

# GMAT Sentence Correction - Everything you need to know

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# GMAT Sentence Correction - Everything you need to know

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## GMAT Sentence Correction - Everything you need to know

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# Introduction to Sentence Correction

(watch the entire video [here](#))

- About 1/3 of Verbal questions (13 to 15 questions)
- Batches of 2 or 3 questions
- Approximately 1.5 minutes per question
- Understanding of correct/effective written English
- The correct answer is
  - is grammatically correct
  - is effective
  - uses proper diction

Goal: Choose the best answer among the options



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# General Sentence Correction Strategy

(watch the entire video [here](#))

## General Strategy

1. Read entire sentence to understand its intent
2. Watch for errors in the underlined part
3. Eliminate answer choices that repeat error
4. Scan for differences and create groups
5. Eliminate incorrect group
6. Reread entire sentence with preferred choice
7. Select answer



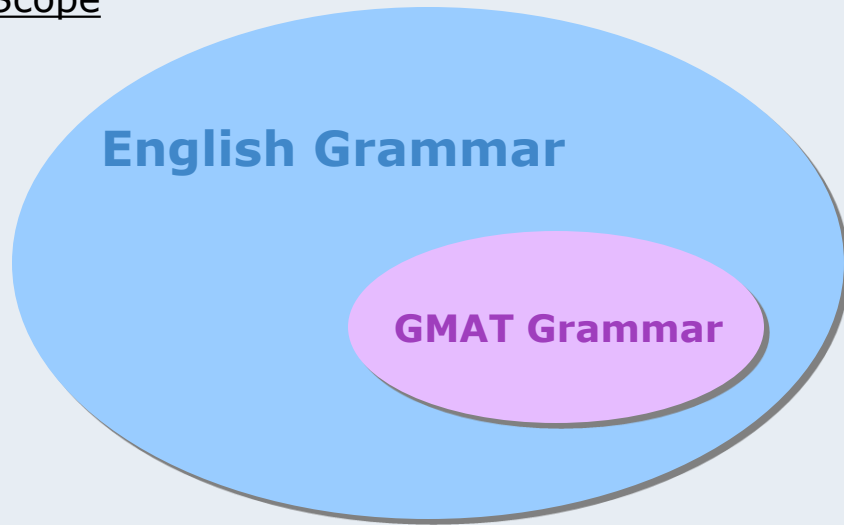
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# About the Sentence Correction Module

(watch the entire video [here](#))

Scope



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# Parts of Speech – The Basics

(watch the entire video [here](#))

## Noun

- Person, place, thing or abstract idea

*desk, technology, Italy, flower, patience,  
squirrel, paradox, wig, etc.*

- Marina handed the piano to Kate.
- Wile E. Coyote can afford to buy a rocket, helmet and rollerskates, yet he won't buy his food at a supermarket.
- In an era of great technology, hard work is of greater importance.



# Parts of Speech – The Basics

(watch the entire video [here](#))

## Verb

- Action or state of being

**Action Verb** – what someone/something is doing

- Tahir drives the bandwagon.
- Hans constantly thinks about gravy.
- The maid tackled the unsuspecting postal worker.

**Linking Verb** – connects noun to additional information

- *is, am, are, was, were, be, being, etc.*
- *feel, taste, look, smell, appear, grow, remain, turn, seem, sound, become, resemble, etc.*

- The kitten is grumpy.
- These eggs taste rotten.



# Parts of Speech – The Basics

(watch the entire video [here](#))

## Pronoun

- Replaces a noun

- Everyone in the office knows that Kevin broke the photocopier.
- The cars in the United States are larger than those in Europe.
- Brad fired three employees because he no longer trusted them.



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# Parts of Speech – The Basics

(watch the entire video [here](#))

## Adjective

- Provides information about a noun or pronoun
- What kind? Which one? How many? How much?
- Also known as a **modifier**

- The tired accountant was ready for a cold drink.
- Everyone loves Ted's apple pie.
- 35 people attended the Thanksgiving parade.
- The man wearing the monkey costume used to be a broker.



