



GMAT Prep

Powered by Success Prep

Quantitative

31 Questions – 62 Minutes

Problem Solving Questions by Category | Pages 146 - 181 - Section 5.3 Practice Questions

Arithmetic

Basics	1, 2, 5, 9, 11, 54, 108
Absolute Value	43, 193
Divisibility/Factors/Multiples	10, 27, 71, 86, 127, 141, 154, 175, 176, 178, 195
Exponents & Roots	46, 58, 71, 74, 92, 112, 147, 161, 180, 200, 209, 213, 216, 223, 230
Fractions/Decimals/Ratios	8, 12, 15, 22, 31, 50, 53, 55, 62, 79, 94, 102, 132, 139, 160, 163, 189, 192, 203, 220, 222
Percents	7, 17, 21, 25, 51, 83, 92, 98, 99, 105, 112, 113, 114, 125, 153, 169, 172, 207, 227
Positive/Negative & Odd/Even	40, 219
Primes	181, 205

Algebra

Inequalities	66, 90, 122, 185, 228
Linear Equations	19, 47, 95, 115, 121, 137, 143, 162, 171
Quadratics	104, 116, 128, 129, 155, 168, 188, 226
Simultaneous Equations	24, 32, 52, 150, 157, 186
Variables in Answers	33, 44, 60, 65, 69, 144, 190

Geometry

Circles	28, 106, 146, 177
Coordinate	6, 14, 73, 89, 183, 218
Rectangles	32, 57, 75, 109, 156, 202
Triangles	37, 45, 61, 77, 145, 174
Other	119, 159, 229

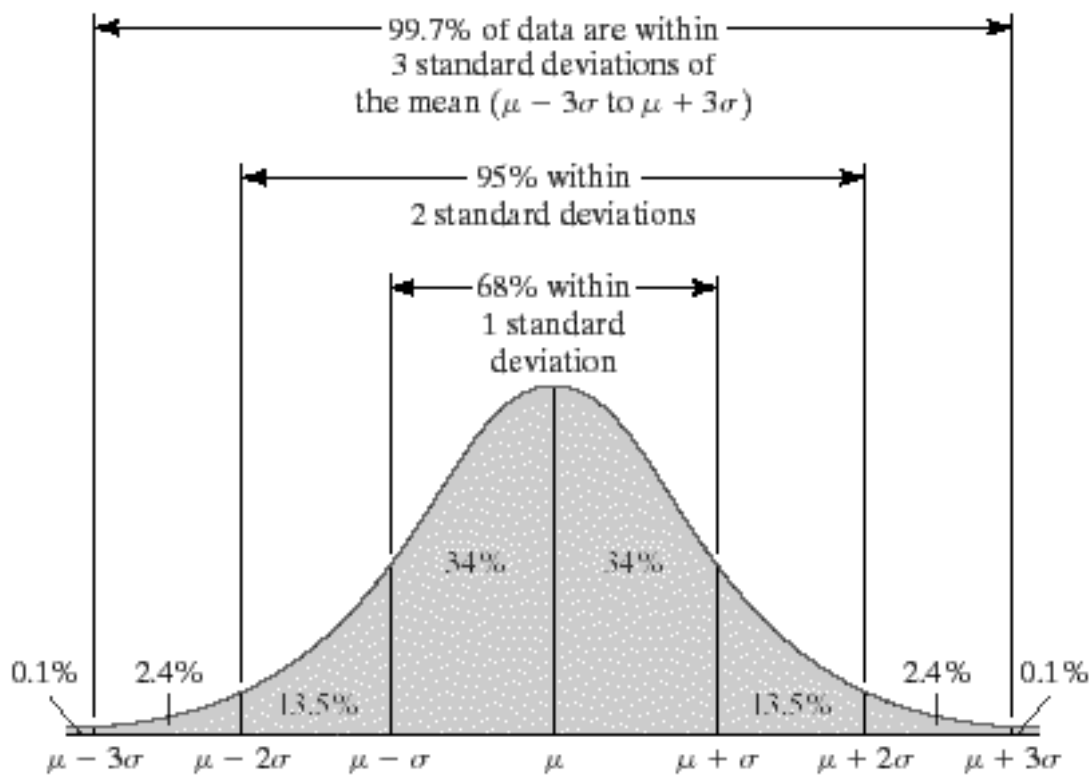
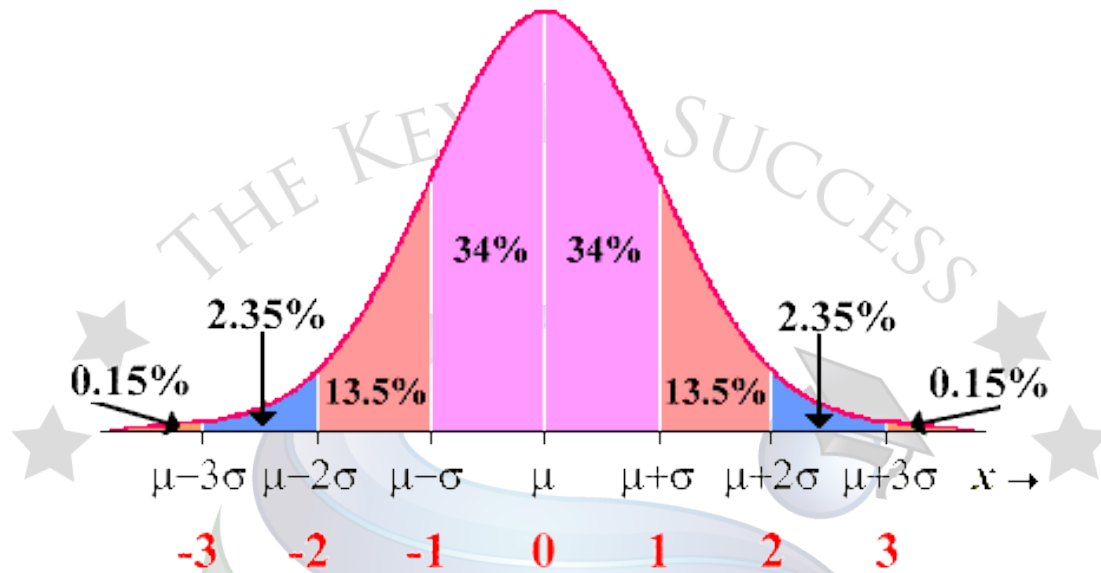
Statistics

