已经知道发生在过去

**Present Perfect: Still In Effect…**

We use the Present Perfect tense for actions that started in the past but continue into the present, or remain true in the present. The Present Perfect tense has one foot in the past and one foot in the present.

Present Perfect =HAVE/HAS + Past Participle

**The Present Perfect indicates either continued action or continued effect of a completed action up to the present.**

With since, use the Present Perfect to indicate an action or effect that continues to the present time.

For the same reason, use the Present Perfect with within the past…or in the last… phrases, such as within the past five minutes or in the last ten days. In contrast, a time phrase that does not include the present (last month, in 2007, etc.) prevent the use of the Present Perfect. Use the Simple Past instead.

Right: Veronica TRAVELED all over the word in 2007.

Finally, the Present Perfect can be used in –ing forms, infinitives or subordinate clauses to clarify an ambiguous sequence in time. For instance, the word when can mean either “at the same time” or “after”.

She WILL PAY you when you ASK her. (No Present Perfect)

= She will pay you at the same time as you ask her, or maybe just after.

She WILL PAY you when you HAVE TAKEN out the garbage. (Present Perfect)

= She will pay you clearly after you take out the garbage and have proven it!

**Past Perfect: The Earlier Action**

If two actions in a sentence occurred at different times in the past, we often use the Past Perfect tense for the earlier action and Simple Past for the later action. The Past Perfect is the “Past of the Past,” or the “Past Twice Removed” from the present time.

Past Perfect= HAD + Past Participle

Do not use Past Perfect simply for “long ago” without a latter past moment. Even a long-ago moment can be referred to with Simple Past: *An asteroid STRUCK the earth millions of years ago.*

Note that we do not always use the Past Perfect for earlier actions. In general, you should use Past Perfect only to clarify or emphasize a sequence of past events. The earlier event should somehow have a bearing on the context of the later event. Moreover, if the sequence is already obvious, we often do not need Past Perfect.

A sequence of verbs with the same subject does not require Past Perfect. Rather, use the Simple Past for all the verbs.

Antonio DROVE to the store, and Cristina BOUGHT some ice cream.

In the sentence above, which has two main clause linked by and, we are not emphasizing the order of event (although drove probably happened before bought). Clause linked by and or but do not require the Past Perfect as a general rule.

Laura LOCKED the deadbolt before she LEFT for work.

Likewise, we already know that locked happens before left because of the word before. The word before and after indicate the sequence of events clearly and emphatically enough to make the use of the Past Perfect unnecessary.

Also note that the later past event does not need to be expressed with a Simple Past tense verb. You could just use a date or another time reference.

Using this construction, you can even make a tricky sentence in which the first clause expresses an early action in Simple Past. Then, a second clause expresses a later action in Past Perfect to indicate continued effect (by a still later past time).

The band U2 WAS just one of many new groups on the rock music scene in the early 1980’s, but less than ten years later, U2 HAD fully ECLIPSED its early rivals in the pantheon of popular music.

* Because Cole was wearing a helmet when he was struck on the head by a falling coconut ten years ago, he escaped serious injury in that episode.

Was wearing: the verb needs to be in the past progressive because the action of wearing the helmet is a background state of affairs that was happening when the foreground event (the fall of the coconut) occurred.

Escaped: the verb has to be in the simple past because we are told that the escape occurred at a specific time in the past (ten years ago, inthat episode).

* She had already woken up when the phone rang.

The word already requires this use for a momentary action such aswake up, when placed prior to another past action. It would be fine to say She was already awake when the phone rang, because was awake is a state and thus takes up time. In that case, already would indicate that this state was in effect before the phone rang. However, when you use already with the simple past of a momentary action, you convey a present perfect meaning. As your spouse shakes you out of bed, you might say I already woke up, but in proper English you should say I HAVE already woken up. In other words, the action is complete, AND the effect (your wakefulness) continues to the present. In the sample sentence, since we want the subject’s wakefulness to continue up through some point in the past (when the phone rang), we must use the past perfect of wake up.

* By the end of the Apollo program, twelve Americans had walked on the moon.

The past perfect is required because the twelve Americans did their walking before the end of the Apollo program. Here the phrase end of the Apollo program functions much like a specific date in the past.

* 如果出现过去完成时，一定要找与之相称的另一件过去的事情。==>一般是一个一般过去时，但不排除是某个类似【by the year of 1945】这样的表达，
* Over +数字 +years,用过去完成时
* *at the start of the 1991 track season, the world record in the men's long jump****had stood****for 23 years.*

the start of the '91 season is the *second* time marker, the first being the time at which the record was set. (the 'arrow of relevance' on the timeline would be 23 years long, pointing to 1991, so the past perfect is appropriate again.)

In 1981 children in the United States spent an average   
of slightly less than two and a half hours a week doing   
household chores; by 1997 that figure had grown to nearly   
six hours a week

**Perfect Tenses: Only When Necessary**

Do not use the perfect tenses when the simple tenses will do. The GMAT prefers simplicity.

You should use the perfect tenses only when you can justify them with the rules described in these sections. If an action began in the past and continues into the present (or its effect does), use the Present Perfect tense. If one action in the past precedes another, and you need to clarify or emphasize the time sequence, then use the Past Perfect tense. Otherwise, stick to the simple tenses.

**Tense Sequence**

Avoid mixing Present tense with Conditional tense. Likewise, avoid mixing Past tense with Future tense. The usual sequences are EITHER Present + Future OR Past + Conditional.（either…or二者选一）

**The Subjunctive Mood虚拟语气**

In English, most sentences express facts with the Indicative Mood陈述语气or commands with the Imperative Mood命令语气，祈使句. You can expect to see the Subjunctive Mood in two special situations:

1. Unlikely or unreal conditions (usually after if or a similar word)
2. Proposals, desires and requests formed with certain verbs and the word that

**The Hypothetical subjunctive**

We use the Hypothetical Subjunctive form in a few circumstances to indicate unlikely or unreal conditions. Principally, this form occurs after if, as if, or as though.

The basic form of the Hypothetical Subjunctive is equivalent to the Simple Past of every verb, with one exception. For the verb to be, the form were is always used. (The Simple Past of be is both were and was: I was, you were, he/she/it was, we/you/they were).

Its use has to do with unlikely or unreal conditions, not with past time.

**If…Then Constructions**

Sentences that use the word if do not always use the Hypothetical Subjunctive. Sentences with an if condition and a then outcome can follow any of several tense/mood patterns.

Note that the actual word then is frequently omitted. Also, the if clause does not have to appear first in the sentence. Here are the five common patterns of if…then sentences.

1. General Rule with no uncertainty

IF Sophie EATS pizza, THEN she BECOMES ill.

IF Present, THEN Present

This pattern is equivalent to whenever. WHENEVER Sophie EATS pizza, she BECOMES ill.

1. General Rule with some uncertainty

IF Sophie EATS pizza, THEN she MAY BECOME ill.

IF present, THEN Can or May

Here, the helping verbs can or may can be used to allow for a somewhat uncertain outcome.

1. Particular Case (in the future) with no uncertainty

IF Sophie EATS pizza tomorrow, THEN she WILL BECOME ill.

IF Present, THEN future

Another possibility for the Particular Case (in the present) is Present Perfect: If Sophie HAS EATEN pizza, then she WILL BECOME ill.

1. Unlikely Case (in the future)

IF Sophie ATE pizza tomorrow, THEN she WOULD BECOME ill.

IF Hypothetical subjunctive, THEN conditional

Here, the writer thinks that Sophie is unlikely to eat pizza tomorrow. The Conditional Tense (would) shows the hypothetical result of an unlikely or untrue condition. In place of would, the form could can be used to indicate improbability as well.

1. Case That Never Happened (in the past)

IF Sophie HAD EATEN pizza yesterday, THEN she WOULD HAVE BECOME ill.

IF Past Perfect, THEN Conditional Perfect.

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

'would' is used if the hypothetical is in the past tense, while 'will' (future tense) is used if the hypothetical is in the present tense (as is the case here).   
compare: *if you****tell****that joke again, i****will****punch you*.

虚拟语气的时态：be一般用were.

|  |  |  |
| --- | --- | --- |
| 时间 | 从句谓语形式 | 主句谓语形式 |
| 将来 | 动词过去式(be用were)  should + 动词原形  were to + 动词原形 | would / should / might / could + 动词原形 |
| 现在 | 动词过去式(be 用 were) | would / should / might / could + 动词原形 |
| 过去 | had +动词过去分词 | would / should / might / could have + 动词过去分词 |

* 虚拟，predict +will 很肯定的断定某事发生，没有与现实的语境相反

Predict +would 与现实相反，不用在肯定语境中

* XDF上课时老师说---without it 引导的含蓄条件句 可以代替IF引导的条件句, 而且在选项中优先选.

**The Command Subjunctive命令的虚拟语气**

The Command Subjunctive is used with certain Bossy Verbs, such as require or propose. Bossy Verbs tell people to do things.

BE ready before noon, Gary!

DISBAND, school board！

This form is also known as the Bare Form of the verb: the infinitive (to be, to disband) without the to. The bare form is like the Simple Present, with two important exceptions:(1) there is no –S on the end for third person singular (that the school board DISBAND, not DISBANDS), and (2) the form of the verb to be is always just be, not is, are, or am.

The subjunctive construction with a Bossy Verb is always as follows:

Bossy Verb + THAT + subject + Command Subjunctive

We PROPOSE THAT the school board DISBAND.

In British English, you can often use should in place of a Command Subjunctive. Never do so on the GMAT, which is based on American English.

With some of the most common Bossy Verbs, such as want, you cannot use the Command Subjective, but rather an infinitive (to + the bare form):

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

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

Common Verbs that take ONLY the Command Subjunctive when indicating desire: demand, dictate, insist, mandate, propose, recommend, request, stipulate, suggest

We demand THAT HE BE here.

Note: Propose can take an infinitive when there’s no second subject: The attorneys proposed to meet the following day.

Verbs that take ONLY the Infinitive: advise, allow, forbid, persuade, want

We allow HIM TO BE here.

Verbs that take EITHER the Command Subjunctive OR the Infinitive: ask, beg, intend, order, prefer, urge, require (pay particular attention to require)

We require THAT HE BE here. OR We require HIM TO BE here.

A few Bossy Verbs, most notably prohibit, take other constructions altogether:

The agency PROHIBITED Gary FROM WORKING on weekends.

The Command Subjunctive can also be used with nouns derived from Bossy Verbs, such as a demand or a request.

His demand THAT he BE paid full severance was not met.

Also, the Command Subjunctive is possible with It is X, in which X is an adjective, such as essential, that conveys urgency It is X is not commonly tested on the GMAT.

It is essential THAT Gary BE ready before noon.

Other adjectives conveying urgency include advisable, crucial, desirable, fitting, imperative, important, mandatory, necessary, preferable, urgent, and vital. Note also that you can use an infinitive in these constructions: it is essential for Gary to be ready before noon.

Avoid the use of the Command Subjective after whether. This usage is old-fashioned.

Wrong: I like ice cream. WHETHER it BE chocolate, vanilla, or any other flavor.

Right: I like ice cream, WHETHER it IS chocolate, vanilla, or any other flavor.

By the way, a few Bossy Verbs can be used in non-Bossy ways: Her presence suggests that she is happy. In this context, suggests means “probable means”; it is not acting Bossy. As always, pay close attention to the meaning!

* 在GMAT中，要求虚拟语气要比假定虚拟语气重要的多。

要求虚拟语气的结构：Bossy Verb+ that + subject + command subjunctive

例：We propose that the school board disband.

That 一定不能省，should一定不要加

并非所有的Bossy Verbs都用要求虚拟，也可能跟不定式。

例：The vice-president wants her to go to the retreat.

|  |
| --- |
| 只跟要求虚拟语气的动词 (只能跟that) |
| demand, dictate, insist, mandate, propose, recommend, request, stipulate, suggest |
| 只跟不定式的动词 |
| advise, allow, forbid, persuade, want |
| 两个都可以的动词 |
| ask, beg, intend, order, prefer, urge, require |

还有一些Bossy Verbs用的是其他结构，如prohibit from doing。

ps:区别advise与suggest的用法

没有 suggest sb. to do sth. 其余的一样。

**Active and Passive Voice**

In the active voice, the subject of the sentence performs the action. In the passive voice, the subject of the sentence has an action performed on it by someone or something else.

The passive voice is formed with a form of the verb to be, followed by the past participle. Do not use other verbs besides be, such as get, to form the passive voice.

Whoever actually performs the action in the sentence may follow the verb in a phrase headed by the preposition by (by the hungry students). Use by only for the actual doers of the action. Use through or because of when you want to describe any instrument or means, which might be an awkward or nonsensical subject in active voice.

Wrong: The pizza WAS accidentally EATEN BY a quirk of fate.

Wrong: A quirk of fate accidentally ate the pizza.

Right: THROUGH a quirk of fate, the pizza WAS accidentally EATEN.

If a by phrase is forced upon you (perhaps it’s not underlined), then you must use the passive voice.

Wrong: News of the moon landing repeated around the world BY people of all ages, all races, and all religions.

Right: News of the moon landing WAS repeated around the world BY people of all ages, all races, and all religions.

Only Transitive Verbs及物动词(verbs that take direct objects) can be written in the passive voice. For instance, you can eat something, so something can be eaten. Verbs that do not take direct objects should never be written in the passive voice.

**Is Passive Voice Ever the Correct Answer?**

The answer is YES, quite often! **Voice is a matter of choice.** Passive is sometimes longer or more awkward but still grammatically correct.

**Don’t be biased against the passive. Don’t use voice to eliminate answer**, except for the clearly incorrect issues indicated on the previous page. In fact, if you must resort to guessing between an active and a passive choice, with absolutely nothing else to go on, **pick passive**. You probably missed an error somewhere else in the active choice!

By the way, the passive voice is not always ugly. Sometimes it’s even stylistically preferable.

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

The shuttle launch TOOK place flawlessly and WAS SEEN on television.

* 连续使用两个被动句笨拙，定语从句一般不适用被动语态
* 主动语态>被动语态，尤其是前面一句话已经是被动语态的时候;此外，定语从句一般用主动而非被动
* 被动语态一些注意事项:

A)动词只能是be动词，不能是类似got等词

B)不及物动词没有被动形式

C)用by来接动作的发出者，用through/because of接方式或方法

D)有时候被动语态是可以接受的==>为了保证平行；为了保证冒号的正确运用

1. **Comparisons**

Comparisons are a form of parallelism that deserves special attention. As the name indicates, comparisons compare two parts of the sentence (or occasionally more).

To spot GMAT comparisons, you must first learn certain signal words or phrases. Once you find a comparison, identify the two parts of the sentence that are being compared to each other. Finally, ensure that these two parts are truly parallel, both structurally and logically.

Comparisons Signals:

Like as

Unlike as ( adj.) as

More than as much as

Less than as little as

Faster than as fast as

Different from the same as

In contrast to/with

The most important comparison signals are **Like, Unlike, As**, and **Than**. Whenever you see one of these four words, stop and find the two items being compared.

**Like vs. As**

Like and as are two very common comparison signals.

Like is a preposition. This means that **LIKE must be followed by nouns, pronouns, or noun phrases.** Never put a clause or a prepositional phrase after like! （Remember, a clause contains a working verb, one that can be the main verb in a sentence） You can correctly use like to compare two nouns.

LIKE her brother, Ava aced the test.

Note that like can be followed by gerunds (-ing forms used as nouns): LIKE swimming, skiing is great exercise.

On the other hand, as can be either a preposition (appearing with a noun) or a conjunction (appearing with a clause). You can correctly use as to compare two clauses. Again, however, you cannot use like to compare clauses.

Wrong: LIKE her brother DID, Ava aced the test.

Right: AS her brother DID, Ava aced the test.

* Like做对比时的位置:

1. X, like Y, V+O;

2. Like Y, X+V+O;

3. X+V+O, like Y. 所有对比的对象都是X

* as加名词不能表示比较，只能表示列举
* whereas+从句

**Keep Comparisons Parallel**

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

Frank’s build, LIKE his brother’s, is broad and muscular.

Frank’s build, LIKE that of his brother, is broad and muscular.

If the first noun were plural, we would use those instead: Frank’s toes, LIKE THOSE of his brother, are short and hairy.

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

I like running through forests MORE THAN walking through crowds.

**Omitted Words**

As we have already seen, you can often omit words in the second part of a comparison Possessive nouns provide one opportunity. All of the following sentences are correct.

My car is bigger than Brian’s [car]. My car is bigger than the Smiths’ [car].

My toes are longer than Brian’s [toes]. My toes are longer than the Smiths’ [toes].

Note that the possessing noun (Brian, the Smiths) can be singular or plural, regardless of whether the implied possessed noun (car, toes) is singular or plural. Any singular-plural combination is possible grammatically. You must simply make sure that the combination makes logical sense.

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

In general, you should put in the omitted words or appropriate Helping Verbs (such as be, do and have) only if you need to remove ambiguity.

Ambiguous: I like cheese more than Yvette. (Yvette could be subject or object)

Right: I like cheese more than Yvette DOES. (= than Yvette likes cheese)

Right: I like cheese more than I Do Yvette. (= than I like Yvette)

However, the GMAT occasionally allows unnecessary Helping Verbs.

Right: Apples are more healthy to eat than caramels.

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

Do not throw out an answer choice simply because of an unnecessary Helping Verb in the second term of a comparison.

**Comparative and Superlative Forms**

When comparing two things, use the Comparative Form of an adjective or adverb. When comparing more than two things, use the Superlative Form of an adjective or adverb.

Do not compare an adverb that ends in –ly by changing the ending to –er. This error is common in speech. Instead, add more.

Adrian runs QUICKLY. He runs MORE QUICKLY than Jacob.

However, some adverbs that do not end in –ly are made into comparatives by adding –er.

Adrian runs FAST. He runs FASTER than Jacob.

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

Wrong: I will have HIGHER bills OVER last year.

Right: I will have HIGHER bills THAN last year.

Always use than with a comparative form.

* A leopard cannot catch a wildebeest as fast as a cheetah.

This sentence is ambiguous because we cannot be sure what is being compared to what. Do we mean that the wildebeest is as fast as a cheetah?

A leopard cannot catch a wildebeest that runs as fast as a cheetah.

Or do we mean that the leopard catches the cheetah?

A leopard cannot catch a wildebeest as fast as it can a cheetah.

Or do we mean that the cheetah catches the wildebeest?

A leopard cannot catch a wildebeest as fast as a cheetah can.

* Thomas is more interested in video games than his girlfriend.

This sentence is ambiguous.

Right: Thomas is more interested in video games than his girlfriend is.

Thomas is more interested in video games than (he is) in his girlfriend.

**用动词表达倍数**

1. Double/triple/quadruple/quintuple/sextuple….这些动词可以做adj.(double还可以做adv. Predeterminer前限定词)

Sth. Double sth. Something is doubled something double(adj.)

1. 几个永远错误的形式：

* Produce double; a doubling of; produce a doubling
* As much as twice the apples (much与apples 矛盾) 要改为 twice as many apples as; something double something
* 这几个动词可以用主动也可以用被动，但是不能和as搭配

**表达倍数的adj**

Twofold, threefold, fourfold, tenfold等。以twofold为例，其意思为two times as much or as many of something。该类词为adj. 多用于构成adj.+n.的词组，如： a threefold increase in revenue, 少用于比较两个事物之间的关系

**对主谓宾全的句型**

* 主语比较： A do sth than B do (AB为对等名词，加do是为了显示这是一个可以发出动作的名词，因而确定是主语，进而确定是主语对比)
* 宾语比较： A do C1 than C2 (C1, C2为对等名词)
* 状语比较： A do sth than usual/ever before/people expected（直接加状语）

**What引导的比较状语从句**

what = just as,但是还是有不同 ；意为“恰像，犹如，好比”用作连词,引导比较状语从句

(1) 惯用句式是：A is to B what C is to D. 意为“A对B而言正如C对D一样”例如：

Air is to us What water is to fish. 空气对于我们犹如水对于鱼。(介词to表示两者的关系)

(2) 也有“A is for B what C is for D.”句式。例如：

Poultry is for the cook what canvas is for the paint. 厨师离不了家禽正如画家离不开画布一样。（介词for表示“供…使用”）

(3) what 引导的从句也可以放在句首,其句式是: What C is to D, that A is to B.(= A is to B what C is to D.)