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# Parts of Speech – The Basics

(watch the entire video [here](#))

## Adverb

- Modifies a verb, adjective, phrase, clause, or adverb
- Where? When? How? How often? Why? How long?  
How likely? To what degree?

- The cat quickly climbed the tree.
- Hanson performed for a very quiet audience.
- Frank urged Francine to close the door more carefully.



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# Parts of Speech – The Basics

(watch the entire video [here](#))

## Preposition

- Connects nouns/pronouns/etc. to other words
- Information about location, direction, time
- Logical relationship

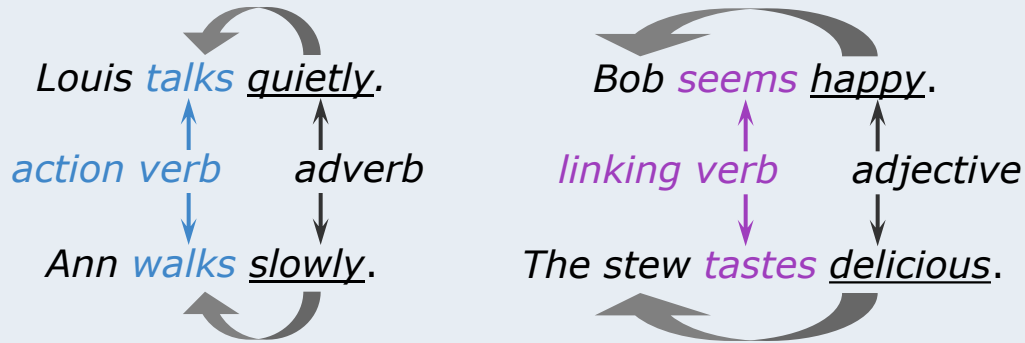
*above, about, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, despite, down, during, except, for, from, in, inside, into, like, near, of, off, on, onto, out, outside, over, past, since, through, to, toward, under, until, up, upon, with, within, without, . . .*

**Most common:** *at, before, by, during, except, for, from, in, into, of, off, on, onto, out, over, since, through, to, under, until, with, within, without*



# Grammar Tidbit – Linking Verbs

(watch the entire video [here](#))



**A modifier that follows a linking verb must be an adjective.**

# Grammar Tidbit – Linking Verbs

(watch the entire video [here](#))

**A modifier that follows a linking verb must be an adjective.**

Joe *feels* badly. ❌

*linking verb*      *adverb*

Joe *feels* bad. ✅

*linking verb*      *adjective*

# Grammar Tidbit – Linking Verbs

(watch the entire video [here](#))

**A modifier that follows a linking verb must be an adjective.**

Joe *feels* badly. ✗  
↑                    ↑  
linking verb    adverb

Joe *feels* bad. ✓  
↑                    ↑  
linking verb    adjective

The flowers *smell* wonderfully. ✗  
↑                    ↑  
linking verb    adverb

The flowers *smell* wonderful. ✓  
↑                    ↑  
linking verb    adjective

# “Hopefully” and Other Adverbs

(watch the entire video [here](#))

hopefully

*Hopefully, my plane arrives on time.*



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# “Hopefully” and Other Adverbs

(watch the entire video [here](#))

hopefully

*Hopefully, my plane arrives on time. ❌*

↑  
adverb

↑  
verb



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# "Hopefully" and Other Adverbs

(watch the entire video [here](#))

hopefully

*Hopefully, my plane arrives on time. ❌*

↑  
adverb

↑  
verb

*I hope my plane arrives on time. ✔*



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# “Hopefully” and Other Adverbs

(watch the entire video [here](#))

hopefully

*Hopefully, my plane arrives on time. ❌*

↑  
adverb

↑  
verb

*I hope my plane arrives on time. ✔️*

*Grant reviewed the lottery results hopefully. ✔️*

↑  
verb

↑  
adverb



# “Hopefully” and Other Adverbs

(watch the entire video [here](#))