Averages	3, 16, 35, 107, 121, 136, 138, 149, 158, 164, 171, 194, 211, 217
Standard Deviation	18, 23, 68, 96, 120, 134, 151, 166, 197, 204

Word Problems

Combinations	148, 182, 187, 173, 204
Functions & Sequences	64, 100, 165, 196, 198, 206, 212, 225
Groups/Sets	30, 123, 124, 152, 208
Probability	142, 162, 170, 221
Revenue/Profits/Interest	26, 41, 56, 70, 80, 131, 143, 191, 210, 215
Rate & Work	20, 88, 118, 130, 133, 199

68, 95, 99.7 Rule – Empirical Rule





Analytical Writing

1 Essay – 30 Minutes **Analysis of an Argument**

In this section, you must **read** a brief argument, **analyze** the reasoning behind it, and then **write** a critique of the argument.

Your responses will be scored on the basis of:

- The overall quality of your ideas
- Your ability to organize, develop and express those ideas
- How well you provide relevant supporting reasons and examples
- Your ability to control the elements of standard written English

****You are not asked to state your own opinion but rather to analyze the one given.****

When analyzing the argument, ask yourself the following questions:

- What questionable assumptions might underlie the thinking?
- What alternative explanations may be given for the conclusion?
- What counterexamples may be used?
- What additional evidence might prove useful in fully and fairly evaluating the reasoning?

Steps for Writing:

1. Identify the Conclusion or Argument – THIS IS THE MOST IMPORTANT STEP
2. State the Argument/Conclusion is “Flawed” in the Introduction
3. Give AT LEAST 3 Flaws
4. Explain Flaws Using Counterexamples or Alternative Explanations
 - Be sure to fully develop any examples that you use. Do not simply list them.
 - Counterexamples and alternative explanations allow you to introduce illustrations and examples drawn from your own observations, experiences, and reading.
5. Provide a Conclusion
6. PROOFREAD!
 - Your essay should read like a narrative – not like an outline. It should use full sentences, a coherent organizational scheme, logical transitions between points, and appropriately introduced and developed examples.
 - The essay should be free of spelling and grammatical errors to the best of your ability.

Essay Template

Introduction

- In this argument, the author concludes that...
- The supporting evidence that the author provides for the claim is insufficient, and more substantial evidence is needed in order to validate it.
- This argument presents a series of unsubstantiated claims, such as...
- The line of reasoning in this argument is severely flawed because...

Underlying Assumptions

- The author has assumed that...
- The author apparently feels that...
- It is clear that the author believes...

Counterexamples

- Perhaps...
- Maybe...
- It is possible that...
- Alternatively...

Evidence

- In order to substantiate the claim, the author would need to provide...
- ... is needed in order to substantiate the claim.
- In order to present a more well-founded argument, the author would need to...

Conclusion

- In conclusion, the argument is flawed for the above-mentioned reasons and is therefore unconvincing. It could be considerably strengthened by...
- In order to assess the merits of this argument, it is essential to have full knowledge of all factors, including... Without this information, the argument remains unsubstantiated and open to debate.

Useful Verbiage

- | | | |
|--------------------------|-----------------------------|-------------------|
| • Unsubstantiated claim | • Demographic | • Assumption |
| • Substantiated claim | • Observation | • Margin of error |
| • Logical fallacy | • Field study | • Extrapolate |
| • Line of reasoning | • Focus group | • Inaccurate |
| • Qualitative data | • Skewed data | • Well-researched |
| • Quantitative data | • Interview-centered | • Validate |
| • Faulty reasoning | • Observation-centered | • Accurate |
| • Data collection method | • Probability | • Population |
| • Representative sample | • Correlation vs. causation | |



ANALYZING ARGUMENT ESSAY PLANNING

I. IDENTIFY THE CONCLUSION

Major claim/Main Pt.

Example:

I'm flying on the 6 AM flight from Atlanta to Miami to surprise my best friend for her birthday.

II. ASSUMPTIONS

What the author assumes to be true in order to state his claim:

Example:

Assumes the flights will be on time.

Assumes the traffic is good, so I will arrive on time Assumes her best friend will be home.

III. COUNTER-EXAMPLES

Alternate possibilities on what the author hasn't considered. The goal is NOT to prove the author wrong.

Examples:

It's possible, she might be a traffic jam that will make her late. Maybe, the flight will be cancelled or delayed.

Perhaps, the plane will crash.

IV. EVIDENCE

What is specifically needed to strengthen my argument? What could I have said for people to believe me?

Examples:

A plane ticket or itinerary.

A weather forecast.

Traffic pattern data for 6 AM in Atlanta.

THE INTRO

In this argument, the author claims that _____. This argument consists of a series of logical fallacies, unsubstantiated claims, and more evidence is needed in order to strengthen the claim.

CONCLUSION

One sentence:

In conclusion, the argument presented here is flawed and several more items need to be added to prove the argument.

FORMAT OPTIONS

OPTION 1

INTRO

A

A

A

C

C

C

E

E

E

CONCLUSION

OPTION 2

INTRO

A

C

E

A

C

E

A

C

E

CONCLUSION

OPTION 3

INTRO

A

C

A

C

A

C

E

E

E

CONCLUSION

Evaluate the conclusion



Sample Analysis of an Argument Task

The following appeared in the editorial section of a newspaper in the country of West Cambria:

“The practice of officially changing speed limits on the highways – whether by increasing or decreasing them – is a dangerous one. Consider what happened over the past decade whenever neighboring East Cambria changed its speed limits: an average of three percent more automobile accidents occurred during the week following the change than had occurred during the week preceding it – even when the speed limit was lowered. This statistic shows that the change in speed limit adversely affected the alertness of drivers.”

Discuss how well reasoned you find this argument. In your discussion be sure to analyze the line of reasoning and the use of evidence in the argument. For example, you may need to consider what questionable assumptions underlie the thinking and what alternative explanations or counterexamples might weaken the conclusion. You can also discuss what sort of evidence would strengthen or refute the argument, what changes in the argument would make it more logically sound, and what, if anything, would help you better evaluate its conclusion.