在这一结构中，喻体在前，主体在后，相当于“just as...,so...”结构,意思也是“A对B而言正如C对D一样”例如:

What blood vessel is to a man's body, that railway is to transportation.（=Just as blood vessel is to a man's body, so Railway is to transportation.）铁路对于运输,好比血管对于人体一样。

(4) 需要注意的是what不可以直接被just as替换，just as需要有遵循属于自己的平行比较格式

* 看到although, even though, while等词的时候，也要有反应。此时，也是对比，要努力搞清什么和什么对比：【是横向两个事物，纵向不同情况？亦或是整体和个体，或两个看似矛盾的事情？】总之，要抓到矛盾点。
* while本身有歧义，看见时心里就倾向于把它归为loser
* whereas = while（while前后句子之结构要求并列相对）
* whereas/while连接的平行比较只要求对比的核心逻辑上有对称关系，不要求对称位置必须是对称名词，即不要求含义上绝对的平行，核心意思平行即可。下面句子中主从句的主语分别是energy和nuclear power并不是对称名词，但是对比的核心都是“核能发电占总产出能量的份额”：

如OG12-131 Over 75 percent of the energy produced in France derives from nuclear power, whereas nuclear power accounts for just over 33 percent of the energy produced in Germany.

\*：但是如果whereas后面接介词短语，那么主句的开头也必须需要是介词短语(whereas后出现介词短语或者状语都会非常对称)，如果whereas后接单纯主谓宾（或主系表），主句也要尽量用单纯的主谓宾（或主系表）来对应，

* 标准书面语中，like/unlike后只加名词(不一定具体名词)表比较，不能加不定式短语,分词短语(prep 1-54 unlike cooking with speices错),句子或介短。（后面接这些东西的时候unlike要改为whereas等等）。

like/unlike是严格的硬梆梆比较，比较对象必须严格对等，中间不能插入任何成分比如介词短语

* compared with直接跟在逗号后面可以修饰逗号前面名词短语的核心词：

Example：

In the United States, while the number of foreign-born residents and their children is higher than ever, the percentage of the population they represent is not; in 1910 this group made up 35 percent of the population, compared with 20 percent in 2000.

* Compared with也可以修饰前面整个分句，compared with后面的名词与主语比较：

Example:

Today, more than 43 percent of Californians under the age of eighteen are Hispanic, compared with about 35 percent a decade ago.

In the United States, Fifty-two percent of high school graduates go on to college, compared with thirty-five percent in Canada and fifteen percent in Great Britain, Japan, and West Germany.

One baby in four is now born to a mother aged thirty or older, compared with just one in six in 1975.

* as compared to/with中as指代前面整句的核心含义：

A recent review of pay scales indicates that, on average, CEO's now earn 419 times the pay of blue-collar workers, as compared to 42 times their pay, the ratio in 1980.

**比较的固定搭配**：

A as…as…or adj.er than B

A at least as adj.er as B

*I am likely to****eat more cheese****than my wife*  
*I am likely to****eat more cheese****than my wife****does***  
*I am likely to****eat more cheese****than my wife****will***  
*I am likely to****eat more cheese****than my wife****can***  
--> all fine.  
now we're talking about the quantity of cheese, not the likelihood.  
  
*I am****more likely****to eat cheese than my wife****does/will/can***  
--> nonsense.  
if you want to quantify why it's nonsense, think about the fact that the left side would be measured as 50% likely, 70% likely, etc., whereas the right side would be measured as 8 ounces of cheese, 100 grams of cheese, etc.

The best way to fix that sentence would be to dump the helping verb entirely, because it's not necessary.  
***I****am more likely to eat cheese than****my wife****.*  
  
(Obviously I am not thinking about eating my wife, so this sentence is perfectly clear and unambiguous.)

as noted above, you'd be best off dumping the "is" entirely. It's unnecessary (and somewhat annoying for the reader).  
  
But, if you insist on including it...  
  
\* If it just says "my wife", then you can put "is" in either location.  
*I am more likely to eat cheese than my wife is.*  
*I am more likely to eat cheese than is my wife.*  
The second one is a bit weird, but it's not wrong.  
  
\* If "my wife" is followed by a modifier, then "is" goes before.  
*I am more likely to eat cheese than is my wife, who does not tolerate lactose well.*  
(If "is" is after the modifier, the sentence becomes essentially impossible to read in one shot.)

Many teenagers undergo stress, but results of a recent study indicate that the patterns of stress that girls experience are more likely to result in depression than are those that boys experience. （right）

Sometimes when making comparisons we leave out unnecessary words in order to make the sentence more concise:   
  
**John swims faster than Mary.**   
  
The meaning of this sentence is that John swims faster than Mary *swims*. The second *swims*is omitted because the comparison is clear without it.   
  
A more complex example:   
  
**Prices are higher than were expected.**   
  
The meaning of this sentence is that prices are higher than **they were expected to be**.   
  
In the SC above:   
  
**...the alliance...would enable customers to receive internet data...at speeds much higher than are currently possible.**   
  
The meaning is that *the alliance...would enable customers to receive internet data...at speeds much higher than speeds that are currently possible*.   
  
Leaving out words in a comparison is called ellipsis. As long as the comparison is clear -- and as long as the sentence isn't comparing the wrong things -- there is no error.

1. **Idioms**

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

1. SPOT the suspect idiomatic expression. Compare answer choices to find the core words and all variations. Include non-underlined words as necessary.
2. EXTRACT the various form of the idiom and put them into simpler sentences that you can easily compare.
3. REPLACE the corrected idiom in the sentence and confirm that it works.

**Idiom List**

Label Definition

RIGHT Expressions that the GMAT considers correct

SUSPECT Expressions that the GMAT seems to avoid if possible. These expressions are sometimes grammatically correct, but they may be wordy, controversial, or simply less preferred than other forms.

WRONG Expressions that the GMAT considers incorrect.

橙色是most important and prevalent in GMAT

## ABILITY

RIGHT: I value my ABILITY TO SING.

(Note: I CAN SING is preferred to I HAVE THE ABILITY TO SING)

Ability of sb./something to do sth.

Sb’s ability to do sth

ability to do sth.有能力做某事

ability of sth./sb. 某某某的能力

WRONG: I value my ABILITY OF SINGING.

I value my ABILITY FOR SINGING.

I value the ABILITY FOR me TO SING.

## ACCOMPANY

not accompany 比 unaccompany 表达更符合习惯

## ACCORD

according to 后面要跟法规的具体内容，而如果单说是根据什么什么法规，就要用in accordance with。

看according to 一般要连更为具体的内容，通常放在句首，或者句中作插入语，根据目前的Gmat题，不需要逻辑主语一致。

* **in almost all cases:   
  if "according to \_\_\_\_\_" is set off by commas, then it is citing a source or authority.  
  if "according to \_\_\_\_\_" is NOT set off by commas, then it means “with respect to”, “corresponding to”, “organized in terms of”, etc.**
* the proper use of “**in accordance with**” is restricted to *following rules, conventions, or established patterns*.   
  so, for instance:   
    
  \* *companies are screened in accordance with criteria such as protection of human rights* --> INCORRECT, since no actual rule/convention has been stated here.   
    
  \* *companies A and B were eliminated from contention for the grant,****in accordance with the requirement****that companies must not have any human rights violations on their record* --> CORRECT; "in accordance with" a stated rule   
    
  \* *we dispose of all the motor oil at approved recycling sites, in accordance with federal regulations* --> CORRECT; "in accordance with" explicitly mentioned rules.
* *according to* can also be used to attribute a quote or saying:   
  *according to cyril connolly, lazy people often find it difficult to stop working once they've started.*   
  you can't do that with "in accordance with".   
    
  *in accordance with* can be used to show that some phenomenon is consistent with some principle: *in accordance with the principles of classical liberalism, the debate moderators allowed the expression of all points of view, from the mundane to the absurd.*   
  you can't do that with "according to".
* "according to..." is a phrase you use when you name the person or source from which some information/opinion/etc. comes.  
  *according to GMAC, the GMAT exam is designed to measure test-takers' reasoning abilities, not their knowledge of particular content.*

## ACT

RIGHT: The bay ACTED AS a funnel for the tide. （= functioned as）

My friend ACTED LIKE a fool. (= behaved in a similar manner)

SUSPECT: The bay ACTED LIKE a funnel for the ride.

Note: ACT LIKE must be used only with people. This claim is contradicted by other published problems. The way to resolve this issue is to ask whether the author intends metaphorical comparison (= LIKE) or actual function (=AS). If “actual function” is possible, use AS.

## ADVICE

Persuade and Advice: ~sb/sth to do; ~sb/sth that clause

## AFFECT/EFFECT

RIGHT: The new rules will AFFECT our performance.

SUSPECT: The new rules will HAVE AN EFFECT ON our performance. (wordier)

WRONG: The new rules will CAUSE AN EFFECT ON our performance.

## AFTER

RIGHT: AFTER the gold rush, the mining town collapsed.

SUSPECT: FOLLOWING the gold rush, the mining town collapsed. (ambiguous).

## AGGRAVATE

RIGHT: His behavior AGGRAVATED the problem. (= made worse)

WRONG: His behavior WAS AGGRAVATING TO the problem. (=was annoying to)

## AGREE

RIGHT: They AGREE THAT electrons EXIST.

Electrons are particles THAT physicists AGREE EXIST.

SUSPECT: There is AGREEMENT AMONG them THAT electrons exist.

They AGREE electrons EXIST. (AGREE THAT is preferred)

Electrons are particles THAT physicists AGREE ON AS EXISTING.

WRONG: There is AGREEMENT AMONG them TO THE FACT THAT electrons exist.

Electrons are particles physicists AGREE THAT EXIST.

Electrons are particles physicists AGREE TO EXIST.

## AID

RIGHT: She AIDS her neighbor.

She provides AID TO victims. AID FOR victims is available.

Her AID IN WALKING the dog was appreciated.

WRONG: Her AID TO WALK the dog was appreciated.

## AIM

RIGHT: We adopted new procedures AIMED AT REDUCING theft.

We adopted new procedure WITH THE AIM OF REDUCING theft.

Aim +be + to do

SUSPECT: We adopted new policies, THE AIM OF WHICH was TO REDUCE theft.

WRONG: We adopted new policies WITH THE AIM TO REDUCE theft.

## ALLOW

RIGHT: The holiday ALLOWS Maria TO WATCH the movie today. (=permits)

Maria WAS ALLOWED TO WATCH the movie.

The demolition of the old building ALLOWS FOR new construction.

(=permits the existence of)

Allow that 承认

Allow for 考虑到，允许

Allow sb. to do sth.允许

Allow something to be done

Allow: ~ sb/sth to do

WRONG: The holiday ALLOWED FOR Maria TO WATCH the movie.

The holiday ALLOWED Maria the WATCHING OF the movie.

The holiday ALLOWS THAT homework BE done (or CAN BE done).

Homework is ALLOWED FOR DOING BY Maria.

The ALLOWING OF shopping TO DO (or TO BE DONE).

Allow sb. +动作性名词 错

Allow + 动作性名词 错

ALTHOUGH See BUT

AMONG See BETWEEN

## AND

RIGHT: We are concerned about the forests AND the oceans.

We are concerned about the forests, the oceans, AND the mountains.

We work all night, AND we sleep all day. (note the comma before AND)

SUSPECT: We are concerned about the forests AND ALSO the oceans.

We work all night AND we sleep all day. (link 2 clauses with comma + AND)

WRONG: We are concerned about the forests, ALSO the oceans.

## ANNOUNCE

* announce something to somebody 或者 announce to somebody something (相当于宾语后置)
* announce a decision/intention/plan (在这个时候如果plan等后面接to do不会产生to do做状语修饰announce的歧义)\*:The government has announced plans to create 10,000 new jobs.
* announce (that) 可省略 prep 08 212. (GWD-26-Q23)
* announce somebody/yourself 通报...的到达;通知...已准备好（注意这个短语有专门意思）
* 错误用法：announce to do/be sth.

## ANXIETY

RIGHT: His ANXIETY ABOUT his company’s future is ill-founded.

His ANXIETY THAT his company MAY BE SOLD is ill-founded.

WRONG: His ANXIETY ABOUT his company MAY BE SOLD is ill-founded.

## APPEAR

RIGHT: Imperfections APPEAR AS tiny cracks. (=show up as)

He APPEARS CONFUSED. (=seems)

The dinosaurs APPEAR TO HAVE BEEN relatively smart.

IT APPEARS THAT the dinosaurs WERE smart.

appear to do/appear to have been看起来像

WRONG: He APPEARS AS confused.

The dinosaurs APPEARED AS smart.

## APPLY

RIGHT: The rules APPLY TO all of us.

WRONG: All of us ARE SUBJECT TO THE APPLICABILITY OF the rules.

## AREA

在…方面要用in … area(s)

## AS

RIGHT: AS I walked, I became more nervous. (=during)

AS I had already paid, I was unconcerned. (=because, since)

AS we did last year, we will win this year. (= in the same way)

JUST AS we did last year, we will win this year. (= in the same way)

AS the president of the company, she works hard. (=in the role of)

AS a child, I delivered newspapers. (= in the stage of being)

My first job was an apprenticeship AS a sketch artist.

AS PART OF the arrangement, he received severance.

As a mean to

SUSPECT: AS A PART OF the arrangement, he received severance.

WRONG: My first job was an apprenticeship OF a sketch artist.

They worked AS a sketch artist. (needs to agree in number)

WHILE BEING a child, I delivered newspapers.

AS BEING a child, I delivered newspapers.

WHILE IN childhood, I delivered newspapers.

## AS…AS

RIGHT: Cheese is AS GREAT AS people say.

Cheese is Not AS great AS people say.

We have AS MANY apples AS need to be cooked.

We have THREE TIMES AS MANY pears AS you.

We have AT LEAST AS MANY apples AS you.

We have 10 apples, ABOUT AS MANY AS we picked yesterday.

His knowledge springs AS MUCH from experience AS from schooling.

His knowledge springs NOT SO MUCH from experience AS from schooling.

He wins frequently, AS MUCH because he plays SO hard AS because he cheats.

As + adj./adv.+ as

SUSPECT: Cheese is NOT SO great AS people say.

We have AS MANY apples AS OR MORE apples THAN you.

We have AS MANY apples AS THERE need to be cooked.

He wins frequently, AS MUCH because he plays AS hard AS because he cheats.

WRONG: Cheese is SO great AS people say.

Cheese is SO great THAT people say.

Cheese is AS great THAT people say.

We have AS MANY apples THAN you.

We have SO MANY apples AS you.

We have AS MANY OR MORE apples THAN you.

We have 10 apples, ABOUT EQUIVALENT TO what we picked yesterday.

His knowledge springs NOT from experience AS from schooling.

## AS HARD AS

"not as hard as" needs to be followed by a noun, not an action;

For example, we could say:   
  
Bob's head is not as hard as Fred's;   
  
but we can't say:   
  
Bob's head is not as hard as to make Fred's would be.

## AS HIGH AS

the phrase 'as high as' should be followed by **one** value, not a range.   
*some of our players weigh as much as 300-325 pounds* --> bad phrasing   
*some of our players weigh as much as 325 pounds* --> good phrasing

## AS IS THE CASE

"As is the case" - is a clause....

in any case, you should know that '...is/was the case' has the authority to stand for an impressive variety of things, including entire clauses. ('Do so' has the same impressive powers, especially vis-a-vis 'do it', which is limited to situations featuring an actual 'it'.)

“is/was the case” is a construction that is allowed to stand for the *entire idea* in the rest of the comparison; it does not require any sort of grammatical parallelism

imagine that a newspaper contains the following sentence:   
  
*as was the case in post-world-war-i germany, hyperinflation has been causing general unrest and panic throughout country x.*   
  
notice that there are other ways you could write this thing; for instance, you could write something like 'as it did in ... germany' (where 'it' stands for hyperinflation in this case). however, the italicized version is preferable, because the emphasis of the sentence is on the fact that the *situations* are similar. (if the sentence appeared in a context of facts about hyperinflation and its effects, the latter version would be more acceptable.)

## AS LONG AS

RIGHT: I will leave, AS LONG AS it IS safe.

I will leave, SO LONG AS it IS safe.

I will leave, PROVIDED THAT it IS safe.

SUSPECT: I will leave, BUT is HAS TO BE safe.

WRONG: I will leave, BUT it BE safe.

## AS…SO

RIGHT: AS you practice, SO shall you play. (= in the same way or manner)

JUST AS you practice, SO shall you play. (= in the same way or manner)

JUST AS you practice piano regularly, you should study regularly.

(=in the same way; the situations are analogous)

WRONG: You practice, SO shall you play.

JUST LIKE you practice, SO shall you play.

## ASK

RIGHT: I ASKED FOR his AID.

He ASKED her TO GO to the store.

He ASKED THAT she GO to the store. (subjunctive)

WRONG: He ASKED THAT she SHOULD GO to the store.

## ATTIRIBUTE

RIGHT: We ATTRIBUTE the uprising TO popular discontent.

WRONG: We ATTRIBUTE the uprising AS popular discontent.

## ATTEMPT

Attempt to do

## AVERAGE

RIGHT: Tech COMPANIES are as likely as the AVERAGE COMPANY to fail.

WRONG: Tech COMPANIES are as likely as the INDUSTRY AVERAGE to fail.

## AVOID

Avoid it = exempt

## AWARE

RIGHT: AWARE OF the danger, he fled.

AWARE THAT danger was near, he fled.

WRONG: WITH AN AWARENESS THAT danger was near, he fled.

WITH AN AWARENESS OF the danger, he fled.

## BAN

RIGHT: They passed a BAN PROHIBITING us FROM CARRYING bottles.

WRONG: They passed a BAN that we CANNOT CARRY bottles.

## BASED ON

RIGHT: The verdict was BASED ON the evidence.

The jury reached a verdict BASED ON the evidence.

WRONG: BASED ON the evidence, the jury reached a verdict.

(The jury was not itself BASED ON the evidence)

## BECAUSE

RIGHT: BECAUSE the sun SHINES, plants grow.

Plants grow BECAUSE the sun SHINES.

BECAUSE OF the sun, plants grow.

BY SHINING, the sun makes plants grow.

Plants grow, FOR the sun shines. (grammatically correct but very formal)

SUSPECT: Plants grow BECAUSE OF the sun, WHICH SHINES.

Plants are amazing IN THAT they grow in the sun. (correct but wordy)

The growth of plants IS EXPLAINED BY THE FACT THAT the sun shines.

(correct but wordy)

WRONG: Plants grow BECAUSE OF the sun SHINING.

Plants grow AS A RESULT OF the sun SHINING.

BECAUSE OF SHINING, the sun makes plants grow.

ON ACCOUNT OF SHINING or ITS SHINING, the sun makes plants grow.

BECAUSE the sun SHINES IS the REASON that plants grow.

The ABILITY OF plants TO grow IS BECAUSE the sun shines.

BEING THAT the sun shines, plants grow.

The growth of plants IS EXPLAINED BECAUSE OF the shining of the sun.

The growth of plants IS EXPLAINED BECAUSE the sun shines.

## BESIDE

if you have *besides* + verbING, then you don't necessarily have to have this exact structure in the other half of the sentence -- in fact, if you need a verb, then you *can't* have this structure in the other half (because "ing" constructions by themselves are not verbs).  
for instance:  
*besides running, i also swim and ride a bike.*  
--> this is correct; it's as good as the parallelism is going to get. you can't say "besides run" (not idiomatic -- "besides" has to be followed by something that plays the role of a noun, which is why a gerund works), and you can't say "i running".

## BEING

RIGHT: BEING infected does not make you sick.

The judges saw the horses BEING led to the stables.

WRONG: BEING an advocate of reform, I would like to make a different proposal.

Note: The word BEING is often wordy or awkward. However, having caught on to the “BEING is wrong” shortcut, the GMAT problem writers have created a few problems that force you to choose BEING. BEING appears in many more wrong answers than right one. But BEING *can* be used correctly as a gerund or as a participle. In the end, you should pick a BEING answer only if you are 100% sure that the other answer choices are wrong for clear grammatical reasons.

BEGIN

RIGHT: The movement BEGAN AS a protest. (= was born as)

The movement BEGAN WITH a protest. (= protest was the first part)

The protest BEGAN a movement. (= caused)

WRONG: The movement WAS BEGUN FROM a protest.

## BELIEVE

RIGHT: She BELIEVES THAT Gary IS right.

She BELIEVES Gary TO BE right.

IT IS BELIEVED THAT Gary IS right.

Gary IS BELIEVED TO BE right.

SUSPECT: Gary IS BELIEVED BY her TO BE right.

## BETWEEN

RIGHT: A battle ensued BETWEEN the reactionaries AND the radicals.