*Zack is Dan’s suspicious older brother.*



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# “Hopefully” and Other Adverbs

(watch the entire video [here](#))

*Zack is Dan's suspicious older brother. ✓*

*adjective*      *adjective*



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## “Hopefully” and Other Adverbs

(watch the entire video [here](#))

*Zack is Dan's suspicious older brother.* ✓

adjective      adjective

*Zack is Dan's suspiciously older brother.*



# “Hopefully” and Other Adverbs

(watch the entire video [here](#))

*Zack is Dan's suspicious older brother. ✓*

adjective      adjective

*Zack is Dan's suspiciously older brother. ✗*

adverb      adjective

# “Hopefully” and Other Adverbs

(watch the entire video [here](#))

*Helen saw a seemingly intoxicated man in her backyard. ✓*

↑                      ↑

*adverb                adjective*



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# “Hopefully” and Other Adverbs

(watch the entire video [here](#))

*Helen saw a seemingly intoxicated man in her backyard.* ✓

↑                      ↑  
adverb                adjective

*Helen saw a seeming intoxicated man in her backyard.* ✗

↑                      ↑  
adjective                noun

# Parts of Speech – Subjects and Objects

(watch the entire video [here](#))

## Subject

- Every verb requires a person/thing to perform the action
- That person/thing = the subject
- Ask “Who or what is performing the action?”

*Dharma tickled the neighbor's horse.*



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# Parts of Speech – Subjects and Objects

(watch the entire video [here](#))

## Subject

- Every verb requires a person/thing to perform the action
- That person/thing = the subject
- Ask “Who or what is performing the action?”

*Dharma tickled the neighbor's horse.*

↑  
*verb*



# Parts of Speech – Subjects and Objects

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- That person/thing = the subject
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Dharma tickled the neighbor's horse.

↑                      ↑  
subject              verb



# Parts of Speech – Subjects and Objects

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- That person/thing = the subject
- Ask “Who or what is performing the action?”

*Dharma tickled the neighbor's horse.*

↑      ↑

subject      verb

*The king and queen enjoy heavy metal music.*

↑

verb



# Parts of Speech – Subjects and Objects

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- Every verb requires a person/thing to perform the action
- That person/thing = the subject
- Ask “Who or what is performing the action?”

*Dharma tickled the neighbor's horse.*

↑      ↑  
subject      verb

*The king and queen enjoy heavy metal music.*

↑      ↑  
subject      verb



# Parts of Speech – Subjects and Objects

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## Subject

- Every verb requires a person/thing to perform the action
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*Kofi ran to the kitchen and ate all of the mustard.*



# Parts of Speech – Subjects and Objects

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verb



verb



# Parts of Speech – Subjects and Objects

(watch the entire video [here](#))

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*Kofi ran to the kitchen and ate all of the mustard.*

↑  
subject

↑  
verb

↑  
verb



# Parts of Speech – Subjects and Objects

(watch the entire video [here](#))

## Subject

- Every verb requires a person/thing to perform the action
- That person/thing = the subject
- Ask “Who or what is performing the action?”

*Kofi ran to the kitchen and ate all of the mustard.*

↑      ↑                                      ↑  
subject    verb                                      verb

*Paola’s fear of cotton is a source of delight among her friends.*

*Behind the pickle factory sits Edna Miller’s beautiful home.*



## Parts of Speech – Subjects and Objects (watch the entire video [here](#))

Subject

- Every verb requires a person/thing to perform the action
- That person/thing = the subject
- Ask "Who or what is performing the action?"

*Kofi ran to the kitchen and ate all of the mustard.*

↑      ↑                      ↑

*subject*      *verb*                      *verb*

Paola's fear of cotton is a source of delight among her friends.