IDENTIFY THE CONCLUSION:

- I. **Introduction**
- II. **1. Underlying Assumptions (3)** – assumptions that the author has made in order to make the claim
- 2. Counter-examples (3)** – anything real or hypothetical that undermines the claim
- 3. Evidence Needed (3)** – evidence that could be provided to better substantiate the claim
- III. **Conclusion**

Format of body paragraph(s) may vary

SAMPLE PROMPT OUTLINE - CAMBRIA SPEEDING

The practice of officially changing speed limits on the highways – whether by increasing or decreasing them – is a dangerous one. Consider what happened over the past decade whenever neighboring East Cambria changed its speed limits: an average of three percent more automobile accidents occurred during the week following the change than had occurred during the week preceding it – even when the speed limit was lowered. This statistic shows that the change in speed limit adversely affected the alertness of drivers.”

Assumptions:

Lowering the speed limit has the same effect as raising it.

All the data was collected at the same time of year.

There's a correlation between level of accidents and amount of speed.

Counterargument:

Infrastructure could cause pot holes that increases accidents

The data was collected during rush hour or holiday.

The accidents could be attributed to texting while driving.

There is no sampling data of age and experience

Evidence:

Ages of drivers

Data showing how many accidents were due to texting or other reasons besides speed.

How data was collected

Time of year the data was collected

What road wear was on the pavement

Signage of increased speed



Additional Writing Practice

The following appeared as part of a memorandum from the vice president of Nostrum, a large pharmaceutical corporation:

“The proposal to increase the health and retirement benefits that our employees receive should not be implemented at this time. An increase in these benefits is not only financially unjustified, since our last year’s profits were lower than those of the preceding year, but also unnecessary, since our chief competitor, Panacea, offers its employees lower health and retirement benefits than we currently offer. We can assume that our employees are reasonably satisfied with the health and retirement benefits that they now have since a recent survey indicated that two-thirds of the respondents viewed them favorably.”

Discuss how well reasoned . . . etc.

The following appeared as part of an article in the business section of a daily newspaper:

“Company A has a large share of the international market in video-game hardware and software. Company B, the pioneer in these products, was once a \$12 billion-a-year giant but collapsed when children became bored with its line of products. Thus Company A can also be expected to fail, especially given the fact that its games are now in so many American homes that the demand for them is nearly exhausted.”

Discuss how well reasoned . . . etc.

Analysis of an Argument Directions: Page **822**
Analysis of an Argument Scoring Guide: Pages **823 - 824**
Analysis of an Argument Sample Papers: Pages **825 – 828**
Analysis of an Argument Practice: Page **829+**



OUTLINE EXAMPLE: NOSTRUM'S HEALTH CARE

The following appeared as part of a memorandum from the vice president of Nostrum, a large pharmaceutical corporation:

“The proposal to increase the health and retirement benefits that our employees receive should not be implemented at this time. An increase in these benefits is not only financially unjustified, since our last year’s profits were lower than those of the preceding year, but also unnecessary, since our chief competitor, Panacea, offers its employees lower health and retirement benefits than we currently offer. We can assume that our employees are reasonably satisfied with the health and retirement benefits that they now have since a recent survey indicated that two-thirds of the respondents viewed them favorably.”

ASSUMPTION: That Nopstrum's decreased profits will continue

ASSUMPTION: That Panacea's health care plan is the same as Nostrums.

ASSUMPTION: That the people who took the survey are representative of the entire company;

COUNTER ARGUMENT: Maybe healthcare had nothing to do with the decreased profits.

COUNTER ARGUMENT: Maybe two-thirds of survey respondents lied.

COUNTER ARGUMENTS: Maybe Panacea employees have high turnover due to bad healthcare

EVIDENCE: Cost and benefits of Panacea's health care plan.

EVIDENCE: Current employee turnover due to healthcare

EVIDENCE: Data that showed healthcare plans were directly related to the decrease in profits

EXAMPLES COMPANY A VIDEO GAMES

“Company A has a large share of the international market in video-game hardware and software. Company B, the pioneer in these products, was once a \$12 billion-a-year giant but collapsed when children became bored with its line of products. Thus Company A can also be expected to fail, especially given the fact that its games are now in so many American homes that the demand for them is nearly exhausted.”

ASSUMPTION: That children's boredom is what decreased sales at Company B.

ASSUMPTION: That company A has saturated the market

ASSUMPTION: That the Company B failed due to lack of sales.

COUNTER ARGUMENT: Maybe Company A has not reached all potential customers.

COUNTER ARGUMENT : Maybe Company B's children are not bored, but the product operates badly.

COUNTER ARGUMENTS: Maybe Company B failed due to corporate mismanagement and lack of leadership.

EVIDENCE: Company A's current market share vs. the entire market for video games.

EVIDENCE: A business consultant's assessment of what went wrong at Company B

EVIDENCE: Interviews with Company A children/customers to get feedback on user experience.

The following appeared as part of an article in a business magazine.

A recent study rating 300 male and female Mertian advertising executives according to the average number of hours they sleep per night showed an association between the amount of sleep the executives need and the success of their firms. Of the advertising firms studied, those whose executives reported needing no more than 6 hours of sleep per night had higher profit margins and faster growth. These results suggest that if a business wants to prosper, it should hire only people who need less than 6 hours of sleep per night."

Write a response in which you examine the stated and/or unstated assumptions of the argument. Be sure to explain how the argument depends on these assumptions and what the implications are for the argument if the assumptions prove unwarranted.

The folowing appeared as part of a letter to the editor of a scientific journal.

"A recent study of eighteen rhesus monkeys provides clues as to the effects of birth order on an individual's levels of stimulation. The study showed that in stimulating situations (such as an encounter with an unfamiliar monkey), firstborn infant monkeys produce up to twice as much of the hormone cortisol, which primes the body for increased activity levels, as do their younger siblings. Firstborn humans also produce relatively high levels of cortisol in stimulating situations (such as the return of a parent after an absence). The study also found that during pregnancy, first-time mother monkeys had higher levels of cortisol than did those who had had several offspring."

Write a response in which you discuss one or more alternative explanations that could rival the proposed explanation and explain how your explanation(s) can plausibly account for the facts presented in the argument.