A skirmish ensued AMONG the combatants. (more than 2 parties)

WRONG: A battle ensued BETWEEN the reactionaries WITH the radicals.

A battle ensued AMONG the reactionaries AND the radicals.

A battle ensued AMONG the reactionaries WITH the radicals.

## BORDERS

RIGHT: WITHIN the BORDERS of a country.

WRONG: IN the BORDERS of a country. INSIDE the BORDERS of a country.

## BOTH…AND

RIGHT: She was interested BOTH in the plants AND in animals

She was interested in BOTH plants AND animals.

WRONG: She was interested BOTH in plants AND animals

She was interested BOTH in plants AS WELL AS in animals.

She was interested BOTH in plants BUT ALSO in animals.

## BOTHER

(not) bother to do sth. He didn’t bother to answer the question.

Not bother about/with He didn’t bother with a reply.

(not) bother doing sth. Many young people didn’t bother voting.

## BRING

Bring A with B 和 bring with B A 意思一样

## BUT

RIGHT: I STUDY hard BUT TAKE breaks.

I STUDY hard, BUT I TAKE breaks.

ALTHOUGH I TAKE frequent naps, I STUDY effectively.

DESPITE TAKING frequent naps, I STUDY effectively.

I TAKE frequent naps, YET I STUDY effectively.

SUSPECT: DESPITE THE FACT THAT I TAKE frequent naps, I STUDY EFFECTIVELY.

Although a frequent napper, I STUDY effectively.

(ALTHOUGH should generally be followed by a clause)

WRONG: I STUDY effectively ALTHOUGH TAKING frequent naps.

ALTHOUTH I TAKE frequent naps, YET I STUDY effectively.

ALTHOUGH I TAKE frequent naps, AND I STUDY effectively.

DESPITE TAKING frequent naps, YET I STUDY effectively.

## BUY

buy on credit是"分期付款/赊购"的固定用法，buy后面可以不需要宾语，但跟上宾语也没有问题

## BY

By means of…./ by way of…. 通过…方式

By + doing doing是动名词形式，描述的是动作的发生

By+n. n.是对动作的单独描述

## CALL

Call+宾语+宾补

## CAMPAIGN

campaign for/against

## CAN

RIGHT: The manager CAN RUN the plant.

The plant CAN CAUSE damage.

* can, able to, capable of doing的区分： 先说用法：can可以跟人，可以跟物，表达的是一种主观，"能或不能"；be able to一定程度上是可以和can互换的，看时态和用法；
* be capable of doing表示"客观的能/可以"，就是客观上"可不可以"，并不是主观上"能不能",主语可以是人可以是物。 其他用法：the ability of sb. to do sth. capability of sb. to do/ of doing
* 错误用法：ability+ of doing/ ability +for sb to do/ability+ for doing的说法。

SUSPECT: The manager IS ABLE TO RUN the plant.

The manager IS CAPABLE OF RUNNING the plant.

The manager HAS THE ABILITY TO RUN the plant.

The manager HAS THE CAPABILITY OF RUNNING the plant.

It is POSSIBLE FOR the plant TO CAUSE damage.

The plant POSSIBLY CAUSES damage.

The plant HAS THE POSSIBILITY OF CAUSING damage.

Note: ALL of these suspect forms are grammatically correct but wordier than CAN.

## CAPABILITY

Capability to do; GMAT认为capability of X-ing/in X-ing 是wordy/awkward

Capability to do 没有ability to do简洁，但不可以就此判错

able to be done；capable of being DONE；unable to be done都是不合理的，自己翻一下

someone/something is capable OF something (noun)  
She is capable of running swiftly.  
  
someone/something has the capability TO do (verb) something  
She has the capability to run swiftly.  
  
not as common: someone/something has the capability of someone or something else (noun)  
She has the capability of a gazelle.

## CASE

As be the case (as was the case)表比较，后者是前面概述的一个情况

As be the case (with)…是as the case be的倒装形式

In which case 在这种情况下

In which case: you say in that case or in which case to indicate that what you are going to say in true if the possible situation that has just been mentioned actually exists.

## CHARGE

Charge a price for sth. That seaside hotel charges exorbitant prices during the summer holidays.

Charge做n.时的用法：Change in； Change of； Change from A to B

## CHANCE

RIGHT: I have ONE CHANCE IN A THOUSAND OF WINNING tonight.

WRONG: I have ONE CHANCE IN A THOUSAND FOR WINNING tonight.

I have ONE IN A THOUSAND CHANCES TO WIN tonight.

I have ONT CHANCE IN A THOUSAND THAT I WILL WIN tonight.

I have ONE CHANCE IN A THOUSAND FOR ME TO WIN tonight.

It is incorrect *in this particular scenario*, because 'chance to' is NOT used when 'chance' refers to a mathematical probability (as it does in this context). in the case of mathematical probabilities, you can *only* use 'chance **of**'.   
for instance, you can't say *this treatment has a 70% chance to cure the disease*; you have to say *chance of curing*.

## CITE

Cite as

## CLAIM

RIGHT: They CLAIM THAT they CAN read minds.

They CLAIM TO BE ABLE to read minds.

Claim that

Claim to do(be)

Claim sb/sth As sth

没有claim…doing的用法

SUSPECT: They CLAIM the ABILITY to read minds.

They CLAIM they CAN read minds.

WRONG: They CLAIM BEING ABLE to read minds.

## COMPARE

as compared to/with 省略了主语和系动词，是惯用法

## COMPARABLE

RIGHT: Costs are rising, but incomes have not increased COMPARABLY.

WRONG: Costs are rising, but incomes have not increased TO A COMPARABLE EXTENT.

## COMPARED/COMPARISON

RIGHT: IN COMPARISON WITH (or TO) horses, zebras are vicious.

A zebra can be COMPARED TO a horse in many ways.

COMPARED WITH a horse, however, a zebra is very hard to tame.

Note: The GMAT ignores the traditional distinction between COMPARED TO (emphasizing similarities) and COMPARED WITH (emphasizing differences).

SUSPECT: AS COMPARED WITH (or TO) horses, zebras are vicious.

WRONG: WHEN COMPARED TO horses, zebras are vicious.

Zebras are MORE vicious COMPARED TO horses.

## COMPILE

Be compiled by sb.

Be compiled with sth.

## CONCEIVE

RIGHT: He CONCEIVES OF architecture AS a dialogue.

(cannot) conceive of (doing) something

conceive that （不用虚拟语气）

conceive of something/somebody as something

conceive what/why/how etc

conceive sth. (such as idea)

conceive of X as Y

SUSPECT: His CONCEPTION OF architecture IS AS a dialogue.

WRONG: He CONCEIVES OF architecture TO BE a dialogue.

## CONCLUDE

Conclude by doing sth./ concluse with sth. 以…结束，借此后面接的是结束的方式、行为

She **concluded by** saying she was proud to be from Salford.

Each chapter **concludes with** a short summary.

Conclude to: 达成…而结束

* Conclude可以做及物动词也可以做不及物动词

## CONFIDENCE

RIGHT: We have CONFIDENCE THAT the market WILL RECOVER.

SUSPECT: We have CONFIDENCE IN the market’s ABILITY TO RECOVER.

WRONG: We have CONFIDENCE IN the market TO RECOVER.

## CONNECTION

RIGHT: There is a strong CONNECTION BETWEEN his grades AND his effort..

WRONG: There is a strong CONNECTION OF his grades AND his effort.

## CONSIDER

RIGHT: I CONSIDER her a friend. I CONSIDER her intelligent. Consider +宾语+宾补

Note: You can switch the order of the two objects, if one is long.

I CONSIDER illegal the law passed last week by the new regime.

The law IS CONSIDERED illegal.

consider sth. sth.;

consider that …..

SUSPECT: The judge CONSIDERS the law TO BE illegal.

WRONG: The judge CONSIDERS the law AS illegal (or AS BEING illegal).

The judge CONSIDERS the law SHOULD BE illegal.

The judge CONSIDERS the law AS IF IT WERE illegal.

## CONTEND

RIGHT: They CONTEND THAT they can decipher the code.

WRONG: They CONTEND they can decipher the code.

They CONTEND the code TO BE decipherable.

They CONTEND the ABILITY to decipher the code.

## CONTINUE

RIGHT: The danger will CONTINUE TO GROW.

SUSPECT: The danger will CONTINUE GROWING. (correct but apparently not used)

WRONG: The danger will CONTINUE ITS GROWTH.

The danger will CONTINUE GROWTH.

The danger will CONTINUE ITS GROWING.

## CONTRAST

RIGHT: IN CONTRAST WITH the zoo, the park charges no admission.

IN CONTRAST TO the zoo, the park charges no admission.

UNLIKE the zoo, the park charges no admission.

WRONG: AS CONTRASTED WITH the zoo, the park charges no admission.

IN CONTRAST TO the zoo, CHARGING admission, the park does not.

## CONVINCE

RIGHT: She was CONVINCED THAT she had been robbed.

SUSPECT: She was OF TIME CONVICTION THAT she had been robbed.

## COST

RIGHT: Pollution COSTS us billions IN increased medical bills.

SUSPECT: The COST OF pollution TO us is billions IN increased medical bills.

WRONG: Increased medical bills COST us billions BECAUSE OF pollution.

## COULD

RIGHT: You COULD DO anything you want.

SUSPECT: You HAVE (or MAY HAVE) THE POSSIBILITY OF DOING anything you want.

WRONG: You COULD POSSIBLY DO anything you want.

## CREATE

RIGHT: We WILL CREATE a team TO LEAD the discussion.

WRONG: We WILL CREATE a team FOR LEADING the discussion.

## CREDIT

RIGHT: Hugo CREDITS Sally WITH good taste.

Sally IS CREDITED WITH good taste.

WRONG: Sally IS CREDITED FOR good taste (or FOR HAVING good taste).

Sally IS CREDITED AS a person with good taste (or AS HAVING good taste).

Sally IS CREDITED TO BE a person with good taste.

## CRIME

 the proper idiom is '...a crime *for* blah blah blah *to hold*...'

 Because of a law passed in 1933 making it a crime punishable by imprisonment for a United States citizen to hold gold in the form of bullion or coins, immigrants found that on arrival in the United States they had to surrender all of the gold they had brought with them.

## DANGER

RIGHT: We ARE IN DANGER OF FORGETTING the past.

SUSPECT: We ARE ENDANGERED BY FORGETTING the past.

WRONG: We ARE IN DANGER TO FORGET the past.

We HAVE A DANGER OF FORGETTING (or TO GORGET) the past.

## DATE

RIGHT: They DATED the artifact at three enturies old.

The artifact WAS DATED AT three centuries old.

WRONG: The artifact WAS DATED TO BE three centuries old.

The artifact WAS DATED AS BEING three centuries old.

you don't say "dated to be..."; you do say "dated at..."

1. 注意date to 后面是ago，而date at 后面是old。

|  |  |
| --- | --- |
| **date…..to可追溯sth到...几年，强调发生的时间点** | |
| P1-129 | The teeth and jawbones found in Tanzania by Dr. Mary Leakey and dating to 3.75 million years ago are the oldest reliably dated human fossils. |
| G21-34 | Scientists have dated sharp-edged flakes of stone found in the fine-grained sediments of adry riverbed in the Afar region of Ethiopia to between 2.52 and 2.60 million years ago, pushing back by more than 150,000 years the earliest date at which humans are known to have made stone tools. |
| **date….at年代判定、鉴别/ 年份有….年之久，强调发生到现在经过的时间有多长** | |
| G31-28 | Rock samples taken from the remains of an asteroid about twice the size of the 6-nuke-wide asteroid that eradicated the dinosaurs have been dated at 3.47 billion years old and thus are evidence of the earliest known asteroid impact on Earth. |
| G13-28 | Fossils of the arm of a sloth, found in Puerto Rico in 1991, have been dated at 34 million years old, making the sloth the earliest known mammal on the Greater Antilles islands. |

1. 另外date在OG 之可见用法如下：

**date back**: have its origin

**date from**: to reckon from some point in time

|  |  |
| --- | --- |
| 紫3 | Native American burial sites dating back 5,000 years indicate that the residents of Maine at that time were part of a widespread culture of Algonquian-speaking people．  一个5000年前的北美遗址指出在那时期的缅因州居民是广大的Algonquian-speaking people文化的一部份 |
| 紫90 | The concept of the grand jury dates from the twelfth century, when Henry II of England ordered panels of common citizens to prepare lists of suspected criminals in their communities. |
|  | Many of the earliest known images of Hindu deities in India date from the time of the Kushan empire and were fashioned either from the spotted sandstone of Mathura or from Gandharan grey schist. |

## DECIDE

RIGHT: She DECIDED TO START a company.

SUSPECT: Her DECISION WAS TO START a company.

## DECLARE

RIGHT: I DECLARED the election a fraud. I DECLARED the referendum invalid.

I DECLARED invalid the referendum that the new regime imposed.

They DECLARED THAT the election was a fraud.

SUSPECT: They DECLARED the election was a fraud. (DECLARE THAT is preferred)

The judge DECLARED the election TO BE a fraud.

WRONG: The judge DECLARED the election AS a fraud.

DECLINE See also NUMBER

RIGHT: The price of oil DECLINED. Oil DECLINED in price.

The DECLINE IN the price of oil was unexpected.

My friend’s reputation DECLINED.

WRONG: My friend DECLINED in reputation.

The DECLENSION IN the price of oil was unexpected (obsolete meaning).

## DEEM

Deem+宾语+宾补

## DEMAND

RIGHT: They DEMANDED THAT the store BE closed.

Their DEMAND THAT the store BE closed was not met.

WRONG: They DEMANDED the store TO BE closed.

They DEMANDED THAT the store SHOULD BE closed.

## DEPEND

RIGHT: The outcome DEPENDS ON WHETHER he CAN make friends.

SUSPECT: The outcome DEPENDS ON his ABILITY TO make friends.

## DESIGN

RIGHT: This window IS DESIGNED TO OPEN.

WRONG: This window IS DESIGNED SO THAT IT OPENDS.

This window IS DESIGNED SO AS TO OPEN.

## DETERMINE

RIGHT: The winner was DETERMINED BY a coin toss.

WRONG: The winner was DETERMINED THROUGH (or BECAUSE OF) a coin toss.

The winner was DETERMINED FROM (or AS A RESULT OF) a coin toss.

"determined by" and "determined from" are both legitimate idioms, but they have different meanings.  
"X is/was determined *by* Y" means that Y actually *causes/caused* X.  
"X is/was determined *from* Y" means that someone looks at evidence Y and, from that evidence, figures out X.  
  
for instance:  
*your personality can be determined from your handwriting* --> this sentence makes sense (people can look at your handwriting and deduce facts about your personality).  
*your personality can be determined by your handwriting* --> this sentence doesn't make sense (it implies that the way you write actually causes your personality to be a certain way).  
but...  
*some people think that your personality is determined by your genes* --> this sentence makes sense (people to think that your genetic makeup causes you to have certain personality traits)  
*some people think that your personality is determined from your genes* --> this doesn't make sense (it implies that people are looking at your genes and using them to guess what your personality is like).

## DEVELOP

RIGHT: The executive DEVELOPED her idea INTO a project.

The idea DEVELOPED INTO a project.

WRONG: An idea DEVELOPED ITSELF INTO a project.

## DIFFER/DIFFERENT

RIGHT: My opinion DIFFERS FROM yours.

My opinion IS DIFFERENT FROM yours.

WRONG: My opinion IS DIFFERENT IN COMPARISON TO yours.

Note: The form DIFFERENT THAN does not appear in the 10th,11th , or 12th Editions of the Official Guide. According to other style guides, you should use DIFFERENT FROM, rather than DIFFERENT THAN, when you are comparing nouns.

## DIFFERENCE

RIGHT: There is a DIFFERENCE IN ability BETWEEN us.

There is a DIFFERENCE BETWEEN what you can do AND what I can do.

There are DIFFERENCES IN what you and I can do.

WRONG: There are DIFFERENCES BETWEEN what you and I can do.

## DIFFERENT

difference from

A has difference from B

difference/distinction between A and B

## DIFFICULT

RIGHT: Quantum mechanics is DIFFICULT TO STUDY.

WRONG: Quantum mechanics is DIFFICULT FOR STUDY.

## DISCOVERY

RIGHT: I love the DISCOVERY THAT carbon CAN form soccer-ball molecules.

SUSPECT: I love the DISCOVERY OF carbon’s ABILITY TO form soccer-ball molecules.

WRONG: I love the DISCOVERY OF carbon BEING ABLE TO form scoccer-ball molecules.

## DISINCLINED

RIGHT: She IS DISINCLINED TO WRITE to her parents.

WRONG: She HAS A DISNCLINATION TO WRITE to her parents.

There IS A DISINCLINATION ON HER PART TO WRITE to her parents.

Her busy schedule BRINGS OUT A DISINCLINATION IN HER TO WRITE to her parents.

## DISTINGUISH/DISTINCTION

RIGHT: The inverstor DISTINGUISHED BETWEEN trends AND fads.

There is a DISTINCTION BETWEEN trends AND fads.

SUSPECT: The investor DISTINGUISHED trends FROM fads.

WRONG: The investor DISTINGUISHED trends AND fads.

The investor DISTINGUISHED BETWEEN trends FROM fads.

There is a DISTINCTION BETWEEN trends WITH fads.

There is a DISTINCTION OF trends TO fads.

Trends HAVE a DISTINCTION FROM fads.

## DO

RIGHT: I did not eat the chees, but my mother DID(or DID SO).

WRONG: I did not eat the cheese, but my mother DID IT(or DID THIS).

* In doing sth. 和 for doing sth. 都有“在做…这方面”的含义；
* to do sth.通常情况下表示目的，可以翻译为：“为了做…”

## DOUBLE See TWICE

## DOUBT

RIGHT: We DO NOT DOUBT THAT the apples are ripe.

We HAVE NO DOUBT THAT the apples are ripe.

She DOUBTS WHETHER Jan will arrive on time.

doubt的用法：主句是一般疑问句或者是否定句时，用 that , sb did not doubt that/ there is no doubt that , 主句是肯定句用whether, I doubt whether

SUSPECT: She DOUBTS THAT Jan will arrive on time.

(The GMAT claims that DOUBT, used in a positive statement without NOT or NO, should be followed by WHETHER or IF, not THAT.)

WRONG: We DO NOT DOUBT WHETHER the apples are ripe.

We HAVE NO DOUBT WHETHER the apples are ripe.

## DUE TO

RIGHT: The deficit IS DUE TO overspending.(=results from)

Our policy will not cover damage DUE TO fire.(=resulting from)

BECAUSE politicians SPEND money, we have a deficit.

WRONG: DUE TO politicians SPENDING money, we have a deficit.

DUE TO THE FACT THAT politicians SPEND money, we have a deficit.

**"due to" means "caused by".   
if you can't replace "due to" with "caused by", then it's wrong.**  
  
for instance:  
  
*i was late due to the construction* --> incorrect (because you can't say "i was late caused by the construction")  
  
*i was late because of the construction* --> correct.  
--  
in general, "due to" only applies to nouns, since it means "caused by".  
  
for instance,   
*the traffic jam was due to an obstruction in the left lane*   
or  
*the traffic jam due to the obstruction in the left lane caused 30-minute delays*

## ECONOMIC

RIGHT: The rise in gasoline prices has an ECONOMIC impact on consumers.

Our new car is more ECONOMICAL than our last.(=efficient)

WRONG: The rise in gasoline prices has an ECONOMICAL impact on consumers.

## EFFECT See AFFECT

## EITHER…OR

RIGHT: I will take EITHER the subway OR the bus.

WRONG: I will take EITHER the subway AND the bus.

## ELECT

RIGHT: She ELECTED TO WITHDRAW her money early. elect+宾语+宾补

SUSPECT: She ELECTED early WITHDEAWAL OF her money.

WRONG: She ELECTED WITHDRAWING her money early.

## ENABLE

Enable sb. to do sth.

## ENOUGH See also SO/THAT

RIGHT: The book was SHORT ENGOUHT TO READ in a night.

The book was SHORT ENOUGH FOR me TO READ in a night.

enough for sb. 对某人来说足够了

enough to do something 足够做某事

错误搭配：(X) enough + ”that / so as to / so to / so that”。

(参考prep语法笔记2-94)enough to, so/such…that…, so/such…as to三者都表示结果,区别在于:

enough to表示主观满足,在标准书面语中很少使用;

so/such...that不用考虑逻辑主语问题;

so/such...as to逻辑主语等于句子主语,即句子主语可以执行as to后面动词所表达的作用

SUSPECT: The power plant has found a way to generate energy at an unprecedented scale, ENOUGH FOR powering and entire city.