*subject*      *verb*

*Behind the pickle factory sits Edna Miller's beautiful home.*

↑  
*verb*

↑  
*subject*



# Parts of Speech – Subjects and Objects (watch the entire video [here](#))

## Object

- Receives the action of the verb
- Object ≈ any noun that is **not** the subject

*Dharma tickled the neighbor's horse.*



# Parts of Speech – Subjects and Objects (watch the entire video [here](#))

## Object

- Receives the action of the verb
- Object ≈ any noun that is **not** the subject

*Dharma tickled the neighbor's horse.*

↑  
*verb*



# Parts of Speech – Subjects and Objects (watch the entire video [here](#))

## Object

- Receives the action of the verb
- Object ≈ any noun that is **not** the subject

*Dharma tickled the neighbor's horse.*

↑  
*verb*

↑  
*object*



# Parts of Speech – Subjects and Objects (watch the entire video [here](#))

## Object

- Receives the action of the verb
- Object ≈ any noun that is **not** the subject

*Dharma tickled the neighbor's horse.*

↑  
*verb*

↑  
*object*

*The king and queen enjoy heavy metal music.*



# Parts of Speech – Subjects and Objects (watch the entire video [here](#))

## Object

- Receives the action of the verb
- Object ≈ any noun that is **not** the subject

*Dharma tickled the neighbor's horse.*

↑  
verb

↑  
object

*The king and queen enjoy heavy metal music.*

↑  
verb

↑  
object



# Parts of Speech – Clauses

(watch the entire video [here](#))

## Clause

- Group of words with subject **and** verb
- Independent clauses and dependent clauses
- Independent clauses express a complete thought
- Independent clauses can stand alone as complete sentences



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# Parts of Speech – Clauses

(watch the entire video [here](#))

## Clause

- Group of words with subject **and** verb
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Jack and Jill went up the hill.

↑  
subject

↑  
verb



## Parts of Speech – Clauses

(watch the entire video [here](#))

## Clause

- Group of words with subject **and** verb
- Independent clauses and dependent clauses
- Independent clauses express a complete thought
- Independent clauses can stand alone as complete sentences

Jack and Jill went up the hill.

*subject*

↑  
*verb*

Gertrude stole the ball from the opposing player and ran home.

*subject*

↑  
*verb*

↑  
*verb*



# Parts of Speech – Clauses

(watch the entire video [here](#))

## Clause

- Group of words with subject **and** verb
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- Dependent (subordinate) clauses **do not** express complete thought



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# Parts of Speech – Clauses

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## Clause

- Group of words with subject **and** verb
- Independent clauses and dependent clauses
- Independent clauses express a complete thought
- Independent clauses can stand alone as complete sentences
- Dependent (subordinate) clauses **do not** express complete thought

*After my father broke the lawnmower, I cut the lawn with scissors.*

↑  
subject

↑  
verb

↑  
subject

↑  
verb



# Parts of Speech – Clauses

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## Clause

- Group of words with subject **and** verb
- Independent clauses and dependent clauses
- Independent clauses express a complete thought
- Independent clauses can stand alone as complete sentences
- Dependent (subordinate) clauses **do not** express complete thought

*My barber sued me because I used the wrong conditioner.*

↑  
subject

↑  
verb

↑  
subject

↑  
verb



# Parts of Speech – Clauses

(watch the entire video [here](#))

## Clause

- Group of words with subject **and** verb
- Independent clauses and dependent clauses
- Independent clauses express a complete thought
- Independent clauses can stand alone as complete sentences
- Dependent (subordinate) clauses **do not** express complete thought

## Keywords

*after, although, as, as if, because, before, despite, even if, even though, how, if, in order to, once, since, that, though, unless, until, whatever, when, whenever, where, whether, which, while, who, why*



# Parts of Speech – Clauses

(watch the entire video [here](#))

Sentences with two independent clauses

*Nangila loves Paris, Kammi loves Rome.*



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# Parts of Speech – Clauses

(watch the entire video [here](#))