The following appeared in the editorial section of a local newspaper:

“This past winter, 200 students from Waymarsh State College traveled to the state capitol building to protest against proposed cuts in funding for various state college programs. The other 12,000 Waymarsh students evidently weren’t so concerned about their education: they either stayed on campus or left for winter break. Since the group who did not protest is far more numerous, it is more representative of the state’s college students than are the protesters. Therefore the state legislature need not heed the appeals of the protesting students.”

The following appeared in a memorandum issued by a large city’s council on the arts:

“In a recent citywide poll, fifteen percent more residents said that they watch television programs about the visual arts than was the case in a poll conducted five years ago. During these past five years, the number of people visiting our city’s art museums has increased by a similar percentage. Since the corporate funding that supports public television, where most of the visual arts programs appear, is now being threatened with severe cuts, we can expect that attendance at our city’s art museums will also start to decrease. Thus some of the city’s funds for supporting the arts should be reallocated to public television.”

Verbal

41 Questions – 75 Minutes

1 minutes 45 seconds per question

Reading Comprehension – Critical Reasoning – Sentence Correction

Reading Comprehension

Writing will be visible on the left/ Questions on right You will see one question at a time.

The Reading Comprehension section of the GMAT measures your ability to:

- Understand words and statements
- Understand logical relationships between points and concepts
- Draw inferences from facts and statements
- Understand and follow the development of quantitative concepts as they are presented in written material

There are **six** types of reading comprehension questions.

I. Main Idea

With this type of question, you may be asked to:

- **Identify** the author's primary purpose or objective in writing the passage
- **Recognize** a correct restatement or paraphrasing of the main idea of a passage, or
- **Assign** a title that summarizes the main idea developed in

the passage Example Question Phrases: Main Idea

The main point of this passage is to....

The passage is primarily concerned with...

The author's primary purpose in this passage is to...

The primary purpose of this passage is to...

Which of the following titles best describes the content of this passage?

****Focus on the passage as a whole**



I. Supporting Ideas

This type of question measures your ability to identify ideas that are explicitly **stated** in the passage.

- When answering, be sure that you can support your answer by referring to words or phrases within the passage. Do not rely on your own knowledge to answer the question.
- The answers to these questions are found DIRECTLY IN the passage itself.
- The phrasing of the question is oftentimes different from the wording of the passage. You should be able to recognize different ways of stating the same fact or idea.

Example Question Phrases: Supporting Ideas

According to the author...

The author states all of the following except...

According to the passage, which of the following is true of the...

Which of the following statements is best supported by the passage?

Which of the following is not stated in the passage as evidence of...

II. Inferences

These questions ask about ideas that are not explicitly stated in the passage but are **implied** by the author. Inference questions measure your ability to understand an author's intended meaning in parts of a passage where the meaning is only suggested.

Example Question Phrases: Inferences

It can be inferred from the passage that...

The passage suggests that the author would support which of the following views?

The author implies that...

The author apparently feels that...

The passage is mostly likely directed toward an audience of...

Which of the following statements about ... can be inferred from the passage?



IV. **Applying Information**

These questions measure your ability to understand the **similarities** and **differences** between situations or ideas presented by the author and other situations or ideas that might mirror those in the passage.

Application questions use ideas or situations NOT taken from the passage.

Example Question Phrases: Application

The passage provides information in support of which of the following assertions?

The author of the passage would be most likely to agree with which of the following statements?

Which of the following best exemplifies ... as it is presented in the passage?

Which of the following hypothetical experiments most clearly exemplifies the method the author considers problematic?

The author's suggestion that ... would be most weakened if which of the following were discovered to be true?

V. **Logical Structure**

These questions require you to analyze and evaluate the **organization** and/or **logic** of a passage. They measure your ability to not only comprehend a passage, but also to critically evaluate how it is constructed, how the author persuades the reader, why he or she using a particular supporting detail, or what assumptions are being made by the author.

Example Question Phrases: Logical Structure

The author of the passage uses the expression ... primarily in order to...

The author mentions specific effects of ... in order to...

In the context of the passage as a whole, the second paragraph serves primarily to...

In the context of the passage, the word ... most closely corresponds to which of the following phrases?

The author's discussion of ... is meant to ...

The passage provides support for which of the following statements?



VI. **Style and Tone**

These questions ask about the expression of a passage and about the ideas in a passage that are expressed through the author's choice of words.

To answer these questions, you will have to consider the language of the passage as a whole.

Example Question Phrases: Style and Tone

The author's attitude to the problem can best be described as...

Which of the following best describes the author's tone in the passage? The author's tone in the passage is that of a person attempting to... The author's presentation is marked by a tone of...

The passage indicates that the author experiences a feeling of...

Reading Comprehension Directions: Pg. 359

Reading Comprehension Practice

Day One:

- o Pg. 364-365 #405-#407
- o Pg. 372-Pg. 373 #417-420
- o Pg. 376-377 #426-429
- o Pg. -380-381 #434-437

❖ **Homework: Pg. 388 – 399 #453-477**

Day Two:

- o Pg. 402-403 #484-489
- o Pg. 408-409 #499-503
- o Pg. 410-411 # 504-509

❖ **Additional Practice: Pg. 412-424 #510- #543**

Critical Reasoning

The Critical Reasoning section of the GMAT tests your reasoning skills involved in making arguments, formulating arguments, and formulating or evaluating a plan of action.

There are **three** types of critical reasoning questions.