WRONG: The book was SHORT ENOUGH THAT I could read it in a night.

The book was SHORT ENOUGH FOR IT TO BE read in a night.

The book was SHORT ENOUGH SO THAT I could read it in a night.

The book was SHORT ENOUGH AS TO BE read in a night.

## ENSHRINE

Enshrine in 或 enshrined in (enshrine 通常用被动语态) enshrine 珍藏，铭记，把…奉为神圣

## ENSURE

RIGHT: He ENSURES THAT deadlines ARE met (or WILL BE met).

WRONG: He ENSURES THAT deadlines MUST BE met (or SHOULD BE met).

## EQUIPPED

RIGHT: They are EQUIPPED TO FIGHT on any terrain

WRONG: They are EQUIPPED FOR FIGHTING on any terrain.

## ESTIMATE

RIGHT: She ESTIMATES the cost TO BE ten dollars.

The cost IS ESTIMATED TO BE ten dollars.

Estimate (that) (不需加原V.)

Estimate +N+ to be N(adj.)

如：40 to 44 million years是时间概念，要用estimated to be 40 to 44 million years old

estimate to be +年代，时间。除非说明在哪里estimate的时候，后面estimate+at+地点，否则一般不接at

WRONG: She ESTIMATES the cost AT ten dollars.

## EVEN

RIGHT: I am EVEN RICHER THAN a prince.

I earn AS MUCH money AS EVEN the wealthiest king.

WRONG: I am RICHER EVEN THAN a prince.

I earn EVEN AS MUCH money AS the wealthiest king.

## EVER

RIGHT: The economy is MORE fragile THAN EVER BEFORE.

WRONG: The economy is MORE fragile THAN NEVER BEFORE.

The economy is MORE fragile AS NEVER BEFORE.

The economy is MORE THAN EVER BEFORE fragile.

## EVERY

RIGHT: FOR EVERY dollar SAVED, THREE dollars ARE WASTED.

SUSPECT: FOR EVERY dollar SAVED, you WASTE THREE dollars.

WRONG: FOR EVERY dollar SAVED WASTES THREE dollars.

表示“每…”用 one of out every +数字，而不是one of every +数字

## EVIDENCE FOR

you can only use "evidence FOR" with a theory or idea; it means that the evidence SUPPORTS that theory or idea.  
e.g., "evidence FOR evolution" is evidence that helps prove that evolution occurs.

 "evidence for" -- this is used for some argument or position, not for some thing that once existed.  
for instance, "evidence for the atkins diet" would be evidence showing that the atkins diet is a good thing.

## EXCEPT

RIGHT: EXCEPT FOR a final skirmish, the war was over.

except in/by/to：除了

SUSPECT: BESIDES a final skirmish, the war was over.

WITH THE EXCEPTION OF a final skirmish, the war was over.

EXCEPTING a final skirmish, the war was over.

## EXCEPTING

*Excepting* usually appears in negative constructions：The use of *excepting* is considered by many people to be acceptable only after not, only, always, or without.

*Everyone helped, not excepting John*

*We must all obey the law, not [without] excepting the king.*

Elsewhere except is preferred: *Every country agreed to the proposal except (not excepting) Spain;*

*He was well again except for (not excepting) a slight pain in his chest.*

## EXPECT

RIGHT: We EXPECT the price TO FALL. The price IS EXPECTED TO FALL.

We EXPECT THAT the price WILL FALL.

IT IS EXPECTED THAT the price WILL FALL.

Inflation rose more than we EXPECTED.

There IS an EXPECTATION THAT the price will fall.

SUSPECT: There IS an EXPECTATION the price WILL FALL.

There IS an EXPECTATION OF the price FALLING.

Inflation rose more than we EXPECTED IT TO.

Inflation rose more than we EXPECTED IT WOULD.

WRONG: The price IS EXPECTED FOR IT TO FALL.

IT IS EXPECTED THAT the price SHOULD FALL.

* 意为“预料”时：

sth. be expected to do/be;指望，期望

it is expected that 预期 （与上者一个意思，但是没有上者简洁）(prep 1-107)

expect to do sth.

expect sb./sth. to do sth.

expect that

expect sth.

* 意为“想要“时：

expect sth. from sb.

expect sb. to do sth.

* 错误用法：

sth. be expected for sth. to do(也就是说for sth.不能加)

sth. be expected that 错 (T-4-Q31)

it is expected for stb. to do累赘，不如直接用sth. be expected to do/be

expect sb. that 错

## EXPEND

RIGHT: We EXPEND energy ON neighborhood development.

Expend sth. In/on (doing) sth.

WRONG: We EXPEND energy FOR neighborhood development.

## EXTENT

RIGHT: We enjoyed the film TO some EXTENT.

“Thumbs part up” is the EXTENT TO WHICH we enjoyed the film.

Extent OF

WRONG: “Thumbs part up” is the EXTENT THAT we enjoyed the film.

## FACT THAT

RIGHT: It is important to recognize THAT our strategy is working.

We have succeeded BECAUSE we work hard.

SUSPECT: It is important to recognize THE FACT THAT our strategy is working.

THE FACT THAT our strategy is working is important to recognize.

WRONG: We have succeeded DUE TO THE FACT THAT we work hard.

## FAULT

RIGHT: The criminals ARE AT FAULT FOR BREAKING the law.

SUSPECT: BREAKING the law IS THE FAULT OF the criminals.

WRONG: THAT the criminals BROKE the law IS AT FAULT.

IT IS THE FAULT OF the criminals WHO BROKE the law.

## FIND

RIGHT: The scientist FOUND THAT the reaction WAS unusual. find+宾语+宾补

SUSPECT: The scientist FOUND the reaction TO BE unusual.

WRONG: The secientist FOUND the reaction WAS unusual.

## FOR (conjunction) See BECAUSE

for跟because差不多，但意义稍弱一点，for引导状语从句一般前面加逗号

## FORBID

RIGHT: The law FORBIDS any citizen TO VOTE twice.

Forbid sth./doing sth.

Forbid sb. to do sth.

WRONG: The law FORBIDS any citizen FROM VOTING twice.

## FROM…TO

RIGHT: The price fell FROM 10 euros TO 3 euros.

The price fell TO 3 euros FROM 10 euros.

WRONG: The price fell FROM 10euros DOWN TO 3 euros.

The price rose FROM 3 euros UP TO 10 euros.

## FUNCTION

Function + be + to do

Function as

## GOAL

RIGHT: The GOAL IS TO EXPAND the company.

Goal + be + to do

SUSPECT: The GOAL IS EXPANSION OF the company.

WRONG: The GOAL IS EXPANDING the company.

## GROUND

On the ground(s) that

On the ground(s) of + n.

## HAVING DONE

* having done短语中所表达的内容发生在主句动作之前
* having done和having been done都不是动名词结构，因此不能充当名词成分！

所以SC中，如果这两个结构做主语、宾语等，必错！

* having done和having been done做后置定语（限定型），必错！

having been done做后置定语，一般都要改成相应的done做过去分词，或者改成定语从句

* having done和having been done用于“with独立主格”中必错！

指with+ sb./sth+ having done/having been done这种情况

* having done可以做非限定性修饰，不能做限定性修饰。
* having done短语中所表达的内容发生在主句动作之前
* When/after +having done 结构一定错

1. When having done 结构一定错，因为不应该有 when。单是 Having done 就够了。Have 有很多地方与正牌动词不同，When 后就不能用 having 了。原因是 having done 是过去，而 when 是当时，所以有冲突。
2. after having done something是不可能对的

after已表示the sequence of events. 没有必要用having done来表示前后，having done 表示发生在主句动词之前

可是after someone/something has/have done something是acceptable; 如果变成after someone/something did something也可以. 但这个结构只是为了强调是【影响】，而不是为了强调其与后发生的事情的先后顺序。

## HEAR

RIGHT: She HEARD THAT her investment HAD PAID off.

WRONG: She HEARD OF her investment PAYING off.

## HELP

RIGHT: He HELPS RAKE the leaves.

He HELPS TO RAKE the leaves.

He HELPS me RAKE the leaves.

He HELPS me TO RAKE the leaves.

His HELP IN RAKING the leaves has been welcome.

Help sb. (to) do; Help (to) do; Be helpful in (特别注意)

Help do something help to do something

WRONG: He HELPS me IN RAKING the leaves.

I need him AS HELP TO RAKE the leaves.

## HOLD

RIGHT: The law HOLDS THAT jaywalking is illegal.

SUSPECT: The law HOLDS jaywalking TO BE illegal.

WRONG: The law HOLDS jaywalking is illegal.

## IF See also WHETHER

RIGHT: Inflation can hurt profits IF costs increase.(IF=condition)

I can eat ice cream, PROVIDED THAT my doctor approves.(=ONLY IF)

* provided和if的区别

- "if" is more general than "provided"

- "provided" is usually used in a positive statement.

即provided引导条件从句不用于否定条件，其含义倾向于only if

SUSPECT: Inflation can hurt profits WHEN costs increase. (WHEN=time period)

WRONG: I can eat ice cream, PROVIDED my doctor approves. (requires THAT)

## IMMUNE

Immune to : not affected by sth. 不受影响

Immune from: protected from sth and therefore about to

RON:

*Immune from* means **exempt from** (as in *immune from prosecution*).   
*Immune to* means **not affected by** (as in *immune to her beauty*).

## IN ORDER TO

RIGHT: She drank coffee IN ORDER TO STAY awake.

She drank coffee TO STAY awake.(infinitive TO STAY indicates purpose)

SUSPECT: She drank coffee IN ORDER THAT or SO THAT she MIGHT stay awake.

She drank coffee SO AS TO STAY awake.

WRONG: She drank coffee FOR STAYING awake.

Coffee was drunk by her IN ORDER TO STAY awake or TO STAY awake.

Note: the subject COFFEE is not trying TO STAY awake.

## INDICATE

RIGHT: A report INDICATES THAT unique bacteria LIVE on our skin.

you can indicate THAT (subject + verb), or you can indicate (NOUN).  
both are fine.

SUSPECT: A report INDICATES the presence of unique bacteria on our skin.

(Note: this correct form seems to be avoided in right answers.)

A repor IS INDICATIVE OF the presence of unique bacteria on our skin.

WRONG: A report INDICATES unique bacteria LIVE on our skin.(THAT is needed)

A report IS INDICATIVE THAT unique bacteria LIVE on our skin.

A report INDICATES unique bacteria AS present on our skin.

A report INDICATES unique bacteria TO LIVE on our skin.

## INHABIT

Be inhabited by

## INFLUENCE

RIGHT: His example INFLUENCED me.

SUSPECT: His example WAS INFLUENTIAL TO me (or AN INFLUENCE ON me).

WRONG: His example WAS INFLUENTIAL ON me.

## INSPIRE

RIGHT: His example INSPIRED me.

SUSPECT: His example WAS INSPIRATIONAL TO me (or AN INSPIRATION TO me)

## INSTANCE

RIGHT: We eat out often; FOR INSTANCE, last week we ate out every night.

WRONG: We eat out often; AS AN INSTANCE, last week we ate out every night.

## INSTEAD

RIGHT: They avoided the arcade and INSTEAD went to a movie.

Instead fo A,B A,B要对称

WRONG: They avoided the arcade and RATHER went to a movie.

They avoided the arcade, RATHER going to a movie.

## INSTEAD OF See RATHER THAN

## INTENT

RIGHT: I went with the INTENT (or INTENTION) OF LEAVING soon.

I went with the INTENT TO LEAVE soon.

SUSPECT: I went with the INTENT THAT I WOULD LEAVE soon.

## INTENTION

Intention + be + to do

## INTERACT

RIGHT: These groups often INTERACT WITH ON ANOTHER(or EACH OTHER).

WRONG: These groups often INTERACT AMONG ONE ANOTHER.

These groups often INTERACT WITH THEMSEIVES.

## INTERACTION

RIGHT: The INTERACTION OF two nuclei COLLIDING releases energy.

SUSPECT: The INTERACTION BETWEEN two nuclei COLLIDING release energy.

WRONG: The INTERACTION WHERE two nuclei COLLIDE releases energy.

## INVEST

RIGHT: She INVESTED funds IN research TO STUDY cancer.

WRONG: She INVESTED funds INTO or FOR research TO STUDY cancer.

She INVESTED funds IN research FOR STUDYING cancer.

## ISOLATED

RIGHT: The culture was ISOLATED FROM outside CONTACT.

SUSPECT: The culture was IN ISOLATION.

WRONG: The culture was IN ISOLATION FROM outside CONTACT.

## JUST AS…SO See AS/SO

Just as A do, so B do 就如同A…B…

As不能用like， whereas代替。Like…so…不符合搭配习惯，so要去掉

Just as with 和just like 都很wordy

下面三种形式无区别（后两种强烈语气，不可以随意删掉so）前后都要用句子，不能只用短语。just as… ,so…. 是固定搭配

Just as … , so … Just as you sow, so you will reap 主从句要尽量形式对称

Just as … , as … Just as you sow, as you will reap 主从句要尽量形式对称

Just as … , so too … 主句要部分倒装(so too后是主句) Just as you sow, so too will you reap

## KNOW

RIGHT: We KNOW her TO BE brilliant. She is KNOWN TO BE brilliant.

We KNOW him AS “Reggie”. He is KNOWN AS “Reggie”.

WRONG: We KNOW her AS brilliant. (KNOW AS = named)

## BE KNOWN TO

be known to have done sth的问题：当be known 和 do sth的发生的时间一致时，用be known to do sth；而do sth发生在be known之前时，则要用be known to have done sth。

1. 大全748：...few people are known to have recovered from the disease once the clinical symptoms have appeared.

2. 大全849：...few people have been known to taste it for the first time without requesting more.

3. og49：......satellites now known to orbit the distant planet.

\*：事实上在看这两个结构时，可以把be known to这个类似助动词的成分去掉；由于跟在be known to后面的动词要用原型，所以去掉be known to以后就可以单纯地比较have done和do，have done所表示的发生时间比do所表示的发生时间要早，如果事件发生在过去就用have done，发生在现在就用do。同时如果be known to do/have done sth后面接状语那么修饰的是do/have done，而不是known.

 "known to": if the action is in the present, then you use "known to VERB"; if the action is in the past, then you use "known to have VERBed".

## LACK

RIGHT: Old gadgers ARE LACKING IN features.

Old gadgets LACK features.

The LACK OF features is upsetting.

SUSPECT: There is A LACK OF engineer TO BUILD new gadgets.

WRONG: Old gadgets LACK OF features.

It is hard to build bridges LACKING engineers.

## LESS See also THAN

RIGHT: Our utilities add up to LESS THAN 10% of our income.

WRONG: Our utilities add up to LOWER THAN 10% of our income.

**LET**

RIGHT: My doctor LETS me SWIM in the ocean.

WRONG: My doctor LEAVES me SWIM in the ocean.

The surgery WILL LEAVE me TO SWIM in the ocean.

## LIE

RIGHT: Our strength LIES IN numbers.(=resides in)

Yesterday, our strength LAY IN numbers.(=resided in)

Tomorrow, our strength WILL LIE IN numbers.

I lose my books whenever I LAY them down.(present tense of different verb)

lie/ lay做动词时用法说明

lie为不及物动词；lay为及物动词。

lie : 1.lie - lied - lied 撒谎

2.lie - lay - lain 躺着；平放 ，展现

lay : lay - laid - laid 产卵，下蛋；放，搁

当lay和lie都为动词的原型时的区别：lay是使役动词； lie表达的是状态，可以作为Linking Verb.

WRONG: Tomorrow, our strength WILL LAY IN numbers.

## LIKE See aslso SUCH AS

RIGHT: LIKE his sister, Matt drives fast cars.(=both drive fast cars)

Matt drives fast cars LIKE his sister.

(=both drive fast cars, OR both drive fast cars in the same way)

Matt drive fast cars LIKE his sister’s.

(=both drive similar cars, OR, less optimally, one of the cars he drives is his sister’s)

WRONG: Matt drives fast cars LIKE his sister does.

LIKE his sister, SO Matt drives fast cars.

## LIKELY

RIGHT: My friend IS LIKELY TO EAT worms.

IT IS LIKELY THAT my friend WILL EAT worms.

My friend is MORE LIKELY THAN my enemy [is] TO EAT worms.

My friend is TWICE AS LIKELY AS my enemy [is] TO EAT worms.

MORE THAN LIKELY, my friend WILL EAT worms.

Be likely to do 很容易，倾向于做某事

Four times as likely as….和 four times more likely than 含义一样，都是可以的

Somebody be + 百分数+ more likely ( to do sth.) than to do sth. 前面的to do可以省，后面的不能省

At least fifty percent less likely than those who are sedentary to die of a heart attack

WRONG: My friend IS LIKELY THAT be WILL EAT worms.

RATHER THAN my enemy, my friend is THE MORE LIKELY to EAT worms.

mathematically speaking, there's a difference between '4 times more likely' and '4 times as likely'. Specifically, '4 times more likely' is actually the same as '5 times as likely', although even experts accidentally conflate the two constructions on occasion.   
  
but this is a verbal question, so let's set the mathematical nitpicking aside; there is no language-based reason to prefer one or the other of these constructions.   
  
you don't say 'it is X times MORE likely that A will happen, RATHER THAN B'; 'more' is supposed to go with 'THAN', and is incompatible with 'rather than'. the proper construction would be 'it is X times more likely that A will happen than that B will happen.' better than either of these, though, is the more compact form: 'A is X times more likely to happen than is B.'

there are two correct ways to write this sentence (comparisons in quotes):   
  
"X" **is 4 times as likely as** "Y" to do something.  
or  
**It is 4 times as likely that** "X does something", **as it is that** "Y does that same thing".

## LIMIT

Limit做动词是的固定搭配：

Limit to +界限

Limit on doing sth. 做某事的限制

Limit做名词： size limits 大小，规模限制

## LOSS

RIGHT: I have suffered a LOSS OF strength.(=decline of a quality)

They have suffered a LOSS IN the euro.(=decline of an investment)

WRONG: I have suffered a LOSS IN strength.

## MANDATE

RIGHT: The general MANDATED THAT a trenth BE dug.(subjunctive)

SUSPECT: We HAVE A MANDATE TO CALL an election soon.(=have authority)

WRONG: The general MANDATED a trench TO BE dug.

The general MANDATE THAT a trench WILL BE dug.

We HAVE A MANDATE FOR an election in the near future.

## MAKE

RIGHT: The leader MADE the resistance POSSIBLE. make+宾语+宾补

The leader MADE IT POSSIBLE TO RESIST oppression.

The leader MADE IT POSSIBLE FOR us TO RESIST oppression.

(Note: The IT properly refers to the infinitive TO RESIST.)

Windshields ARE MADE resistant to impact.

Make it adj./n. (for sb.) to do

Make (doing) sth. Adj.

Make sth. Adj.

Make N1 N2

SUSPECT: The leader MADE POSSIBLE the resistance.

Windshields ARE MADE TO BE resistant to impact.

WRONG: The leader MADE POSSIBLE TO RESIST oppression.

## MASS

RIGHT: The truch HAS ten TIMES THE MASS of a small car.

WRONG: The truck IS ten TIMES THE MASS of a small car.

## MAYBE See PROBABLY

## MEANS

RIGHT: Music education is A MEANS TO improved cognition.

as a means of： 作为什么的一种方法

as a means to ：去实现什么的一种方法

WRONG: Music education is A MENAS OF improved cognition.

Music education is A MEANS FOR improved cognition.

## METHOD

Method + be + to do

Method of doing/for doing

## MISTAKE

RIGHT: My spouse HAS MISTAKEN me FOR a wealthier person.

WRONG: My spouse HAS MISTAKEN me AS a wealthier person.

My spouse HAS MISTAKEN me TO a wealthier person.

## MORE See THAN

RIGHT: We observed A 10% INCREASE IN robberies last month.

MORE AND MORE we have observed violent robberise on weekends.

INCREASINGLY we have oberved violent robberies on weekends.

SUSPECT: We observed 10% MORE robberies last month.

## MOST

RIGHT: OF ALL the Greek gods, Zeus was THE MOST powerful.(superlative)

He was THE SECOND MOST attractive AND THE MOST powerful.

WRONG: OF ALL the Greek gods, Zeus was THE MORE powerful.

He was THE SECOND MOST attractive AND MOST powerful.

## NAMELY

 "namely" must be used either before a *noun* or before a *noun phrase / clause*.   
you can't use it directly before an independent clause.   
because of this principle, you can't say "namely they vary...". however, "namely *that* they vary..." and "namely considerable variation" are both fine.