Sentences with two independent clauses

**Run-on sentence**

*Nangila loves Paris, Kammi loves Rome.* **✗**

↑     ↑             ↑     ↑  
subject   verb     subject   verb



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# Parts of Speech – Clauses

(watch the entire video [here](#))

## Sentences with two independent clauses

- Separate with a semicolon
- Separate with comma and a coordinating conjunction
  - *and, but, or, nor, for, so, yet*
- Write as two separate sentences



# Parts of Speech – Clauses

(watch the entire video [here](#))

## Sentences with two independent clauses

- Separate with a semicolon  
*Nangila loves Paris; Kammi loves Rome.*
- Separate with comma and a coordinating conjunction  
- *and, but, or, nor, for, so, yet*  
*Nangila loves Paris, **and** Kammi loves Rome.*  
*Nangila loves Paris, **but** Kammi loves Rome.*
- Write as two separate sentences  
*Nangila loves Paris. Kammi loves Rome.*



# Parts of Speech – Clauses

(watch the entire video [here](#))

## Sentences with two independent clauses

*Julia eats 3 apples each day, **yet** she dislikes apple pie. ✓*

*Julia eats 3 apples each day; she dislikes apple pie.*

*Julia eats 3 apples each day. She dislikes apple pie.*

## Semicolons

- On the GMAT, semicolons separate independent clauses
- Spot semicolon → confirm independent clauses



# Parts of Speech – Clauses

(watch the entire video [here](#))

## Clause

- Group of words with subject **and** verb
- Independent clauses and dependent clauses
- Independent clauses express a complete thought
- Independent clauses can stand alone as complete sentences
- Dependent (subordinate) clauses **do not** express complete thought

## Sentences with two independent clauses

- Separate with a semicolon
- Separate with comma and a coordinating conjunction
  - *and, but, or, nor, for, so, yet*
- Write as two separate sentences



# Gerunds

(watch the entire video [here](#))

*run**ning**, bor**ing**, dan**cing**, smok**ing**,  
collect**ing**, look**ing**, read**ing**, help**ing**...*



## Gerund

(noun)

- Skydiving is fun.
- Jay enjoys swimming.
- Smoking costs a lot of money.
- My favorite pastime is stamp collecting.



## Present participle

(verb, adjective)

- Diego is dancing.
- Lee is boring.

# Parts of Speech – Phrases

(watch the entire video [here](#))

## Phrase

- Group of words **missing** a subject and/or verb
- Does not express a complete thought



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# Parts of Speech – Phrases

(watch the entire video [here](#))

## Prepositional phrase

- Begins with a preposition

*above, about, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, despite, down, during, except, for, from, in, inside, into, like, near, of, off, on, onto, out, outside, over, past, since, through, to, toward, under, until, up, upon, with, within, without...*



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# Parts of Speech – Phrases

(watch the entire video [here](#))

## Prepositional phrase

- Begins with a preposition
- Modifies a noun or a verb



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# Parts of Speech – Phrases

(watch the entire video [here](#))

## Prepositional phrase

- Begins with a preposition
- Modifies a noun or a verb

*Henry photographed the flock of flamingos.*

*The team won without the starting quarterback.*



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# Parts of Speech – Phrases

(watch the entire video [here](#))

## Prepositional phrase

- Begins with a preposition
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*Henry photographed the flock of flamingos.*  
(adjective)



*The team won without the starting quarterback.*



# Parts of Speech – Phrases

(watch the entire video [here](#))

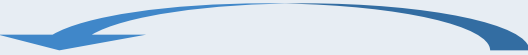
## Prepositional phrase

- Begins with a preposition
- Modifies a noun or a verb

*Henry photographed the flock of flamingos.*  
(adjective)



*The team won without the starting quarterback.*  
(adverb)



# Parts of Speech – Phrases

(watch the entire video [here](#))