I. **Argument Construction**

To correctly answer these types of questions, you will need to be able to:

- Recognize the basic structure of an argument
- Recognize properly drawn conclusions
- Recognize underlying assumptions

II. **Argument Evaluation**

To correctly answer these types of questions, you will need to be able to:

- Recognize factors that would strengthen or weaken the argument
- Recognize reasoning errors made in the construction of the argument

III. **Evaluating a Plan of Action**

To correctly answer these types of questions, you will need to be able to:

- Recognize appropriateness, **effectiveness**, or efficiency of different plans of action
- Recognize factors that would strengthen/weaken the **success** of a proposed plan of action
- Recognize the **assumptions** made at the core of a proposed plan of action

****Strategies for Success**

1. Read the passage very carefully. It may help to read the question before the passage.
2. Identify the conclusion. **THIS IS THE MOST IMPORTANT STEP.**
3. Determine exactly what the question asks.
4. Read all the answer choices carefully

Critical Reasoning Directions: Page 505

Critical Reasoning Practice

Day One: **Pg. 510-517 # 544-568**

- o Argument Construction: **#544, 550, 551, 553, 555, 558, 562, 563, 564**
- o Argument Evaluation: **#545, 547, 549, 560**
- o Evaluating a Plan of Action: **#546, 548, 552, 557, 566**

❖ Homework: **Pg 522-529 #582-608**

Day Two: Determined by student success on Day One & Homework

Sentence Correction

In the Sentence Correction section of the GMAT, you will be presented with a statement in which words are underlined. These questions test three aspects of language proficiency:

- Correct expression
- Effective expression, and
- Proper diction

Some common rules that you may be asked to recognize and correct include:

I. Agreement

- Noun-Verb Agreement – Singular subjects take **singular** verbs and plural subjects take **plural** verbs.
 - o Correct: The number of residents has grown.
 - o Incorrect: The number of residents have grown.
- Pronoun Agreement – A pronoun must agree with the noun or pronoun it refers to in **person, number, and gender**.
 - o Correct: When the kids went to sleep, they slept like logs.
 - o Incorrect: When the kids went to sleep, he slept like a log.

II. Diction - Commonly Misused Words

- Among/Between
 Use **between** when referring to when there are two or more elements involved.
 Use **among** when referring to indistinct or nonspecific relationships.
 - o Correct: There wasn't much unity **among** the council members.
 - o Correct: He had to choose **between** a bicycle, a train set, and a pair of sneakers.
- As/Like
 Use **like** when no verb follows (Most of the time **like** compares two things)
 Use **as if** a verb follows. (As is used as a conjunction, joining two clauses.)
 - o Correct: Squiggly throws like a raccoon or Aardvark acted just like my brother.
 - o Correct: Squiggly throws as if he were a raccoon or Aardvark acted just as I would expect my brother to behave
- Mass and Count Words
Much is used for uncountable nouns, **Many** is used for countable nouns, whereas **"a lot of"** and **"lots of"** are used in both cases.
 - o Correct: We passed many buildings.
 - o Incorrect: We passed much buildings.
- Pronouns – Myself vs. I vs. Me
 - o Correct: Mom and I had to go to the store.
 - o Incorrect: Mom and myself had to go to the store.

III. Grammatical Construction

- Sentence Fragments – Parts of a sentence that are disconnected from the main clause
 - o Correct: We saw the doctor and his nurse at the party.
 - o Incorrect: We saw the doctor at the party. And his nurse.
- Run-On Sentences – Two independent clauses that run together without proper punctuation



- Construction
 - o Correct: We could not come to the meeting because of a conflict.
 - o Incorrect: The reason we could not come to the meeting was because of a conflict.

IV. Idioms – Nonstandard experiences

- Prepositions – Specific prepositions have specific purposes
 - o Correct: She likes to jog in the morning.
 - o Incorrect: She likes to jog on the morning.
- Correlatives – Word combinations should be followed by an element of the same grammatical type
 - o Not only **but also**
 - o Either **or**
 - o Neither **nor**
 - o Not **but**
- Forms of Comparison
 - o Fewer vs. Less
 - Correct: There were fewer baked potatoes at the picnic this year.
 - Correct: There was less potato salad at the picnic this year.

According to usage rules, **fewer** is only to be used when discussing countable things, while **less** is used for singular mass nouns. **For example**, you can have **fewer** ingredients, dollars, people, or puppies, but **less** salt, money, honesty, or love. If you can **count** it, go for fewer.

- o Between ... and
 - Correct: We had to choose between chocolate and vanilla.
 - Incorrect: We had to choose between chocolate or vanilla.
- o Farther vs. Further
 - Correct: I ran farther than John, but he took his weight training further.
 - Incorrect: I ran further than John, but he took his weight training farther.

V. Logical Prediction: Modifiers

Always place modifiers as close as possible to the nouns they modify.

1. Identify the subject.
2. Place the subject right after introductory clause
3. If the subject is not placed there you can immediately eliminate the answer.
 - Incorrect: Born in Mexico City in 1907, self-portraits were what Frida Kahlo was best known for. (**Who was born in Mexico City in 1907? Frida Kahlo, not "self-portraits."**)
 - Correct: Born in Mexico City in 1907, Frida Kahlo was best known for her self-portraits.

VI. **Parallelism**

- Constructing a sentence that is parallel in structure depends on making sure that the different elements in the sentence balance each other. To make sure that a sentence is grammatically correct, check that phrases, clauses, verbs, and other sentence elements parallel each other.

o Correct: I took a bath, went to sleep, and woke up refreshed.

o Incorrect: I took a bath, sleeping, and waking up refreshed.

VII. **Rhetorical Construction**

- Good sentence structure avoids constructions that are awkward, wordy, redundant, imprecise, or unc

o Correct: Before we left on vacation, we watered the plants, checked to see that the stove was off, and set the burglar alarm.

o Incorrect: Before we left on vacation, we watered, checked to be sure that the stove had been turned off, and set it.

VIII. **Verb Form** (Only 2 rules to remember)

Present perfect - has /have + verb. Describes an action that began in the past and that continues into the present with an unspecified time. Signaled by for and since.

Incorrect: Italy and France were tourist attractions for hundreds of years, since the 18th century.

Correct: Italy and France have been tourist attractions for hundreds of years, since the eighteenth century

Past perfect - had + verb. When a sentence describes two completed actions in the past, the past perfect can be used to describe the action that came first.

When the phrase "by the time" appears, however, the past perfect must be used.

Incorrect: By the time Mae Jemison became an astronaut, she studied science for many years.

Correct: By the time Mae Jemison became an astronaut, she had studied science for many years.

Sentence Correction Directions: Page 673

Sentence Correction Practice

Day One: GMAT Sentence Correction Game

❖ Homework: **Pg. 709-715 #718-750**

Day Two: **Pg. 717-723 #755-788**

Exercise: Subject-Verb Agreement

In the following sentences, fix any subject-verb agreement error. Label subjects, verbs, and prepositional phrases, and cross out non-essential clauses. Some sentences may not contain an error.