## NATIVE

RIGHT: The kangaroo is NATIVE TO Australia.(said of animals,plants)

My friend is A NATIVE OF Australia. (said of people)

WRONG: The kangaroo is NATIVE IN Australia.

## NEED

Need做实意动词的用法：

Need (sb.) to do sth.

Need sth. For sth.

Sth. Needs n./doing/ to be done(接名词性成分)

need sth to do

## NOT…BUT

RIGHT: She DID NOT EAT mangoes BUT ATE other kinds of fruit.

She DID NOT EAT mangoes BUT LIKED other kinds of fruit AND later BEGAN to like kiwis,too.

A tomato is NOT a vegetable BUT a fruit.

A tomato is NOT a vegetable BUT RATHER a fruit.

The agency is NOT a fully independent entity BUT INSTEAD derives its authority from Congress. (note that the verbs is and derives are parallel)

She DID NOT EAT mangoes; INSTEAD, she ate other kinds of fruit.

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

She DID NOT EAT mangoes; RATHER other kinds of fruit.

## NOT ONLY…BUT ALSO

RIGHT: We wore NOT ONLY boots BUT ALSO sandals.

We wore NOT ONLY boots, BUT ALSO sandals. (comma is optional)

We wore NOT JUST boots BUT ALSO sandals.

SUSPECT: We wore NOT ONLY boots BUT sandals.

Note: The GMAT has used this construction in correct answers.

We wore NOT ONLY boots BUT sandals AS WELL.

We wore boots AND ALSO sandals.

WRONG: We wore NOT ONLY boots AND ALSO sandals.

We wore NOT ONLY boots BUT, AS WELL, sandals.

## NOT CAUSE

否定句中，not caused by A,B and C (意味不是由A,B,C的组合而引起的) 而 not caused by A, B or C(意味着不是由A或B或C任何一个引起的)

## NUMBER

RIGHT: A NUMBER OF dogs ARE barking.

THE NUMBER OF dogs IS large.

THE NUMBER OF dogs HAS FALLEN, but THE NUMBER OF cats HAS RISEN.

The grey oyster nearly vanished, but ITS NUMBERS have rebounded.

SUSPECT: There HAS BEEN A DECLINE IN THE NUMBER OF dogs.

WRONG: THE NUMBERS OF dogs HAVE fallen.

Dogs HAVE FALLEN IN NUMBER, but cats HAVE RISEN IN NUMBER.

## OBJECT

RIGHT: We OBJECT TO these proceedings.

SUSPECT: We HAVE AN OBJECTION TO these proceedings.

## Objective + be + to do

## ONCE

RIGHT: We might ONCE have seen that band.

WRONG: We might AT ONT TIME have seen that band.

## ONLY

RIGHT: Her performance is exceeded ONLY by theirs.(modifies by theirs)

WRONG: Her performance is ONLY exceeded by theirs.(technically modifies exceeded)

Note: ONLY should be placed just before the words it is meant to modify. In both speech and writing, we often place ONLY before the verb, but this placement is generally wrong, according to the GMAT, since we rarely mean that the verb is the only action ever performed by the subject.

## OR

RIGHT: I do NOT want water OR milk.

SUSPECT: I do NOT want water AND mile.(implies the combination)

## ORDER

RIGHT: The state ORDERS THAT the agency COLLECT taxes.(subjunctive)

The state ORDERS the agency TO COLLECT taxes.

Order X to do Y

WRONG: The state ORDERS THAT the agency SHOULD COLLECT taxes.

The state ORDERS the agency SHOULD (or WOULD) COLLECT taxes.

The state ORDERS the agency COLLECTING taxes.

The state ORDERS the agency the COLLECTIONS OF taxes.

The state ORDERS the COLLECTION OF taxes BY the agency.

The state ORDERS taxes collected.

## OWE

RIGHT: He OWES money TO the government FOR back taxes.

SUSPECT: He OWES money TO the government BECAUSE OF back taxes.

## PAY

RIGHT: The employer PAYS the same FOR this JOB as for that one.

WRONG: The employer PAYS the same IN this JOB as in that one.

## PERHAPS See PROBABLY

Perhaps和maybe是可以互换的，但是perhaps更加正式一点

## PERSUADE

RIGHT: He PERSIADED her TO GO with him.

persuade

~sb. to do sth

~sb. into doing sth

~sb. of sth

~sb that

Persuade and Advice: ~sb/sth to do; ~sb/sth that clause

WRONG: He PERSUADED her IN GOING with him.

He PERSUADED THAT she GO (or SHOULD GO) with him.

## PRESUME

表示假设的时候用以下三种

Presume that I presume we’ll be there by six o’clock.

Presume sb./sth. To be sb./sth. (被动即sth. Presumed to be)

From the way he walked, I presumed him to be your boss.

Be presumed to do sth.

The temple is presumed to date from the first century BC.

## PLAN

Plan to do something He said he planned to write his essay tonight.

Plan on doing something When do you plan on going to Geneva?

Plan something The former president is planning a return to politics.

## POSSIBLE

'made it possible...' is FOR *noun* INFINITIVE

Recent breakthroughs in technology have made it possible for high-definition digital video cameras to capture material with a degree of fidelity nearly comparable to that of 35-millimeter film and to project it digitally in theaters with no resulting loss of image quality.

Possible to (infinitive)

## POSSIBILITY

*the possibility that NOUN VERB*  
*the possibility of NOUN*

## POTENTIALLY

RIGHT: A tornado IS POTENTIALLY overwhelming.

WRONG: A tornado CAN POTENTIALLY BE overwhelming.(redundant)

## PRIVILEGE

RIGHT: The academy gave senior cadets DANCING PRIVILEGES.

SUSPECT: The academy gave senior cadets THE PRIVILEGE OF DANCING.

WRONG: The academy gave senior cades THE PRIVILEGE TO DANCE.

## PROBABLY

RIGHT: This is situation IS PROBABLY as bad as it can get.

This situation MAY BE as bad as it can get. (less certain than PROBABLLY)

PERHAPS (or MAYBE) this situation IS as bad as it can get.

SUSPECT: IT MAY BE THAT this situation IS as bad as it can get.

WRONG: This situation IS MAYBE as bad as it can get.

## PROHIBIT

RIGHT: The law PROHIBITS any citizen FROM VOTING twice.

Prohibit sth.

Prohibit X from doing Y

Prohibit sb from doing

you can't use "prohibit" with an infinitive

WRONG: The law PROHIBITS any citizen TO VOTE twice.

The law PROHIBITS THAT any person VOTE (or VOTES) twice.

## PROJECT

Project NOUN

Project that X will do Y

## PRONOUNCE

RIGHT: She PRONOUNCED the book a triumph.

pronounce sb/sth sth/adj

SUSPECT: She PRONOUNCED the book AS a triumph.

## PROMISE

you should only use "promise of..." if it's followed by a noun. like, an actual noun, not an -ing form.

Promise to do(right)

## PROPOSE

RIGHT: The attorneys PROPOSED THAT a settlement BE reached. (subjunctive)

The attorneys PROPOSED a new venue.

The attorneys PROPOSED TO MEET for lunch.

WRONG: The attorneys PROPOSED THAT a settlement IS reached.

The attorneys PROPOSED a settlement BE (or TO BE)reached.

The attorneys PROPOSED a settlement IS TO BE reached.

## PROVIDED THAT See IF

## PURPOSE

Purpose + be + to do

## R**AISE See RISE**

## RANGE

RIGHT: His emotions RANGED FROM anger TO joy.

His WIDELY RANGING emotions are hard to deal with.(=changing over time)

His WIDE RANGE of accomplishments is impressive.(=averiety)

Range from x to y

WRONG: His emotions RANGED FROM anger AND joy.

FROM anger AND TO joy. FORM anger WITH joy.

FROM anger IN ADDITION TO joy.

His WIDELY RANGING accomplishments are impressive.

## RANK

RIGHT: This problem RANKS AS one of the worst we have seen.

WRONG: This problem HAS THE RANK OF one of the worst we have seen.

## RATE

RIGHT: The RATES FOR bus tickets are good for commuters.(=prices)

The RATE OF theft has fallen. (=frequency or speed)

WRONG: The RATES OF bus tickets are good for commuters.

The RATE FOR theft has fallen.

## RATHER

Rather，是副词，单独出现表转折时一般都在句首，用逗号隔开，接句子，不能接to do，也不能直接跟句子。而且一般不会单独出现

## RATHER THAN

RIGHT: He wrote with penciles RATHER THAN with pens.

SUSPECT: He wrote with pencils INSTEAD OF pens.

Note: The GMAT seems to avoid INSTEAD OF even when it is correct.

He wrote with pencils, BUT NOT pens.

WRONG: He wrote with pencils INTSTEAD OF with pens.

## REACH

Reach for sth. 伸手抓某物

Reach of sb. 在某人能触及到的范围内

## REASON

RIGHT: I have A REASON TO DO work today.

She has A REASON FOR the lawsuit.

This observation indicates a REASON THAT he is here.

SUSPECT: This observation indicates a REASON WHY he is here.

WRONG: This observation indicates a REASON he is here.

The REASON he is here IS BECAUSE he wants to be.

## REBEL

RIGHT: The colonists REBELLED AGAINST tyranny.

SUSPECT: The colonists’ REBELLION WAS AGAINST tyranny.

## RECEIVE

**receive...at** high speed when describing the speed in which the data is transferring, on the other hand, **receive ...with** means in addition to.

…enable customers to receive internet data over regular telephone lines at speeds much higher than are currently possible.

## RECOGNIZE

RIGHT: They RECOGNIZED THAT the entrance fee WAS a bargain.

They RECOGNIZED the entrance fee TO BE a bargain.

They RECOGNIZED the entrance fee AS a bargain.

WRONG: They RECOGNIZED the entrance fee AS BEING a bargain.

## RECOMMEND

RIGHT: We RECOMMENDED THAT the shelter BE opened.

1.推荐，推举，举荐；

a)recommend sb. sth.=recommend sth. to sb. 给某人推荐

b)recommend sb. for the job/post/position 给某人推荐岗位（工作）

c)recommend sb. as +职务 推荐某人做什么

2.建议，劝告，忠告；【同advise用法一样】

recommend sb. to do sth.建议某人做某事

recommend doing sth.建议做某事

recommend ...that +主语+should(在GMAT中必须省略）+动词原形+其他【虚拟语气】

WRONG: We RECOMMENDED THAT the shelter SHOULD BE opened.

## RECORD

Proven records：良好记录

Records of sth. 固定搭配，比records that简洁地道

## REDUCE

RIGHT: The coalition REDUCED prices.

The coalition was considering A REDUCTION IN prices.

SUSPECT: The coalition MADE (or CAUSED) A REDUCTION IN prices.

WRONG: The coalition MADE A REDUCTION OF prices.

## REFER

RIGHT: This term REFERS TO a kind of disease.

REFERRING TO the controversy, the politican asked for calm.

Be referred to 被提及 be referred as 被称为

SUSPECT: This term IS USED TO REFER TO a kind of disease.

WRONG: This term IS IN REFERENCE TO a kind of disease.

IN REFERENCE TO the controversy, the politician asked for calm.

## REGARD

RIGHT: He REGARDS the gold ring AS costly.

The gold ring IS REGARDED AS costly.

He IS REGARDED AS HAVING good taste.

WRONG: The gold ring IS REGARDED THAT IT IS costly.

## RELUCTANT

RIGHT: They were RELUCTANT TO SAY anything.

WRONG: They were RELUCTANT ABOUT SAYING anything.

## REPORT

RIGHT: A study HAS REPORTED THAT bees ARE DISAPPEARING rapidly.

WRONG: A study HAS REPORTED bees AS DISAPPEARING rapidly.

## REQUEST

RIGHT: I REQUEST THAT he BE removed.(subjunctive)

WRONG: I REQUEST his TO BE removed.

## REQUIRE

RIGHT: She REQUIRES time TO WRITE (or IN ORDER TO WRITE).

She REQUIRES her friend TO DO work.

Her friend IS REQUIRED TO DO work.

She REQUIRES THAT her friend DO work.(subjunctive)

She REQUIRES OF her friend THAT work BE done.(subjunctive)

Require sb./sth. to do sth. (不定式只能用主动形式) 🡪 Require sb. doing…错误

Require (of sb.) that + 原v 需要某人做某事 (要求, 命令[(+of)][O2][+that])

N. is required (of sb./sth.) to do sth. 某物对某人做某事来说是必须的

或N. required of sb./sth. to do. （其中required是过去分词）

require doing (require主动表被动含义)：如A require making known to B. A需要被B知道

\*: GMAT中出现过的错误表达：

Require of sb. to do （require of sb.后应该加that，只有require sb.和sth. is required of sb.后面才是加to do的）

Require sb. that （require 若和that搭配，则跟sb.之间要有of）

require sb. to be done （需要某人被做…逻辑错误）.

Require sb. doing…错误

require sth. Of doing

WRONG: She REQUIRES her friend DO work(or MUST DO) work.

She REQUIRES her friend TO HAVE TO DO work.

She REQUIRES OF her friend TO DO work.

She REQUIRES THAT her friend DOES work (or SHOULD DO) work.

She REQUIRES THAT her friend IS TO DO work.

She REQUIRES her friend DOING work.

In this hostel, there is a REQUIREMENT OF work BY guests.

## RESEMBLE

RIGHT: A neighbor of mine RESEMBLES my father.

SUSPECT: A neighbor of mine HAS A RESEMBLANCE TO my father.

## RESTRICTION

RIGHT: The government imposed RESTRICTIONS ON the price of gasoline.

WRONG: The government imposed RESTRICTIONS FOR the price of gasoline.

## RESULT

RIGHT: Wealth RESULTS FROM work.

Work RESULTS IN wealth.

Wealth IS A RESULT OF work.

Wealth grows AS A RESULT OF work.

AS A RESULT OF our work, our wealth grew.

The RESULT OF our work WAS THAT our wealth grew.

WRONG: We worked WITH THE RESULT OF wealth.

We worked WITH A RESULTING groth of wealth.

RESULTING FROM our work, our wealth grew.

BECAUSE OF THE RESULT OF our work, our wealth grew.

The RESULT OF our work WAS our wealth grew. (THAT is needed)

The growth of wealth RESULTS.

you can't use 'resulting from' as an *adverbial* modifier, as is done here. in general, 'resulting from' is only used as an **adjective modifier, almost always without a comma**, as in   
*the pollution resulting from the chemical spill forced all the local residents to evacuate.*

**you can only say "X results in Y" when X is an ACTION. if X is an OBJECT, you can NEVER say that X "results" in anything.**

A study of food resources in the North Pacific between 1989 and 1996 revealed that creatures of the seabed were suffering from dwindling food supplies, possibly resulting from increasing sea surface temperatures during the same period.   
  
  
a) that creatures of the seabed were suffering from dwindling food supplies, possibly resulting from increasing (wrong)  
  
b) that creatures of the seabed were suffering because food supplies were dwindling, possibly as a result of an increase in (right)

you just can't have 'resulting from' after a comma.   
  
you can have it as an *adjective* modifier, *without* a comma - as in the following sentence:   
*the flooding****resulting from the abnormally strong storms****had left six inches of standing water in the street.*   
note that the boldface is an adjective modifier, modifying 'flooding'.   
  
it appears that on the gmat, as well as in standard written english in general, 'resulting from' after a comma is generally considered unacceptable.   
--   
choice b features the standard use of a prepositional phrase as an *adverb modifier*:   
'(possibly) *as a result of*', like other prepositional phrases that follow commas, serves to modify the *action of the preceding clause* (i.e., *were dwindling*). this is totally standard usage, so make sure you know it.

## REVEAL

RIGHT: The analysis REVEALED THAT the comet WAS mostly ice.

SUSPECT: The analysis REVEALED the comet WAS mostly ice.

WRONG: The analysis REVEALED the comet TO HAVE BEEN mostly ice.

## RICE

RIGHT: Oil price ROSE sharple last year.

A RISE IN oil prices has led to inflation.

RISING prices at the gas pump are hurting consumers.

The RISING OF the SUN always lifts my spirits.

SUSPECT: Oil prices WERE RAISED sharply last year. (impies intent and control)

WRONG: A RAISE IN oil prices has led to inflation. (RAISE = bet or pay increase)

A RISING OF PRICES at the gas pump is hurting consumers.

## RISK

Risk of doing sth

Risk of sth( risk为n.)

Risk doing (risk为v.)

## RULE

RIGHT: The judge RULED THAT the plaintiff WAS in contempt.

SUSPECT: The judge RULED the plaintiff WAS in contempt.

WRONG: The judge RULED the paintiff TO BE in contempt.

The judge RULED ON the plaintiff WHO WAS in contempt.

## SAME

RIGHT: The car looks THE SAMT TO me AS TO you.

I drove to the store AT THE SAMT TIME AS you [did].

WRONG: The car looks THE SAME TO me AS you.(ambiguous)

I drove to the store AT THE SAME TIME you did.

## SATISFACTION

Do (something) to one’s satisfaction 做某事以使人达到满意的程度

## SCALE

Scale+with

**a** scale of: the only acceptable usage of “**a** scale of” is in describing the mathematical particulars of the scale itself.  
e.g., *during the tryouts, coaches rate players' athletic and cognitive abilities on a scale of 1 to 10*.

## SECURE

RIGHT: Our authority IS SECURE.

WRONG: We ARE SECURE ABOUT our authority.

## SEEM

RIGHT: This result SEEMS TO DEMONSTRATE the new theory.

IT SEEMS THAT this result DEMONSTRATES the new theory.

IT SEEMS AS IF this result DEMONSTRATES the new theory.

1.seem to do 2 .it seems that 3 .it seems as if +从句

SUSPECT: This result SEEMS TO BE A DEMONSTRATION OF the new theory.

This result SEEMS DEMONSTRATIVE OF the new theory.

This result SEEMS LIKE A DEMONSTRATION OF the new theory.

WRONG: This result SEEMS AS IF IT DEMONSTRATES the new theory.

This result SEEMS LIKE IT DEMONSTRATES the new theory.

## SET

set forth 阐明, 宣布, 提出, 陈列, 出发

## SHOULD

RIGHT: A car SHOULD BE TAKEN to the mechanice frequently. (=obligation)

WRONG: A car SHOULD PASS every two hours.(=probability)

The owner REQUESTED THAT the car SHOULD BE TAKEN to the mechanic.

(use the subjunctive BE TAKEN instead)

## SHOW

RIGHT: A discovery SHOWS THAT an object IS strange.

A discovery SHOWS an object TO BE strange.

SUSPECT: A discovery SHOWS an object IS strange.

WRONG: A discovery SHOWS an object AS strange (or AS BEING )strange.

## SIGNIFICANT

RIGHT: Your edits HAVE SIGNIFICANTLY IMPROVED the book.

SUSPECT: Your edits HAVE MADE A SIGNIFICANT IMPROVEMENT IN the book.

WRONG: Your edits HAVE BEEN SIGNIFICANT IN IMPROVING the book.

Your edits HAVE BEEN SIGNIFIVANT IN AN IMPROVEMENT OF the book.

## SIMILAR

RIGHT: ALL companies HAVE SIMILAR issues. (comparison required plural)

WRONG: EACH company HAS SIMILAR issues.

EVERY company HAS SIMILAR issues.

## SINCE

RIGHT: Xingo is THE MOST successful new product SINCE 1997. (=up to now)

It is the best new beverage SINCE Prunce Cola.

SUSPECT: Xingo is the best new beverage FOLLOWING Prune Cola.

WRONG: Xingo is THE MOST successful new product AFTER 1997.

## SO…AS TO

SUSPECT: The sauce was SO hot AS TO burn my mouth.

Note: The GMAT has an inconsistent position on this idiom. Question #39 in The Official Guide,13th Edition claims that this idiom is “incorrect” with no further explanation. However, a problem in GMATPrep has this idiom in a correct answer choice. Other authorities consider this idiom correct, and we agree. Nevertheless, you should be wary of its use.

WRONG: The sauce had SUCH heat AS TO burn my mouth.

The sauce had SO MUCH heat AS TO burn my mouth.

* so …that V.S. so … as to be/do的用法：

1. so … that可以用作多个主语时，so前面的主语和that后面的主语可以不一样；
2. so … as to be/do一般用于单一主语，但是不能相隔太远，否则可以视为错误

so … as to事实上是三个结构的结合，so引出的是状语，as指代句子前面的核心含义，to是不定式引导状语结构(adverbial structure)，此不定式修饰的正是前面的核心动词以及该动词的逻辑主语，所以只有当前面只有一个核心动词而且很明确的时候才能够用so…as to，也正因为修饰成分离被修饰词过远会造成修饰不清，所以to be/do结构不能与前面动词不能太远。

## SO…MUCH AS

so much…as…，要保证平行

## SO…THAT See also ENOUGH

RIGHT: The book was SO SHORT THAT I could read it in one night.