1. First described by Aristotle in his *Poetics* (c. 335 B.C.E.), **the process** of living vicariously through a fictional character in order to purge one's emotions **are** known as catharsis.
Correct: The process = is
2. On the border between China and Tibet **lies** the **Himalaya Mountains**, which rise to more than 25,000 ft. above sea level and include some of the highest peaks in the world.
Correction: lie = Himalya Mts.
3. The buildings of Frank Gehry, including Gehry's private residence, attracts thousands of visitors annually because critics frequently praise his designs for embodying the most important principles of contemporary architecture.
4. Although Andrew Carnegie and Cornelius Vanderbilt eventually became two of the most powerful figures in business during the late nineteenth century, neither were born into a wealthy family.
5. The maps of historian and cartographer John Speed depict some of the first visual representations of many towns and cities throughout England, Ireland, and Scotland.
6. Playboating, a discipline of whitewater rafting or canoeing in which players stay in one spot while performing a series of complex maneuvers, involve specialized canoes designed specifically for the sport.
7. Often found in plastic drinking bottles is substantial amounts of a substance known as Bisphenol A, a potentially toxic chemical that may affect the brains and behaviors of infants and young children.
8. Louise Glück's seemingly straightforward unadorned style gives her poems an air of language and accessibility that masks the intensity of their content.
9. Among the finds from a recent archaeological dig in London was earthenware knobs originalJy used for "pay walls," boxes into which Elizabethan theater-goers deposited their admission fees.
10. One of the animal kingdom's best jumpers are the flea, whose ability to leap up to **200** times its own body length is virtually unsurpassed among either insects or other land-dwelling creatures.

Exercise: Parallel Structure

Identify the conjunction or comparison indicating that parallel structure is required, Rewrite the sentence to include a parallel construction. Some sentences may not contain an error.

-
- (to listen) 1. Seeing the Grand Canyon, standing in front of a beautiful piece of art, **and** **to listen** to a beautiful symphony are all experiences that may inspire awe.
-
2. The most important reforms introduced by France in the Rhineland during Napoleon's reign resulted from the **abolition of** all feudal privileges and historic taxes, **introducing legal reforms** through the Napoleonic Code, **and** **(Change to the introduction of)** the **reorganization of** the judicial and local administrative systems.
-
3. The Delphic Oracle exerted considerable influence throughout the Greek world as well as in its peripheral regions, and she was consulted before **major undertakings** such as battles **and** **colonies being established.** **the establishment of colonies.**
-
- 1. Supporters of legislation to ban plastic beads from beauty products claim that the new regulations would require the Environmental Protection Agency to set clear priorities for assessing the risk of chemicals and substantially increase the number of chemicals reviewed by federal regulators.
-
5. In addition to providing badly needed space in cramped cities, skyscrapers fulfil an important social role because they connect people and creativity is fostered in them.
-
6. The Euphrates River receives most of its water in the form of rainfall and melting snow, resulting in peak volumes during the spring months and volumes that are lower during the summer and autumn ones.
-
7. Because human behavior is erratic and driven by emotion as well as using logic, it is exceedingly difficult to predict the short-term directions of major markets, even when events could seem to be entirely predictable.
-
8. Except in very rare cases, photographers and artists seem to instinctively arrange compositions in order to make the experience of looking at the images dramatic, impressive and, above all, to engage viewers.
-
9. It is almost as difficult to find consistent information about the Fort Pillow incident, which took place in Tennessee during the American Civil War, as determining the significance of its outcome.
-
10. Spiders use a wide range of strategies to capture their prey, including trapping it in sticky webs, lassoing it with sticky bolas, and mimicking other insects in order to avoid detection.
-

Exercise: Dangling Modifiers

In the following exercises, identify the subject of each sentence, and rewrite as necessary to eliminate any dangling modification. Some sentences may not contain an error. (Answers p. 195)

[illegible]

WORD PAIRS

Paired Word Example Question:

Goethe, an amateur scientist as well as a renowned poet and novelist, was **so** impressed with the work of British chemist Luke Howard and publishing, in German translation, an autobiographical letter that Howard had sent to him.

- (A) Howard and publishing
- (B) Howard to publish
- (C) Howard, and he published
- (D) Howard **that** he published
- (E) Howard; indeed, he published

A. Not (only/just)...but (also)*

Correct: Elizabeth Barrett Browning’s “Cry of the Children,” published in 1842, **not only** denounced the use of child labor **but (also)** helped bring about legislation to prevent it.

B. (N)either...(n)or

Correct: Because the Articles of Confederacy did not provide for **either** the creation of executive agencies **or** judiciary institutions, they were rejected in favor of the Constitution in 1787.

Correct: Although Italian Renaissance painter Palma Vecchio’s work demonstrates superior richness of color, Vecchio excelled in **neither** invention **nor** vigorous draftsmanship.

C. So
Such that

Correct: The first lesula monkey seen by researchers bore a strong resemblance to the owl-faced monkey, but **so** unusual was the lesula monkey’s coloring **that** experts suspected the animal was a new species.

Correct: The first lesula monkey seen by researchers bore a strong resemblance to the owl-faced monkey, **but** the lesula monkey had **such** unusual coloring **that** experts suspected the animal was a new species.

D. Both
Between and
At once

Correct: The Egyptian queen Nefertiti ruled alongside her husband, Pharaoh Akhenaten, more than 3,300 years ago, during an era of **both** tremendous affluence **and** unprecedented social upheaval.

Correct: Asked to choose **between** the gorilla **and** the chimpanzee, experienced primate researchers generally do not hesitate to declare the chimpanzee the smarter animal.

Correct: A leading figure in the Pop Art movement, Andy Warhol was **at once** celebrated for his depictions of everyday objects **and** denounced for his embrace of consumerist culture.

E. From...to

Correct: The shift **from** a monarchical form of government **to** a totalitarian one occurred in Russia over a remarkably short period of time at the beginning of the twentieth century.

F. X is to...what y is to

Correct: The plays of William Shakespeare **are to** the history of theater in England **what** the plays of Molière (Jean-Baptise Poquelin) are to the history of theater in France.

G. As
Not so much as

Correct: In his poems and essays, Dan Chiasson proves **as** adept at rigorously interrogating his own psychology **as** he is at intellectually probing the outer world.

Correct: Although her plays have garnered praise from many critics, Toni Morrison is known **not so much** for her theatrical works **as** she is for her novels.

H. Hardly/scarcely ...any

When this word pair is presented incorrectly, *scarcely/hardly* will almost certainly be paired with *no* rather than *any*, creating a double negative.

Incorrect: Although many people have attempted to solve the mystery of Stonehenge, its purpose is **hardly/scarcely no** clearer than it was centuries ago.

Correct: Although many people have attempted to solve the mystery of Stonehenge, its purpose is **hardly/scarcely any** clearer than it was centuries ago.

I. Comparative
No sooner than

Correct: Although Jane Austen’s novels are **more** widely read **than** those of her contemporaries, Austen was hardly the only female author in nineteenth-century England.

Correct: **No sooner** had the senator announced her intention not to run for re-election **than** the media began to speculate about the next stage of her political career.

Any comparative form of an adjective (-ER or *more* + adjective) should be paired with *than*.

J. Just as...so

Correct: **Just as** Thomas Edison is known for revolutionizing the electric industry by inventing the electric light bulb, **so** is Albert Einstein known for revolutionizing the field of theoretical physics by developing a theory of general relativity.

Note: The GMAT has included correct answers that include *just as* **but not so**. (That said, if *just as* does appear in a question, you should always start by checking for answers that include *so*. If such answers do appear, one of them is most likely correct.

K. Only when
Only after
Not until did, was/were

Correct: **Only when** technology began to advance during the eighteenth century **did** the first real breakthroughs in the study of meteorology take place.

Correct: **Only after** technology began to advance during the eighteenth century **did** the first real breakthroughs in the study of meteorology take place.

Correct: **Not until** technology began to advance during the eighteenth century **did** the first real breakthroughs in the study of meteorology take place.

“Not” and “after” expressions can also be paired with a form of the verb *to be*.

- Correct: **Not until** technology began to advance during the eighteenth century **was** it possible for the first real breakthroughs in the study of meteorology to take place.
- Correct: **Not until** technology began to advance during the eighteenth century **were** the first real breakthroughs in the study of meteorology made (by scientists).

Note: The expression *not since* also exists and should be paired with a form of the verb *to have*.

- Correct: The cellular telephone allows people to hold long-distance conversations while carrying out a range of activities; **not since** the car radio **has** a device so altered the experience of driving.

L. It was only when
 It was only after }
 It was not until } that

- Correct: **It was only when** technology began to advance during the eighteenth century **that** it became possible for the first real breakthroughs in the study of meteorology to take place.
- Correct: **It was only after** technology began to advance during the eighteenth century **that** it became possible for the first real breakthroughs in the study of meteorology to take place
- Correct: **It was not until** technology began to advance during the eighteenth century **that** it became possible for the first real breakthroughs in the study of meteorology to take place.

IDIOMS

Bring about	Responsible for	Dwell on
Complain about	Strive for	Elaborate on
Concerned about	Substitute x for y	Expend x on y
Curious about	Tolerance for	Expert on
Excited about	Wait for	Focus on
Particular about	Watch for	Influence on
Think about		Insist on
Wonder about	Apparent from	Reflect on
Worry about	Away from	Rely on
	Defend from	
Appear as	Differ(ent) from	Control over
Employed as	Far from	Mull over
Established as	Protect from	Power over
Known as		
Regard as	Engage in	Allow x to do y
Think of x as	Enter into	Alternative to
	Have confidence in	Attribute to
Adept at	Insight into	Attuned to
Dated at	Interest in	Averse to
Successful at	Result in	Central to
	Succeed in/at	Decrease to
Connection between	Take pride in	Devoted to
Relationship between		Exclusive to
	Appreciation of	Flock to
Accompanied by	At the expense of	Immune to
Amazed by	Characteristic of	Impervious to
Awed by	Command of	In contrast to
Confused by	Composed of	In order to
Encouraged by	Comprised of	In relation to
Fascinated by	Conceive of	Increase to
Followed by	Consist of	Listen to
Impressed by	Convinced of	Native to
Outraged by	Devoid of	Parallel to
Perplexed by	(Dis)approve of	Prefer x to y
Puzzled by	In advance of	Recommend x to y
Shocked by	In awe of	Similar to
Stunned by	In the hope(s) of	Subject to
Surprised by	In recognition of	Threat to
x predates y by	(In)capable of	Try to
	Mastery of	Unique to
Account for	Offer of	
Celebrated for	Predecessor of	Biased toward
Compensate for	Proponent of	Indifferent toward
Criticize for	Source of	Tendency toward
Endure for	Suspicious of	
Famous for	Take advantage of	Associated with
In return for	Typical of	Correlate with
Known for	Understanding of	(In)consistent with
Last for	Variety of	Identify with
Look out for	With the exception of	Preoccupied with
Named for		Simultaneously with
Necessary for	Based on	Sympathize with
Prized for	Do research on	(Un)familiar with
Recognized for/as	Draw (up)on	x is contrasted with y

Exercise: Idioms and Diction

In the following sentence, identify and correct any diction that appears. Some sentences may not contain an error.

[illegible]

SENTENCE CORRECTION STRATEGY

1. Rule: Work backwards from the answer choices
2. Check for Primary Grammar Issues: Subject-Verb Agreement, Parallel Structure, Faulty Comparison, Modifiers, Word Pairs, Idioms.
3. Check for Grammar Rules: Verb tense, Noun/Pronoun Agreement, Punctuation, etc.
4. Most sentence correction tests multiple ideas at once, so there's more than one way to solve sentence

EXAMPLE #1: VERB AGREEMENT

ANSWERS

Sentence Verb Agreement Example:

- (A) **remain** puzzling to archaeologists, who in the mid-1980s began studying
 - (B) **remain** puzzling to archaeologists. who in the mid-1980s began to study
 - (C) **remains** puzzling to archaeologists, who in the mid-1980s began studying
 - (D) **remains** puzzling to archaeologists. beginning in the mid-1980s to study
 - (E) **remain** puzzling to archaeologists, who in the mid-1980s would begin to study
- **Determine what is being tested.** (The first word of each answer split between singular and plural verbs = subject verb agreement)
 - **Eliminate choices:** (A), (B), and (E) all begin with the plural verb remain, while choices (C) and (D) begin with the singular plural verb remains.