The book was SHORT ENOUGH FOR me TO READ in one night.

Note: There two expressions have sightly different emphases, but it is unlikely that you will need to choose an answer solely on this basis.

SUSPECT: The book was SO SHORT I could read it.( THAT is preferred)

The book was OF SUCH SHORTNESS THAT I could read it.

The book had SO MUCH SHORTNESS THAT I could read it.

SUCH was the SHORTNESS of the book THAT I could read it.

WRONG: The book was OF SUCH SHORTNESS, I could read it.

The book was SHORT OT SUCH A DEGREE AS TO ALLOW me to read it.

## SO LONG AS See AS LONG AS

## SO THAT

RIGHT: She gave money SO THAT the school could offer scholarships.(= purpose)

SUSPECT: She gave money, SO the school was grateful.(= result)

WRONG: She gave money SO the school could offer scholarships.

## SO TOO

RIGHT: Bellbottoms ARE coming back in style, and SO TOO ARE vests.

SUSPECT: Bellbottoms ARE coming back in style, and ALSO vests.

WRONG: Bellbottoms ARE coming back in style, and SO TOO vests.

## SOME

Some…others

## SOMETHING

to do sth. takes sb some time;

it takes sb some time to do sth ;

当sth.作主语时注意 sth takes sb some time to do 后面不加宾语

"what they had not..." vs. "something they had not..."

The "what" construction is awfully strong, suggesting that this was THE ONE THING they hadn't thought possible.   
\* As an analogy, compare the meanings of "I want to do what I love for a living" and "I want to do something I love for a living." The first suggests that the speaker has one particular field in mind; the second doesn't.

what i meant is that "what xxxx" is *exclusive*-- i.e., it doesn't *leave out* any of the xxxxx.  
e.g.  
*on the table is what your friend left at my house yesterday.*  
--> this means that *everything* your friend left behind is on the table. there could be only 1 thing, or there could be 1,000,000 things.  
but...  
*on the table is something your friend left at my house yesterday.*  
--> your friend may have left other things besides the one that's on the table.

## SPEED

At speed

## SUBJECT

Be subject to sth：If someone or something is subject to something, especially something bad, it is possible or likely that they will be affected by it. 其中subject是形容词。

## SUBSTITUTE

RIGHT: We SUSTITUTED Parmesan cheese FOR mozzarella.

WRONG: We SUSTITUTED Parmesan cheese IN PLACE OF mozzarella.

## SUCCEED

RIGHT: She SUCCEEDED IN REACHING the summit.

WRONG: She SUCCEEDED TO REACH the summit.

## SUCH

RIGHT: You may enjoy chemistry and physics, but I hate SUCH subjects.

You may enjoy chemistry and physics, but I hate THESE subjects.

Note: THESE means “these specifically” SUCH is more general.

WRONG: You may enjoy chemistry and physics, but I hate subjects OF THIS KIND.

You may enjoy chemistry and physics, but I hate subjects LIKE THESE.

## SUCH AS

RIGHT: Matt drives fast cars, SUCH AS ferraris.(=example)

Matt enjoys driving SUCH cars AS Ferraris.

Matt enjoys intense activities, SUCH AS DRIVING fast cars.

SUSPECT: Matt drives fast cars LIKE Ferraris.(=similar to, but “example” is implied)

Note: The GMAT has backed off from claiming that like cannot introduce examples, but it is probable that the use of like with examples will continue to be avoided.

WRONG: Matt drives Ferraris AND THE LIKE.

Matt drives Ferraris AND OTHER cars SUCH AS THESE.

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

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

**"such" should be placed AS CLOSE AS POSSIBLE to the NOUN THAT IS EMPHASIZED in context.**   
  
here are two examples to illustrate:   
  
\* *i've never seen another store with****such a variety****of beverages as these ones.*   
--> the VARIETY is the point; i've never seen a store with *this many* different beverages.   
  
\* *i've never seen another store with a variety of****such beverages as****these ones.*   
\* *i've never seen another store with a variety of****beverages such as****these ones.*   
--> the BEVERAGES THEMSELVES are the point; i've seen stores with a variety of beverages before, but never a variety of *these particular* beverages.

\* THE is also incompatible with "such as":

you shouldn't have "the" + noun + "such as", regardless of what else is around it.   
"the" implies a definite, specified item or set of items, while "such as" implies items that are unspecified but similar to whatever "x" is. so, basically, the ideas of "the" and "such as" are contradictory.  
  
- Correct: I never read this book, but I read the other books on the shelf.   
- Correct: I never read this book, but I read other books on the shelf, such as "Right Hand, Left Hand" and "The Rise and Fall of the Third Reich."   
- Incorrect: I never read this book, but I read **the** other books on the shelf, such as "Right Hand, Left Hand" and "The Rise and Fall of the Third Reich."

*you should do****the****exercises in the book.*  
--> it wouldn't make sense to have "such as" here, because the book will actually contain a specific group of exercises.  
  
*you should do exercises****such as****those in the book.  
--> this means that you can basically do [i]any* exercises of the same kind, regardless of whether they actually appear in the book. since this isn't a definite set of exercises, it wouldn't make sense to use "the" here.

## SUGGEST

RIGHT: A study SUGGESTS THAT more work IS needed (or WILL BE) needed.

We SUGGEST THAT he BE promoted.(subjunctive)

This attwork SUGGESTS great talent.

SUSPECT: This artwork IS SUGGESTIVE OF great talent.

## SUPPORT

Support 作为n.时的固定搭配

（have/receive/win）support of/from somebody 来自某人的支持

Support for sth/someone支持某事/某人

In support of sth. 支持某事

support for/to has to be followed by noun

"provide support *to*" the same as "provide assistance/help to", and is thus almost always followed by a *person*.   
e.g. *there will be medical personnel present at the festival to****provide support to****victims of heat stroke and drug overdoses.*

## SUPPORT TO

*support to* cannot be used with a verb. It can be used with a noun. (*to + verb* converts to its infinitive form, the use of *to* as a preposition is lost)   
  
E.g.   
We extend our wholehearted support to the distribution of food. - **Correct**   
We extend our wholehearted support to distribute the food. - **Incorrect**   
We extend our wholehearted support for distributing the food. - **Correct**

## SURFACE

RIGHT: Craters have been seen ON THE SURFACE OF the moon.

SUSPECT: Craters have been seen AT THE SURFACE OF the moon.

## TARGETED

RIGHT: This intervention is TARGETED AT a specific misbehavior.

WRONG: This intervention is TARGETED TO a specific misbehavior.

## TEND

Tend to do sth. If something tends to happen, it happens often and is likely to happen again.

Tend to sb/sth 照顾

## TERM

Come to terms with 妥协，达成协议，让步，屈服，甘心忍受

## THAN

RIGHT: His booke are MORE impressive THAN those of other writers.

This paper is LESS impressive THAN that one.

This paper is NO LESS impressive THAN that one.

This newspaper cost 50cents MORE THAN that one.

MORE THAN 250 newspapers are published here.

Sales are HIGHER this year THAN last year.

WRONG: His books are MORE impressive AS those of other writers.

This paper is MORE impressive RATHER THAN that one.

This paper is MORE impressive INSTEAD OF that one.

This paper is NO LESS impressive AS that one.

This paper is NONE THE LESS impressive THAN that one.

This newspaper cost 50 cents AS MUCH AS that one.

AS MANY AS OR MORE THAN 250 newspapers are published here.

Sales are HIGHER this year OVER last years.

if it's "NOUN1 is more ADJ than NOUN2", as in "jim is more charismatic than his brother", then NOUN1 and NOUN2 must be parallel.  
  
if it's "NOUN is more THING1 than THING2", where THING1 and THING2 are two different attributes that are being compared (whether adjectives or nouns), then THING1 and THING2 must be parallel.  
example: "that paint is more yellow than orange"; "i'm more of a lover than a fighter"

"for" is absolutely necessary.  
  
if you write   
*X will be used****for Y****more than****for Z***  
(as in the correct answer)  
then the two cases being compared are (a) X used in place of Y, (b) X used in place of Z.  
  
on the other hand, if you write   
***X****will be used for Y more than****Z***  
(as in choice b)  
then that can be interpreted differently: (a) X used in place of Y vs. (b) Z used in place of Y.

## THAT X DOES Y

 "that X does Y" is a *noun clause*, and can function as a noun

That some fraternal twins resemble each other greatly while others look quite dissimilar highlights an interesting and often overlooked feature of fraternal-twin pairs, namely that they vary considerably on a spectrum of genetic relatedness.

## THINK

RIGHT: She THINKS OF them AS heroes.

She IS THOUGHT OT BE secretly wealthy.

WRONG: They ARE THOUGHT OF BY her AS heroes.

She THINKS OF them TO BE heroes.

She THINKS OF them BEING heroes.

## THRIFTY

Be thrifty with 节省

## TIME

Time 做比较时的用法

X times（或数字） +as +adj./adv. + as

X times + the + N.

X times more than

## TO+verb See IN ORDER TO

## TOOL

RIGHT: We have a TOOL FOR MAKING progress.

We have a TOOL TO MAKE progress.

Note: The GMAT does not seem to require WITH, although one makes progress WITH a tool.

## TRAIN

RIGHT: She WAS TRAINED TO RUN a division.

WRONG: She WAS TRAINED FOR RUNNING (or IN RUNNING) a division.

## TRY

RIGHT: They WILL TRY TO BUILD a company.(=intent or purpose)

try to do 表目的 try doing 尝试

SUSPECT: We TRIED BREAKING the door down.(= experiment)

WRONG: They WILL TRY AND BUILD a company.

They WILL TRY THAT THEY BUILD a company.

## TURN

Take turns to do/doing还是to do与doing的区别

……to do指开始着手进行尚未开始的事情

……doing指正在做已经开始的事情

两个短语分别是“依次去做”“依次在做”

## TWICE

RIGHT: He is TWICE AS tall AS Alex [is].

Leaves fall TWICE AS quickly AS they grow.

Naomi wrote TWICE AS MANY letters AS Sara [did].

Naomi wrote ten letters, DOUBLE THE NUMBER THAT Sara wrote.

Naomi’s income DOUBLED in three years.

Naomi DOUBLED her income in three years.

Twice as many…as

Twice as much….as

Twice + N.(可以是代词，比如that)

Twice + what 从句

WRONG: He is TWICE AS tall THAN Alex [is].

Leaves fall TWICE AS quickly AS their rate of growth.

Naomi wrote DOUBLE THE LETTERS THAT Sara did.

Naomi’s income INCREASED BY TWICE in three years.

## UNDER

表协议，法律或制度的n.常与介词under连用，under在这种情况下的意思是according to 根据，按照

 "under" is the preposition used when discussing the stipulations of a particular set of rules/regulations/whatever.   
"*under* rhode island billiards rules, players must pull a ball out of the pocket whenever they scratch."

## UNLIKE See also CONTRAST

RIGHT: UNLIKE the spiny anteater, the aardvaik is docile.

WRONG: UNLIKE WITH the spiny anteater, the aardvark is docile.

## URGE

Urge sb. to do sth. Urge力劝，主张，督促，促进

## USE

RIGHT: He USES the hammer TO BREAK a board.

He BREAKS a board WITH the hammer.

His hammer BREAKS a board.

He USES the hammer AS a weapon.

Use as

WRONG: He USES a hammer FOR BREAKING a board.

He USES the hammer LIKE a weapon.

He USES the hammer TO BE a weapon.

## VARIATION

RIGHT: There are VARIATIONS IN sunspot frequency and strength over time.

WRONG: There are VARIATIONS OF sunspot frequency and strenth over time.

There are VARIATIONS AMONG sunspot frequency and strength over time.

## VIEW

RIGHT: I VIEWED this process AS a mistake.

WRONG: I VIEWED this process TO BE a mistake (or LIKE) a mistake.

"view NOUN to be ADJ" is unidiomatic; "view NOUN as ADJ" is idiomatically correct.

## WAY

RIGHT: We proposed a WAY OF REACHING the goal.

The WAY IN WHICH we discussed the idea was positive.

The best WAY TO REACH the goal IS TO FOCUS one’s energy.

This process was developed TO ACHIEVE the target.

Way + be + to do

By way of….通过…方式

SUSPECT: This process was developed AS A WAY OF ACHIEVING the target.

WRONG: We proposed a WAY FOR REACHING the goal..

The best WAY TO REACH the goal IS FOCUSING one’s energy.

## WEIGH

RIGHT: My laptop WEIGHS LESS THAN a suitcase.

My laptop IS LIGHTER THAN a suitcase.

WRONG: My laptop WEIGHS LIGHTER THAN a suitcase.

## WHERE

RIGHT: Sussex is the only county WHERE pomegranates grow in this state.

Sussex is the only county IN WHICH pomegranates grow in this state.

This incident represents a case IN WHICH I would call the police.

WRONG: This incident represents a case WHERE I would call the police.

## WHETHER

RIGHT: I do not know WHETHER I will go.

Whether A，B, or C （whether表列举时）

SUSPECT: I do not know WHETHER OR NOT I will go.

WRONG: I do not know IF I will go.( IF requires a consequence)

Those skeptical of the extent of global warming argue that short-term temperature data are an inadequate means of predicting long-term trends and point out that the scientific community remains divided on whether significant warming will occur and what impact will it have if it does. (wrong)

if choice a actually has the original wording posted at the beginning of this thread ('will it' instead of 'it will'), then it's definitely wrong. 'will it' is only ok in the context of a question ('will it rain tomorrow?'), and can't be used as a noun phrase.

 Those skeptical of the extent of global warming argue that short-term temperature data are an inadequate means of predicting long-term trends and point out that the scientific community remains divided over whether significant warming will occur and what impact it would have (right)

## WHILE

While+现在分词表“与…同时”做时间状语

I often knit while I am watching TV. 可以省写为 I often knit while watching TV.

While引导的时间状语，从句与主句主语相同时，也可以说连词引起一个单词或短语，如跟adj，介词短语或现在分词等，while可成分省略。

While的用法

表示语义对照；

"while most of the class spent the weekend studying for GMAT class, I spent the weekend at the beach"

表示语义转折；

While I admit that there problems, I don’t agree that they cannot be solved.

表示在期间；

He fell asleep while (he was) doing his homework.

'while at the same time' is allowed, the best reason i can give (actually the second best reason, after 'because they said so') is that it has a clear *rhetorical* purpose: it adds a great deal of emphasis to the *contrast* between the seemingly contradictory views described in the sentence.

## WHETHER…OR

RIGHT: I decided to eat the food, WHETHER it was tasty OR NOT.

WHETHER trash OR treasure, the recyclables must be picked up.

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

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

## WHOSE/WHOM

RIGHT: The officer WHOSE task was to be here did not show up.

The company WHOSE growth leads the industry is XYZ, Inc.

SUSPECT: The officer, THE task OF WHOM was to be here, did not show up.

## WITH

RIGHT: The lions growled, WITH their fur STANDING on end.

通过…的方式 with…/through….

WRONG: WITH only 25% of the student body, seniors get 50%of the resources.

* with结构的小结： A)with+n.+(that从句)可以做限定性定语或非限定性定语，此时不是独立主格

B)with的独立主格结构：在GMAT中一般做状语。其特点是，与主句有紧密逻辑关系，但又可以说与主句没有关系。(即，若与主句有关系，应可用定语从句或其他成分连接。) C)with独立主格结构常见错误:

①将句末同位语或定语从句换成with独立主格结构

②将表达转折的句子意思换成with独立主格结构

## WORRY

RIGHT: The committee was WORRIED ABOUT increase prices.

SUSPECT: The committee’s WORRY CONCERNING increased prices was well=founded.

WRONG: The committee was WORRIED OVER increased prices.

## YET See BUT

## 数词+不定式 the first…to do sth.

1. **Odds & Ends**

**Connecting Words**

In order for phrases and clauses to combine into a complete, grammatical sentence, they must be linked together in the paper way with certain Connecting Words.

Remember that a correct sentence always contains at least one main clause. (A main clause is group of words that can stand on its own as a complete sentence. It contains both a subject and a verb, and it does not begin with a subordinating conjunction such as because or if.)

A correct sentence can have more than one main clause; this very sentence has two. You must be careful, however, to use the right punctuation and/or connecting words to join two clauses. A comma is not enough to join two main clauses. A sentence that violates this rule is called a Run-on Sentence.

The conjunctions and, but and or are very common connecting words. There three words, along with for, nor, yet, and so, are also called Coordinating Conjunctions. Together with a comma, a coordinating conjunction can link two main clauses to form a grammatical sentence.

And is the most important coordinating conjunction. Whenever you see an and after a comma, check for two possibilities: (1) a list (apples, grapes, AND pears), (2) two main clauses (I like apples, AND she likes grapes.). The GMAT will occasionally create a mixed-up sentence by linking a main clause to a fragment with and after a comma.

Subordinators从属连词 are another kind of connecting word. Subordinators, such as because and although, create subordinate clauses, which can in turn attach to a main clause with a comma.

You can think of a comma + coordinating conjunction as a neutral referee that allows two main clauses to coexist peacefully as equals. A subordinator, on the other hand, is decidedly partisan: it achieves harmony within a sentence by reducing one of the clauses to a subordinate clause.

Use only one connecting word at once. You should also make sure that clauses are connected by a sensible connecting word.

The following is a list of common connecting words:

Coordinating Conjunctions: **For And Nor But Or Yet So**

Subordinators: **Although Because Before After Since When If Unless**

**That Though While**

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

Finally, be on the lookout for sentences that join a main clause to something that should be a clause, but is not actually a clause.

* Because of 后面只能加简单的名词结构，because of sb’s doing 一定要改成because。这种情况同样适用于due to, despite (in despite of), as a result of
* **Because of** a law passed in 1933 making it a crime punishable by imprisonment for a United States citizen to hold gold in the form of bullion or coins, immigrants found that on arrival in the United States they had to surrender all of the gold they had brought with them.

this sentence should be read as an instance of the latter: it's the *law* itself that caused the immigrants' problems. it writes 'because of *a law*', where 'a law' is definitely a noun. (the subsequent modifier 'making it a crime...' modifies 'law', and is not associated with 'because of')

\* *we laughed all day because of tony walking into the girls' bathroom* --> incorrect, because the verb (walking into the bathroom) is the reason why we were laughing all day.   
the correct version of this sentence would read *we laughed all day because of****tony's****walking into the girls' bathroom*. in other words, if the causal agent is the *action* (which appears in -ing form), then it must be preceded by a *possessive*.   
  
\* *estelle was afraid to move because of a spider sitting on the wall* --> correct, because estelle is afraid because of the spider itself, not because of the spider's sitting on the wall.

* Since和because不能互换，because表示强烈的因果关系。
* **句尾定语从句，不要改为分词, V-ing修饰全句，除非用逻辑判断出 需要用V+ing修饰前面一整句,**不要随便消灭或添加给句子因果关系，即有因果关系的句子要保留因果关系词。
* "X and Y" is normally used to indicate two different things. (if you said "the first woman and the first Swedish writer", without the "also", that would normally imply 2 different people)  
    
  "X and also Y" is normally used to bestow two descriptions on the SAME person or thing.

**Connecting Punctuation**

There are four major punctuation marks that can connect sentence parts:

**Comma Semicolon Colon Dash**

**, ; : -**

**Comma**

The comma (,) is the most common punctuation mark, as well as the most difficult to use correctly. Fortunately, you can rest assured that the GMAT does not make correct answers hinge solely on comma use. That is, the correct answer will never differ from an incorrect answer only by the placement of a comma.

However, you should certainly pay attention to commas, since they are important signals and separators of modifiers, items in a list, and other sentence elements. For instance, remember that non-essential modifiers are set off by commas, but essential modifiers are not separated by commas. This car, purchased last year, is a Buick contains a non-essential modifier, but The car purchased last year is a Buick contains an essential modifier. Do not use a comma before and to separate two verbs that have the same subject. Either eliminate the comma or add a subject to the second verb, creating a second main clause.

Wrong: Earl walked to school, AND later ate his lunch.

Right: Earl walked to school AND later ate his lunch.

Right: Earl walked to school, AND HE later ate his lunch.

And of course, a comma by itself cannot connect two complete sentences (main clauses).

Wrong: Earl walked to school, he later ate his lunch.

A strange kind of two-part sentence is legal: The bigger they are, the harder they fall. Use a comma here.

When you use COMMA -ING modifiers:  
\* they modify the action of the preceding clause, and  
\* the SUBJECT of the preceding clause should be the agent of the -ING action

**Semicolon**

The semicolon (;) connects two closely related statements. Each statement must be able to stand alone as an independent sentence.

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

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

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

When you use a semicolon, you should ensure that the two sentence parts are related in an independent, balanced way. If it seems that the author originally meant to subordinate one part to the other, you must preserve that intent.

Right: The dam has created dead zones, WHERE fish have disappeared.

Wrong: The dam has created dead zones; fish have disappeared.

In the second example above, the writer seems to be saying that fish all over the world have disappeared. The first example is appropriately limited to the dead zones.

The semicolon is often followed by a Conjunctive Adverb or other transition expression, such as however, therefore, or in addition. In this way, we can modify the equal relationship that a bare semicolon implies. Note that these transitional elements are not true conjunctions like and. As a result, you must use semicolons, not comma, to join the sentences.

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

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

A minor use of the semicolon is to separate items that themselves contain commas.

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

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

**Colon**

The colon (: ) provides further explanation for what comes before it. For example, you can use a colon to equate a list with its components. You should be able to insert the word namely or the phrase that is after the colon.

What comes before the colon must be able to stand alone as a sentence. What comes after the colon does not have to be able to stand alone.

Whatever needs explanation should be placed as close to the colon as possible.

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

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

You can put a main clause after a colon as well. The key is that this clause must explain what precedes the colon—perhaps the entire preceding clause.

Do not confuse the semicolon (;) with the colon (: ). The semicolon connects two related independent clauses, but the second does not necessarily explain the first. In contrast, the colon always connects a sentence with a further explanation.

**Dash**

The dash (–) is a flexible punctuation make that the GMAT occasionally employs. You can use a dash as an emphatic comma, semicolon, or colon.

For instance, you should use dashes to separate an appositive同位语 from an item in a list.

My three best friends – Danny, Jimmy, and Joey – and I went skiing.

You can also use the dash to restate or explain an earlier part of the sentence. Unlike the colon, the dash does not need to be immediately preceded by the part needing explanation.

In short, you cannot really go wrong with a dash!

**Quantity**

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

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

Some nouns in English are Countable. Other nouns are Uncountable.

Countable Modifiers Uncountable Modifiers

MANY hats MUCH patience

NOT MANY hats NOT MUCH patience

FEW hats LITTLE patience

FEWER hats LESS patience

FEWEST hats LEAST patience

NUMBER of hats AMOUNT of patience

FEWER THAN 10 hats LESS THAN a certain

AMOUNT of patience

NUMEROUS hats GREAT patience

MORE NUMEROUS hats GREATER patience

More, most, enough, and all work with both countable (plural) and uncountable (singular) nouns: More hats; More patience; Most people; Most furniture; Enough patience; All people; All furniture.

Do not use less with countable items.

Wrong: 10 items or less

Right: 10 items or fewer

Be careful with unit nouns, such as dollars or gallons. By their nature, unit nouns are countable: one dollar, two dollars, three dollars. Thus, they work with most of the countable modifiers. However, unit nouns represent uncountable quantities: money, volume. As a result, we use less with unit nouns, when we really want to indicate something about the underlying quantity.

Right: We have LESS THAN twenty dollars.

Right: We have FEWER THAN twenty dollar bills.

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

You must use comparative forms of adjectives and adverbs (better, worse, more, less) to compare two things or people, but you must use superlative forms (best, worst, most, least) to compare three or more things or people.

You should use between only with two things or people. When you are talking about three or more things or people, use among.

**Rule #3: The Number or Number Of versus A Number or The Numbers Of**

1. The number of is singular, and A number of is plural.

Right: THE NUMBER of dogs IS greater than the number of cats.

Right: A NUMBER of dogs ARE chasing away the cats.

1. The numbers of is almost always incorrect. Stick to the expression the number of.

Wrong: THE NUMBERS of dogs in Montana ARE steadily increasing.

Right: THE NUMBER of dogs in Montana IS steadily increasing.

1. However, numbers is possible in a few contexts. If you wish to make a comparison, use greater than, not more than (which might imply that the quantity of numbers is larger, not the numbers themselves)

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

The words increase and decrease are not the same as the words greater and less. Increase and decrease express the change of one thing over time. Greater and less signal a comparison between two things.

Right: The price of silver INCREASED by ten dollars.

Right: The price of silver is five dollars GREATER than the price of copper.

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

Wrong: The price of silver FELL by a more than 35% DECREASE.

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

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

Decrease already includes the notion of falling or lowering, so fell is redundant. Similarly, increase includes the notion of rising or growing, so rise or growth would be redundant as well.

1. **GM/S-V/Parallelism: Extra**

**Concision: Specific Patterns of wordiness**

The GMAT prefers concise expressions to wordier ones. In fact, the GMAT will often make the less concise answer correct by putting a subtle error into the more concise choice.

Wordiness is not a fuzzy as you might think. The GMAT seems to have particular opinions about what sorts of phrases are wordier than others. Of course, wordier expressions have more words! But if you can recognize these specific patterns, you can make faster and more confident assessments.

Here is how to rank parts of speech by “concision power”: **drive the V-A-N**.

**V-A-N=Verb>Adjective (or Adverb)> Noun**

An active **Verb** is usually stronger and more concise than an **Adjective** or an action **Noun**.

**V-A-N Pattern 1: Prefer a Verb to an Action Noun**

An Action Noun, such as revolution, is a noun that expresses an action. Try to express action with verbs (such as revolt), rather than with action nouns (such as revolution). Generally, a short, simple verb is stronger than a phrase with the relevant action noun and a generic verb, such as be or make.

Like all other patterns of wordiness and conclusion, this pattern does NOT provide a hard-and-fast rule. Always use concision last. In many cases, a difference among choices involving concision also hinges on other issues.

**V-A-N Pattern 2: Prefer a *That*-Clause (with Verbs) to a Series of Phrases (with Nouns)**

Wordy: The hypothesis ABOUT the COMPOSITION OF the universe AS largely dark energy seems strange.

Better: The hypothesis THAT the universe IS largely COMPOSED OF dark energy seems strange.

When you tack a long thought onto a noun, try to put the thought in a *That-*Clause rather than in a long series of prepositional phrases. A *That*-Clause starts with the word that and contains a working verb.

“Idea” nouns, such as hypothesis, idea, or suggestion, lend themselves particularly well to this pattern. Other examples include belief, discovery, evidence, indication, and report. These sorts of nouns are often modified by That-Clauses that contain full sentences: The BELIEF THAT the earth is flat is contradicted by EVIDENCE THAT the Earth is round and the DISCOVERY THAT the Earth circles the Sun.

**V-A-N Pattern 3: Prefer a Verb to an Adjective**

Wordy: The artist WAS INFLUENTIAL TO the movement.

Better: The artist INFLUENCED the movement.

Try to pick the verb form of the action, rather than an adjective form plus the verb to be. The verb makes a more direct commitment to what happened.

**V-A-N Pattern 4: Prefer an Adjective to a Noun**

To describe a noun or noun phrase, use an adjective. Avoid the noun derived from that adjective if you can.

Wordy: She has the capability to juggle.

Better: She is capable of juggling.

Wordy: He is in isolation.

Better: He is isolated.

Watch out for possible slight changes of meaning, too. In isolation does not mean exactly the same thing as isolated.

**V-A-N Pattern 5: Prefer an Adverb to a Prepositional Phrase**

Wordy: Oil prices have fallen, but prices at the gasoline pump have not fallen TO A COMPARABLE EXTENT.

Better: Oil prices have fallen, but prices at the gasoline pump have not fallen COMPARABLY.

To modify a verb phrase, use a simple adverb rather than a long prepositional phrase that means the same thing. When you search for the most concise answer, run an “**elimination BE**”: get rid of any unnecessary uses of be.

**Concision Patter 6: Prefer an Adjective to an Adjective Clause with Be**

Wordy: Marcos is a professor WHO IS ADMIRABLE.

Better: Marcos is an ADMIRABLE professor.

An adjective clause that contains the verb to be is generally wordier than the adjective by itself. In particular, if the main clause contains be as well, try to use the adjective alone.

This principle works similarly with nouns that identify or describe other nouns:

Wordy: Joan, WHO IS a FIREFIGHTER, works in Yosemite Park.

Better: Joan, a FIREFIGHTER, works in Yosemite Park.

**Concision Patter7: Remove IT IS…THAT…**

Wordy: IT IS without fear THAT children should play.

Better: Children should play without fear.

The first construction is perfectly grammatical and even useful when you want to emphasize some aspect of the situation. But the GMAT avoids such constructions in correct answers.

Again, none of these Concision patterns expresses a rule but rather a preference. Make use of these patterns judiciously. In particular, be wary of shortcuts. Words or phrases such as being or the fact that do not automatically indicate that an answer choice is wrong.

**Concision: Don’t Make It Too Short**

The GMAT sometimes tries to trick you with **false concision**: tempting expressions that are too short for their own good.

**“Too Short” Pattern 1: Keep the Prepositional Phrase if You Need To**

In many cases, when we have one noun modified by a prepositional phrase, we can turn the phrase into a Noun-Adjective and put it in front of the first noun, thus shortening the whole expression. A Noun-Adjective is a noun that is placed in front of another noun and that functions as an adjective.

Right: A wall OF stone. OR A stone wall

(stoneis a Noun- Adjective here)

**IF the preposition is not of, then you should avoid collapsing the prepositional phrase.**

Moreover, you should not collapse certain *Of*-prepositional phrase into Noun-Adjectives. Whenever you have a **time period, quantity,** or other **measurement** as the first word, keep the prepositional phrase with of. Never modify a measurement using a Noun-Adjective. Also, you should generally avoid using a possessive (‘s or s’) to modify a measurement.

**“Too Short” Pattern 2: Keep *That Of* or *Those* *Of* if You Need To**

Too Short: The face I see in ads every day is a famous actor.

Better: The face I see in ads every day is THAT OF a famous actor.

Note that the GMAT sometimes inserts an unnecessary that of or those of, which you do have to remove.

Wordy: The fields I most enjoy studying are THOSE OF physics and chemistry.

Better: The fields I most enjoy studying are physics and chemistry.

**“Too Short” Pattern 3: Keep That after a Reporting Verb**

A Reporting Verb, such as indicate, claim, contend, or report, often in fact reports or otherwise includes a thought or belief. This thought can stand alone as a sentence: The problem has vanished.

On the GMAT, you should always put a that between the Reporting Verb and the thought.

The GMAT insists that the following Reporting Verbs take that whenever you follow them with a clause.

Reporting Verbs: agree, claim, contend, declare, find, indicate, reveal, rule, show.

It is likely that the GMAT will insist on that after most other Reporting Verbs. Other common Reporting Verbs include announce, assert, believe, confess, demonstrate, doubt, expect, hold, know, mention, observe, proclaim, reason, recognize, repeat, state, think, and warn, as well as various forms with the verb be, such as be convinced, be certain, be assured and so forth.

The main exception to this pattern seems to be the verb say. Somewhat oddly, the GMAT does not require you to put that after the verb say:

Right: The water was so cold that people SAID polar bears would shiver.

In a GMAT sentence, the verb say will almost certainly be followed by an entire thought, not necessarily introduced with that.

**Parallelism: Concrete Nouns and Action Nouns**

Not every noun can be made parallel to every other noun.

We can divide nouns into two categories:

1. Concrete nouns refer to things, people, places, and even time periods or certain events.

Rock, continent, electron, politician, region, holiday, week

1. Action nouns refer to actions, as their name implies. They are often formed from verbs.

Eruption, pollution, nomination, withdrawal, development, change, growth

To maintain logical parallelism, avoid making concrete nouns and action nouns parallel.

-ing forms of verbs can also be used as nouns to indicate actions. –ing verb forms used as nouns are called Gerunds. Gerund phrases are divided into two categories as well:

1. Simple Gerund Phrases

Tracking satellites accurately is important for the space agency.

Simple gerund phrases are “Nouns on the Outsides, Verbs on the Inside,” like some kind of crunchy grammatical cookie. The underlined phrase acts as a noun.

Something is important for the space agency.

However, inside the actual phrase, the words are arranged as if they follow a verb.

1. Complex Gerund Phrases

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

Complex gerund phrases are “Nouns Through and Through.” The –ing gerund form is made fully into a noun; in fact, it is often preceded by articles (a, an or the) or adjectives (accurate). Complex gerund phrases may sometimes sound less natural than simple gerund phrases.

**Simple gerund phrases are NEVER PARALLEL to complex gerund phrases** – even though they both are –ing form of a verb, and both are used as nouns!

OF the two types of gerund phrases, **only complex ones can be parallel to action nouns.**

**In any list of action nouns, always choose the complex gerund phrase (often with articles and the word Of) over the simple gerund phrase!**

Also, if an appropriate action noun for a particular verb already exists in English, then avoid creating a complex gerund phrase. Instead, use the pre-existing action noun.

Wrong: The rebels demanded the withdrawal of government forces from disputed regions AND releasing certain political prisoners.

Wrong: The rebels demanded the withdrawal of government forces from disputed regions AND THE releasing OF certain political prisoners.

Right: The rebels demanded the withdrawal of government forces from disputed regions AND THE RELEASE OF certain political prisoners.

In brief, there are three categories of nouns: (1) Concrete Nouns, (2) Action Nouns and Complex Gerunds, and (3) Simple Gerunds. Do not mix these categories.

**What Else Is Considered Parallel**

1. **Working Verbs**

Only working verbs are parallel to other working verbs.

The plant BOTH exceeded output targets AND ran more smoothly than ever.

1. **Infinitives**

Infinitives are the TO form of the verb. In general, only make infinitives parallel to other infinitives. The to can be omitted in the second infinitive (and all the rest), unless there is a parallelism marker before the first infinitive.

1. **Adjectives, Past Participles, and Present Participles (used as adjectives)**

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

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

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

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

1. **Clauses**

Only clauses starting with the same word should be made parallel. In general, clauses should not be made parallel to anything besides another clause.

**Common Parallelism Categories**

NounsOther

1. Concrete Nouns (1) Working Verbs
2. Action Nouns and (2) Infinitives

Complex Gerunds (3) Adjectives and Participles

1. Simple Gerunds (4) Clauses
2. **Pronouns & Modifiers: Extra**

**Other Pronouns**

There

Technically an adverb, there means “in that place.” Thus, there acts a lot like a pronoun. The antecedent place is often referred to in a prepositional phrase and should be a noun, not an adjective.

Wrong: At current prices, Antarctic oil may be worth drilling for, if wells can be dug THERE and environmental concerns addressed.

Right: At current prices, oil in Antarctica may be worth drilling for, if wells can be dug THERE and environmental concerns addressed.

Note that we also use there as a “dummy” pronoun in expressions such as There is a cat in a tree or There are roses on my doorstep. In these cases, you do not need an antecedent.

* there being 永远错

Itself, Themselves, One another, Each other

The Reflexive Pronouns itself and themselves are used as objects to refer directly back to the subject: The panda groomed itself. Since you must use a reflexive pronoun to indicate when the subject acts upon itself, another pronoun may be less ambiguous than you think.

Itself and themselves are also used to intensify a noun: The commission itself was wrong.

The Reflexive Pronouns one another and each other are used to indicate interaction between parties. These pronouns are not interchangeable with Themselves.

Wrong: The guests at the party interacted with THEMSELVES.

Right: The guests at the party interacted with ONE ANOTHER.

Such and Other/another

The words such and other/another often combine with a general noun to indicate an antecedent. Such means “like the antecedent.”

After the land-use agreement surfaced, the commission decided to subject any SUCH contracts to debate in the future.

In this example, the land-use agreement is a type of contract. Similarly, other and another mean “additional of the same type,” though not necessarily “exactly alike.”

After the land-use agreement surfaced, the commission decided to subject any OTHER contracts to debate in the future.

One

One indicates an indefinite copy or a single, indefinite part of a collection.

After walking by the chocolates so many times, Roger finally had to eat ONE.

The particular chocolate was not delineated ahead of time. In contrast, the personal pronouns it and they/them indicate definite selection of an entire object or collection.

After walking by the chocolates so many times, Roger finally had to eat THEM.

In this case, Roger ate all the chocolates! Notice that after Roger has selected a chocolate, we now refer to that particular chocolate using the definite pronoun it.

After walking by the chocolates so many times, Roger finally had to eat ONE. IT was delicious, but HE could eat only half of IT.

Do so versus Do it

Do so can refer to an entire action, including a verb, its objects, and its modifiers.

Quinn did not eat dinner quickly, but her brother DID SO.

Alternatively, you can simply repeat the helping verb without so.

Quinn did not eat dinner quickly, but her brother DID.

On the other hand, in the phrase do it, the pronoun it must refer to an actual noun antecedent.

Quinn failed to do the homework, but her brother did IT.

Quinn did not eat the soup, but her brother ATE IT.

**Placeholder *It***

Sometimes it would be nice to move an awkward subject or object to the back of the sentence. In these cases, we can put an it in the sentence where the subject or object used to be. We call this use of it “placeholder It.” Do not look for a noun antecedent for a Placeholder It.

1. **Postpone Infinitive Subjects**

Awkward: TO RESIST temptation is futile.

Better: IT is futile TO RESIST temptation.

1. **Postpone That-Clause Subjects**

Awkward: THAT we scored at all gave us encouragement.

Better: IT gave us encouragement THAT we scored at all.

Remember, however, that the “Awkward” form could be the right answer!

It cannot normally refer to a clause under other circumstances.

1. **Postpone Infinitive or That-clause Objects**

Right: She made IT possible for us TO ATTEND the movie.

You cannot say this sentence any other way, unless you change the infinitive phrase to attend into the action noun attendance. Then you should drop the Placeholder It.

Right: She made possible our attendance at the movie.

Right: She made out attendance at the movie possible.

The point of this discussion is that these use of Placeholder it are legal and even encouraged. If you come across Placeholder it, do not be anxious because you cannot find a noun antecedent for the it. There is no such noun antecedent for this use of it.

**Avoiding Pronouns Altogether**

Sometimes, the best way to deal with a pronoun problem is to eliminate pronouns, as we have seen.

Repeating the antecedent noun is always an option, if not necessarily the most elegant.

Right: After roasting the deer, the hunter extinguished the fire and then searched for a tree to hang THE DEER from

It is often smoother—and much more GMAT-like – to **use a generic synonym for the antecedent** than to repeat the noun exactly. Such a synonym stands in for the antecedent and functions just like a pronoun, but with none of the drawbacks. The synonym is often more general than the antecedent, which refers to an example of the generic synonym. We have already observed such synonyms more than once:

Right: New “nano-papers” incorporate fibers that give THESE NATERUAKS strength.

The generic synonym materials refers to new “nano-papers,” which are types of materials.

Right: After the land-use agreement surfaced, the commission decided to subject any SUCH CONTRACTS to debate in the future.

Likewise, contracts refers to the land-use agreement, which is an example of a contract.

You do not always have to use these or such. Often, simply the article the will suffice.

Right: After roasting the deer, the hunter extinguished the fire and then searched for a tree to hang THE MEAT from.

The generic synonym meat refers to the deer, which is or provides a type of meat.

**Nuances细微差别 of Pronoun Reference**

1. **Number** The antecedent must agree in number (singular, plural) with the pronoun.
2. **Gender** The antecedent must agree in gender (masculine阳性的, feminine阴性的, neuter中性的) with the pronoun. He and his are masculine; she, her, and hers are feminine. It and its are neutral. They, them and their can be any gender.
3. **Repeats**  Repeated pronouns are presumed to have the same antecedent. That is, every it and its in the sentence must refer to the same singular noun; every they, them and their must refer to the same plural noun.

The remaining two principles are not absolute.

1. **Proximity** The pronoun should refer to the closest eligible antecedent. Note that there is such an idea as “too close”. In the sentence In the station house IT is considered taboo, the IT con not refer to station house. The antecedent normally occurs earlier in the sentence. Rarely, the antecedent may come shortly after the pronoun (e g, After he dried his tears, Jack made a vow.) However, you should usually place the antecedent first.
2. **Case** The pronoun and the antecedent should agree in the case if they are in parallel structures. In particular, a subject pronoun in one clause often refers to a noun in subject position in another parallel clause. In general, subject nouns make strong antecedents, even for somewhat distant pronouns.

**Modifiers: Exceptions to the Touch Rule**

In general, noun modifiers must touch their nouns. However, there are a few exceptions to the Touch Rule.