QUESTION

The presence of mysterious paintings in a cave located outside Columbia, Missouri, remain puzzling to archaeologists, who in the mid-1980s began studying the images created by ancient residents of the Mississippi Valley.

- **Identify the subject** of the verb in question and determine whether that subject is singular or plural.
 - (Subject: **the presence**. (Then plural noun mysterious **paintings** is part of the prepositional phrase begun by the preposition of.)

- Note: **Three** prepositional phrases between the subject and the verb:

The presence of mysterious paintings in a cave located outside Columbia, Missouri, remain...

- **Back up to the beginning of sentence.**

Cross out any prepositional phrases and non-essential clauses that appear in order to reduce the sentence to its most basic elements.

The presence of mysterious paintings in a cave, ie located outside Columbia, Missouri. remain...

- **Assess the remaining choices. C or D??** D sounds awkward.

Also C is past tense and **began** is past tense. **C is the best choice.**

EXAMPLE #2 PRONOUN AGREEMENT

Last month, the NASA probe Cassini began a new phase of its mission, a phase that will end with the destruction of the spacecraft in the atmosphere of the planet they have studied for the past 12 years.

(A) began a new phase of **its** mission, a phase that will end with the destruction of the spacecraft in the atmosphere of the planet **they** have studied.

(8) Has begun a new phase of **their** mission, a phase ending with the destruction of the spacecraft in the atmosphere of the planet **it** has studied.

(C) began a new phase of **their** mission, a phase that ends with the destruction of the spacecraft in the atmosphere of the planet **having been** studied

(D) began a new phase of **its** mission. a phase that ends with the destruction of the • spacecraft in the atmosphere of the planet **they** had studied

(E) began a new phase of **its** mission, a phase that will end with the destruction of the spacecraft in the atmosphere of the planet **it** has studied

(A) its, they

(B) their, it

(C) their, no pronoun

(D) its, they

(E) its. it

SOLUTION

1. Look through the choices. Each answer includes a different combination of it and they.
2. Identify the subject of each pronoun
 - What began a new phase of the mission? **The NASA probe Cassini.**
 - Probe is singular, so the first pronoun should be its.
 - Eliminate (B) and (C).
 - What has studied the atmosphere of a planet for the past 12 years? **The spacecraft.** Spacecraft is again singular, so the second pronoun must be it is as well.
 - That makes (E) the only possibility.

EXAMPLE #3 WORD PAIR

The development of increasingly accurate representations of the visual appearances of objects has a long history: in Europe, Upper Paleolithic art achieved remarkably lifelike depictions of animals, and Ancient Egyptian art developed conventions involving both stylization as well as idealization that nevertheless allowed effective depictions being produced widely and consistently.

- (A) **as well as** idealization that nevertheless allowed effective depictions being produced
- (B) **and** idealization nevertheless allowing effective depictions to be produced
- (C) **as well as** idealization that nevertheless allowed the effective production of depictions
- (D) **and** idealization that nevertheless allowed effective depictions to be produced
- (E) **and** idealizing which had nevertheless allowed the production of effective depictions

SOLUTION

Find "BOTH" immediately preceding the underlined portion It's half of the word pair **both ... and**.

The correct answer must therefore join **stylization** and **idealization** using **and**.

A) and (C) use as well as rather than and, both answers can be eliminated immediately.

E) contains **which** without a comma before it, a construction that is effectively guaranteed to signal an incorrect answer.

(B) and (D) are left

(B) contains an -ING word (allowing), whereas (D) contains a verb (allowed)

(D) is the answer.

OTHER OPTIONS

(A) contains the gerund **being**, which almost invariably signals an incorrect answer. The verb **allowed** must be followed by the infinitive (to be) rather than the gerund.

C) when C is plugged into the sentence, the adverb **widely**, which immediately follows the underlined portion, no longer modifies the verb **produced**. Instead, it incorrectly modifies the noun **depictions**.

(E) Contains an unnecessary tense switch, from the simple past (**achieved, developed**) to the past perfect (**had allowed**). The past perfect must refer to an action that came before a second action, and that is not the case here.

Also, in E-the noun **idealizing** is the wrong parallelism. (word must be parallel to **stylization**.)

EXAMPLE #4 PARALLEL STRUCTURE

In the eighteenth century, the conservation ethic evolved to include the core principles that human activity can cause damage to the environment and that people have a civic duty to maintain the environment for future generations.

- A. environment and that people have a civic duty to maintain
- B. environment and people would have a civic duty to maintain
- C. environment and people had a civic duty to maintain
- D. environment, with people having a civic duty for maintaining
- E. environment and people have a civic duty for the maintaining of

SOLUTION: PARALLEL STRUCTURE

The word "and in the underlined portion tells you parallel structure.

Back up and read the whole sentence. Notice the construction **"the core principles that"** If that appears in the first item, then that must appear in the second item .

- (A) is the only option in which **that** appears.

EXAMPLE #5 MIXED RULES

A larger quantity of high value goods have been found at Delphi, home of the Delphic Oracle. than at any other mainland sanctuary, which suggests that Delphi was a focus of attention for a wide range of ancient Greek worshippers.

- (A) than at any other mainland sanctuary, which suggests that Delphi was a focus of attention for
- (B) than any other mainland sanctuary, and this suggests that Delphi was a focus of attention on
- (C) than at any other mainland sanctuary, suggesting that Delphi was a focus of attention for
- (D) as at any other mainland sanctuary, which suggests that Delphi was a focus of attention on
- (E) as at any other mainland sanctuary and suggests that Delphi was a focus of attention for

SOLUTION

Whenever the word **which** appears in a GMAT, you should be suspicious. In this case, it appears in two answers: (A) and (D).

Rule: Which must refer to the noun that immediately precedes it.

Would the sanctuary itself suggest that Delphi was a focus of attention for a wide range of ancient Greek worshippers? No.

That eliminates (A) and (D).

(B) can be eliminated because **this** should be followed by a noun. In the absence of one, the pronoun is vague and ambiguous.

(E) can be eliminated because **larger** must be paired with **than**. (You could also eliminate (D) this way.) (C) is correct.