1. **A “mission-critical” modifier falls between.** This modifier is often an Of-phrase that defines the noun. The less important modifier refers to the noun plus the first modifier.

Right: He had a way OF DODGING OPPONENTS that impressed the scouts.

Here, the “mission-critical” modifier of dodging opponents defines the noun way. Without this modifier, the noun way is almost meaningless.

Best: His way OF DODGING OPPONENTS impressed the scouts.

1. **A very short predicate falls between, shifting a very long modifier back.**

Right: A new CEO has been hired who will transform the company by decentralizing authority to various division heads while increasing their accountability through the use of public scorecards.

The alternative construction is confusing, because the modifier is extremely lengthy:

Awkward: A new CEO who will transform the company by decentralizing authority to various division heads while increasing their accountability through the use of public scorecards has been hired.

1. **A short non-essential phrase intervenes and is set off by commas.**

Right: Our system of Presidential election favors states, such as Delaware, that by population are over-represented in the Electoral College.

The short phrase such as Delaware sneaks between the noun states and its modifier that by population are over-represented in the Electoral College. There is nowhere else logical to put the phrase such as Delaware. Because this phrase is short, its insertion is acceptable.

1. **The modifier is part of a series of parallel modifiers, one of which touches the noun.**

Right: In heraldry, the term “tincture” refers to a color emblazoned on a coat of arms and labeled with a special French word.

To summarize, noun modifiers must touch the modified noun, with a few minor exceptions. These exceptions all “read” well; simply use your judgment as you apply the Touch Rule.

**Possessive Nuances**

You should not choose *Y OF X’s* to indicate that *Y belongs to X*. choose either the form *Y of X* or the form *X’s Y*. Other grammar authorities allow *Y OF X’s*, but this construction is considered redundant by the GMAT.

The GMAT avoids the plural possessive answer choice or choices for a variety of reasons:

1. You cannot easily modify the noun that is in the possessive.
2. With a possessive, you cannot express a relationship other than of.
3. The plural possessive can be easily misread, especially within a prepositional phrase. For one thing it sounds the same as the singular possessive, and you can easily miss the added-on apostrophe after the final –s.

Wrong: Certain humans’ parasites have been shown to provide bacterial resistance and protection against auto-immune disorders.

Right: Certain parasites in humans have been shown to provide bacterial resistance and protection against auto-immune disorders.

Obviously, do not select an answer only to rule out plural possessives. The GMAT may force you to choose a plural possessive in the tight answer. But if you are stuck between choices and time is short, guess away from the plural possessive option.

**Subgroup Modifiers**

When you want to describe a part of a larger group with a modifier, use one of the following three Subgroup Modifier constructions.

Right: This model explains all known subatomic particles, SOME OF WHICH WERE only recently discovered.

Right: This model explains all known subatomic particles, SOME OF THEM only recently discovered.

Right: This model explains all known subatomic particles, SOME only recently discovered.

Notice that only the which construction has a working verb (were) in it. In contrast, wrong answer choices often include the following three incorrect constructions, which scramble the correct forms.

Wrong: This model explains all known subatomic particles, SOME OF THEM WHICH WERE only recently discovered.

Wrong: This model explains all known subatomic particles, OF WHICH SOME WERE only recently discovered.

Wrong: This model explains all known subatomic particles, SOME OF WHICH only recently discovered.

In place of some, you can substitute the SANAM pronouns (any, none, all, more/most), as well as many, each, either, neither, half, one, and any other number or pronoun that picks out a subgroup.

**More on Relative Clauses vs. Participles**

In many cases, a relative clause (a clause headed by a relative pronoun) and a present participle modifier are practically interchangeable.

Right: The man WHO IS CLEANING the steps is my uncle.

Right: The man CLEANING the steps is my uncle.

1. The rate of language extinction is accelerating, a tendency ultimately culminating in the survival of just a few languages, according to some.
2. The rate of language extinction is accelerating, a tendency that will ultimately culminate in the survival of just a few languages, according to some.

Which sentence is correct? Choice (b): a tendency THAT WILL ultimately CULMINATE…The reason is that the adverb ultimately tells us that the action of culminate or culminating is meant to happen in the future. However, culminating by itself, in the context of choice (a), indicates the present time. Why? The reason is that the main verb of the sentence, is accelerating, is in the present tense. In contrast, through the use of the word will, choice (b) correctly established when the action is meant to occur (that is, in the future).

**Present participles get their tense from the main verb in the sentence.**

Past: I SAW a man CLEANING the steps. (cleaning takes place in the past)

Present: I SEE a man CLEANING the steps. (cleaning takes place in the present)

Future: I WILL SEE a man CLEANING the steps. (cleaning takes place in the future)

Thus, if you want the cleaning to take place at a different time from the seeing, then use the relative clause, not the present participle.

Wrong: I SEE the man CLEANING the steps yesterday.

Right: I SEE the man WHO CLEANED the steps yesterday.

**Absolute Phrases**

A few GMAT sentences use a sophisticated modifier called an Absolute Phrase. Absolute phrases are composed of a noun plus a noun modifier. These phrases do not have to modify what they touch; rather, they modify the main clause in some way.

Right: His head held high, Owen walked out of the store.

The absolute phrase His head held high is composed of a noun (His head) and a noun modifier (held high) that describes the noun. The phrase His head held high describes how Owen walked out of the store. Thus, this absolute phrase acts as a verb modifier.

We are not placing His head held high next to Owen to equate them. Moreover, we can easily move the modifier to the end of the sentence; we cannot do so with normal noun modifiers. We can also vary the phrase slightly by adding with.

Right: Owen walked out of the store, his head held high.

Right: Owen walked out of the store with his head held high.

Right: Scientists have found high level of iridium in certain geological formations around the world, results that suggest the cataclysmic impact of a meteor millions of years ago.

Never use which to do so! The relative pronoun Which must refer to the noun just before the Which.

Wrong: Scientists have found high level of iridium in certain geological formations around the world, which suggest the cataclysmic impact of a meteor millions of years ago.

GMAT does not like this or that by themselves, since these pronouns have vague antecedents unless they are attached to a noun (e g, these results).

Wrong: Scientists have found high level of iridium in certain geological formations around the world, AND THIS suggest the cataclysmic impact of a meteor millions of years ago.

In fact, we do have one more legal way to refer to the whole previous clause and indicate the result of that clause: an –ing form placed after a comma.

Right: Scientists have found high level of iridium in certain geological formations around the world, SUGGESTING the cataclysmic impact of a meteor millions of years ago.

In some cases, you can use an –ing form (with a comma) in place of an absolute phrase. At the end of a sentence, either an –ing form or an absolute phrase can indicate a result of the preceding clause.

An absolute phrase it typically separated from the rest of the sentence by a comma. However, for an absolute phrase at the end of a sentence, you may also use a dash (--).

1. **Verb & Comparisons: Extra**

**Helping verbs**

The three Primary Helping Verbs are BE, DO, and HAVE. As we have seen, be generates the progressive tenses, and the passive voice, while have generates the perfect tenses. Do is used with Simple Present or Past to negate verbs (I Do not like eggs.), emphasize verbs (He DOES like eggs.), or ask questions (DO you like eggs?).

You can use helping verbs to stand for longer verbs or verb phrases.

Wordy: I have never seen an aardvark, but my father has seen an aardvark.

Better: I have never seen an aardvark, but my father HAS.

The first instance of the verb should usually match the helping verb in tense. If you need to change tenses, repeat the whole verb in the new tense.

Wrong: I have never seen an aardvark, but last year my father DID.

Right: I have never seen an aardvark, but last year my father saw one.

In the rare cases in which the tenses do not need to match, the exact verb form missing after the helping verb should be present elsewhere in the sentence.

Wrong: Our cars were designed to inspire envy, and they ARE.

Right: Our cars were designed to inspire envy, and they DO.

Note that the helping verbs be, do and have stand for the positive form of a verb phrase, even if the full verb phrase expressed elsewhere in the sentence is negative.

Right: Some people do not eat soup, but others DO. (= do eat soup)

Right: Some people do not eat soup as others DO. (= do eat soup)

In addition to these three primary helping verbs, there are several Modal Helping Verbs. The principal modal helping verbs are can, could, may, might, must, shall, should, will, and would.

Sometimes the GMAT uses modal verbs (or their substitutes, such as have to for must) in a redundant or awkward manner. The idea of obligation or advisability may already be expressed elsewhere, or the modal verb may be placed in the wrong part of the sentence.

Wrong: This plan ensures that action MUST be taken.

Right: This plan ensures that action WILL be taken.

Wrong: Our division spent significant funds on HAVING TO build facilities.

Right: Our division HAD TO spend significant funds on building facilities.

Some sentences include the construction be to in order to indicate obligation or future time. Since the form is ambiguous, the GMAT avoids it. Use will or should instead, depending on the intended meaning.

Wrong: We ARE TO receive an invitation.

Right: We WILL receive an invitation. OR We SHOULD receive an invitation.

Finally, express a condition by using the word if, not by inverting the subject and adding a modal verb such as should. This inverted construction is considered awkward by the GMAT.

Awkward: SHOULD he PASS the test, he will graduate.

Right: IF he PASSES the test, he will graduate.

* Helping Verb不能随便替换 (即may, will, must, should, can等词不要随意替换，它们各自传达了不同的obligation)
* can等情态动词，表示eternal things,要结合一般现在时使用
* Helping Verbs=> do,be,have

A)如果用Helping Verbs替代主句Working Verb,被Helping Verb替代的词，一定在前句中出现过。==>即be动词对be动词, do对实意动词, have对完成时

B)有时, Helping Verb是用来替代主句中某个被强调的动词的(不是Working Verb)，此时，被替代的动词形式应该与Helping Verb一致。

C)在比较结构(或对比结构)中，时态发生变化了，后句be动词绝对不能省略。 ==>反向考点：be动词省略了，意味着前后时态一致。指代词要和被指代对象在一起能make sense together

* 有三种结构在句首时，需要考虑逻辑主语是否合适：

【V-ing, SVO】 【介词+ V-ing, SVO】 【To do, SVO】 -ed ,SVO

三者都是状语，所以任何一者在句尾或句首，都不能和定语从句/同位语互换

* May, must, should, would等情态动词后面要接动词原形

**Verbals: An Overview**

Verbals are verb forms used as adjectives, adverbs, or nouns. There is nothing strange or uncommon about verbals; we use them frequently in speech and in writing.

Verbals come in a few varieties.

1. Infinitives: to watch, to throw, to see
2. Gerunds: watching, throwing, seeing(used as nouns)
3. Participles:
4. Present Participles: watching, throwing, seeing(used as adjectives or adverbs)
5. Past Participles: watched, thrown, seen(used as adjectives)

Remember, you will never need to prove that you know the terms on the GMAT. However, you do need to know how the words themselves behave.

**Infinitives**

Infinitives are considered the “dictionary” form of the verb: the most basic version. Infinitives may serve as nouns, adjectives, or adverbs.

The in order to construction is not automatically too wordy, as some people mistakenly think; you should feel free to use in order to. Whether you use in order to or not, you should pay attention to infinitives of purpose.

Right: The contractors demolished the building TO KEEP it from falling down accidentally.

Wrong: The building WAS demolished TO AVOID falling down accidentally.

The subject of the main verb was demolished is the noun building, which is also the implied subject of the infinitive to avoid. However, a building cannot avoid something intentionally. The sentence above is nonsensical.

Right: The building was demolished TO KEEP IT from falling down accidentally.

Note that infinitives can be used as nouns, but they are not very noun-like structures. Infinitives can be used as subjects of verbs, but in general you should postpone an infinitive subject using a Placeholder It.

Awkward: TO ERR is human.

Right: IT is human TO ERR.

Infinitives are often used as objects of verbs, but they cannot be used as objects of prepositions, as normal nouns can. Moreover, you never modify an infinitive as you would modify a noun (that is, with adjectives or articles). You would never say the quick to run. Rather, you use adverbs: to run quickly.

**Gerunds**

Gerunds are –ing forms used as nouns. –ing forms are much more like noun-like than infinitives. You can easily use them not only as objects of verbs, but also as subjects of verbs and objects of prepositions.

Subject of verb: SWIMMING is fun. Swimming is the subject of is.

Object of verb： I love SWIMMING. Swimming is the object of love.

Object of preposition: I dream of SWIMMING Swimming is the object of of.

Remember that you should not make a simple gerund and a complex gerund parallel to each other. Also, do not create a complex gerund if a more familiar action noun already exists: the quick consumption of apples is better than the quick eating of apples.

A noun preceding a gerund must be in the possessive case if the noun is the doer of the action described by the gerund.

Wrong: Mike SWIMMING is the product of new coaching techniques.

Right: Mike’s SWIMMING is the product of new coaching techniques.

Before applying this rule, make sure that the –ing form does indeed function as a noun rather than as a noun modifier. Sometimes either interpretation may be possible.

Suspect: I like Mike SWIMMING. (= I like mike only as he swims, not as he runs?

OR I like for him to be swimming rather than lifting weights?)

Right: I like Mike’s SWIMMING. (= I like his swimming itself.)

Right: Mike SWIMMING is a sight to behold. (Mike himself can be the sight.)

Right: Mike’s SWIMMING is a sight to behold. (The swimming can be the sight.)

All the same, try to avoid possessing a gerund at all. In many cases, a less awkward phrasing is possible. For instance, it is generally much better to possess an action noun that already exists. If you must possess a gerund, try to use a personal pronoun such as Its, Their, His or Her.

**Participles**

Present participles are –ing forms used to modify nouns, verbs, or even whole clauses. By now, you should note that the –ing form can be used in many grammatical ways. In fact, there are four members of the “-ing Dynasty,” representing four key uses of the –ing form:

Verb (Progressive Tense) She is FIXING the faucet.

Noun (Gerund) FIXING the faucet is not fun.

Adjective (Present Participle) The person FIXING the faucet is tired.

Adverb (Present Participle) She crouched under the sink, FIXING the faucet.

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

Verb (perfect Tense) She has BROKEN the lamp.

Adjective(Present Participle) The BROKEN lamp is on the stairs.

An –ing form may be combined with a past participle: Having broken the lamp, she has been worrying all night.

**When to Use Which Verbal or Verb**

Present Participle: Investors sold the stock rapidly, CAUSING panic.

Infinitive: Invertors sold the stock rapidly TO CAUSE panic.

Here, the present participle expresses a **result**, we know nothing about intention.

In contrast, the infinitive here expresses **intention**, we know nothing about result. If there is no deliberate intention, then you should generally prefer the participle –ing over the infinitive. This is a rule of thumb: Water droplets freeze to form snow is acceptable, although there is no intention.

You should also recognize the subtle differences between using a present participle (or a relative clause) and using an infinitive to modify a noun.

Often, when you modify a noun with an infinitive, that noun is not the implied subject of the infinitive. For instance, in the sentence There is a book to read, the modified noun (book) is the intended object of the reading. The book will not read; someone will read the book.

Unlikely: A plan CONQUERING the world is in his files.

Unlikely: A plan THAT WILL CONQUER the world is in his files.

Probable: A plan TO CONQUER the world is in his files.

In the examples above, the author probably intends to say that the plan is a means by which someone can conquer or will try to conquer the world. It is unlikely that the plan itself is actually conquering the world or will conquer the world. Thus, we should use the infinitive.

**More on Like and As**

Like means “similar to” or “in a manner similar to.” A prepositional phrase with like can modify a noun or a verb, creating a comparison. Remember, only nouns or pronouns can follow like.

Notice that the position of the like phrase can change the meaning slightly, as in LIKE you, I danced last night and I danced LIKE you last night. Also, note that a like comparison might be metaphorical, not literal. He ran like the wind does not imply that the wind “runs”—only that the wind moves fast, and that he runs fast as well.

You have to be careful about ambiguity with a like phrase at the end of a sentence.

1. I want to coach divers LIKE Greg Louganis.

= I want to coach divers WHO ARE LIKE Greg Louganis.

OR= I want to coach divers IN THE SAME WAY AS Greg Louganis does

1. I want to coach divers, LIKE Greg Louganis. (note the comma before like)

= LIKE Greg Louganis, I want to coach divers. (He coaches divers; I want to do so.)

Unlike is very common on the GMAT. Remember that you must ensure parallelism with unlike, even though unlike indicates that the two items are not like each other.

Right: UNLIKE you, I danced last night. (You did not dance last night.)

Unlike can come at the end of a sentence (just as like can), as long as there is no ambiguity. In the latter situation, the noun following unlike will generally be compared to the subject.

Right: Most materials under a wide range of conditions resist the flow of electric current to some degree, UNLIKE superconductors, which demonstrate zero electrical resistance.

Again, as is either a conjunction or a preposition, depending on the context. You should distinguish among several meaning.

Conjunction As appears with a clause. It has three uses:

Duration As: AS I strolled to the store, I smelled the air. (=while, during)

Causation As: I will not tell you, AS you already know. (=since, because)

Comparison As: You should walk AS she wants you to. (=in the same way)

Comparison As is the most important conjunction use of as on the GMAT. It sometimes appears together with just, so, or even so too.

Right: JUAT AS the trains were late yesterday, the buses are late today.

Right: JUST AS the trains were late yesterday, SO TOO are they late today.

Comparison As can also appear with a phrase, rather than a full clause.

Right: AS in the previous case, the judge took an early break.

Preposition AS is used with a noun or noun phrase. It also has three uses:

Function As: AS your leader, I am in charge. (= in the role of)

Equation As: I think of you AS my friend. (=you are my friend)

Stage As: AS a child, I thought I could fly. (= when I was)

In any of these prepositional senses, As does not mean “similar to.”

Right: I will jump up LIKE a clown. (= in a clownish manner)

Right: I will jump up AS a clown. (= in a clown suit!)

To force the Comparison As meaning, use a clause. To make a clause, include a verb:

Right: I will jump up AS a clown MIGHT. (=like a hypothetical clown)

Right: I will jump up AS clowns DO. (=like actual clowns)

The structure as…as…creates a comparison. The first as is followed by an adjective or adverb. The second as is followed by a noun, a phrase, or even a whole clause.

**Do not use** like **to introduce example. Instead, use the phrase** such as**.**

Wrong: I enjoy fast food LIKE hamburgers. (= fast food SIMILAR TO hamburgers)

Right: I enjoy fast food SUCH AS hamburgers.

**Numbers in Comparisons**

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

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

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

The first sentence means that the man’s age=5 \*his grandson’s age. In the second example, the author is technically saying that the man is six times as old as his grandson. This meaning is unlikely; the author probably meant “five times as old.”

Use times without as or than to indicate direct multiplication. (Twice means two times)

Right: The cost of a ticket is $12, SIX TIMES the cost ten years ago.

If you want to relate two quantities by addition or subtraction, use more than or less than.

Right: I am TEN years OLDER THAN you. (my age= your age +10years)

Wrong: I am TEN years AS OLD AS you. (nonsensical)

The words more and less are rather flexible. They can be used as nouns (or pronouns), adjectives, or adverbs.

Right: I own MORE THAN I should. (more =noun or pronoun)

Right: I own MORE SHIRTS THAN I should. (more = adjective)

Right: I sleep MORE THAN I should. (more =adverb)

In numerical comparisons, the words high and low, as well as higher and lower, should only be used as adjectives.

Right: My bills are LOWER than they were last year.

Wrong: I spend LOWER than I did last year.

Right: I spend LESS than I did last year.

**Other Comparison Constructions**

Put more and less in the right positions. Watch out for ambiguity, especially when more comes before an adjective plus a noun.

Wrong: We have even MORE efficient engines than before.

Right: We have even MORE engines that are efficient than before.

Right: We have engines even MORE efficient than before.

Occasionally, a less common comparison signal appears in a GMAT sentence. For instance, some verbs, such as exceed or surpass, indicate comparisons. As always, make sure that the two items under comparison are parallel.

Wrong: The incidence of the disease among men exceeds women.

An incidence cannot logically exceed women. In the construction X exceeds Y, the subject X and the object Y must be parallel. To fix the problem, you can repeat the noun incidence or use the pronoun that. In any case, you must repeat the preposition among.

Right: The incidence of the disease among men EXCEEDS the incidence among women.

Right: The incidence of the disease among men EXCEEDS its incidence among women.

Right: The incidence of the disease among men EXCEEDS that among women.

The phrase in addition to is worth mentioning. At the beginning of a sentence, you can use this construction to add another example to the subject. You can also use it to add another example to a different noun in the sentence, such as the object of the verb or some other noun. This usage is endorsed by the GMAT.

Right: IN ADDITION TO taxes, death is inevitable.

Right: IN ADDITION TO Munster cheese, I like Swiss.