## Participial phrase

- Begins with a present or past participle
- Participle: verb ending in **ed** or **ing**

Examples: *laugh**ing**, stamp**ed**, skidd**ing**,  
etch**ed**, think**ing**, carri**ed**, shar**ing**,  
jump**ing**, believ**ed**, stand**ing**...*



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# Parts of Speech – Phrases

(watch the entire video [here](#))

## Participial phrase

- Begins with a present or past participle
- Participle: verb ending in **ed** or **ing**
- Always modifies a noun



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# Parts of Speech – Phrases

(watch the entire video [here](#))

## Participial phrase

- Begins with a present or past participle
- Participle: verb ending in **ed** or **ing**
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*Quincy read the sign posted on the door.*

*Sensing danger, Claudette slowly reaches for her toothbrush.*

*Forced into early retirement, the surgeon found a new career performing liposuction on pets.*



# Parts of Speech – Phrases

(watch the entire video [here](#))

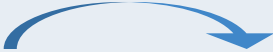
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# Parts of Speech – Phrases

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## Participial phrase

- Begins with a present or past participle
- Participle: verb ending in *ed* or *ing*
- Always modifies a noun
- Note: some participles do not end in *ed* or *ing*



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# Parts of Speech – Phrases

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## Participial phrase

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- Always modifies a noun
- Note: some participles do not end in **ed** or **ing**

<u>Verb</u>	<u>Present participle</u>	<u>Past participle</u>
<i>perform</i>	<i>performing</i>	<i>performed</i>
<i>sing</i>	<i>singing</i>	<i>sung</i>

*Performed everywhere, Auld Lang Syne completes any New Year's Eve party.*

*Sung everywhere, Auld Lang Syne completes any New Year's Eve party.*



# Parts of Speech – Phrases

(watch the entire video [here](#))

## Gerund phrase

- Begins with a gerund
- Always functions as a noun
- Can function as subject or object



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# Parts of Speech – Phrases

(watch the entire video [here](#))

## Gerund phrase

- Begins with a gerund
- Always functions as a noun
- Can function as subject or object

*Smoking cigars has become a status symbol.*  
(noun)

*Siddhartha enjoys making toast.*



# Parts of Speech – Phrases

(watch the entire video [here](#))

## Gerund phrase

- Begins with a gerund
- Always functions as a noun
- Can function as subject or object

*Smoking cigars has become a status symbol.*  
(noun)

*Siddhartha enjoys making toast.*

*Typing quickly makes Earl happy.*



# Parts of Speech – Phrases

(watch the entire video [here](#))

## Gerund phrase

- Begins with a gerund
- Always functions as a noun
- Can function as subject or object

Smoking cigars has become a status symbol.  
(noun)

Siddhartha enjoys making toast.

Typing quickly makes Earl happy.

noun      adverb

- Adverbs can be used to modify a gerund



# Parts of Speech – Phrases

(watch the entire video [here](#))

## Appositive phrase

- Renames a noun next to it
- Always functions as a noun



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# Parts of Speech – Phrases

(watch the entire video [here](#))

## Appositive phrase

- Renames a noun next to it
- Always functions as a noun

*Jake, an enormous man with great strength, carried the cow with ease.*



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# Parts of Speech – Phrases

(watch the entire video [here](#))

## Appositive phrase

- Renames a noun next to it
- Always functions as a noun

*Jake, an enormous man with great strength, carried the cow with ease.*

*Vancouver, the largest city in British Columbia, is the home of the Vancouver Canucks, the finest hockey team in the National Hockey League.*

- Commas separate appositive phrases and corresponding nouns



# Parts of Speech – Phrases

(watch the entire video [here](#))

## Appositive phrase

- Renames a noun next to it
- Always functions as a noun

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- Commas separate appositive phrases and corresponding nouns



# Parts of Speech – Phrases

(watch the entire video [here](#))

## Infinitive phrase

- Begins with an infinitive
- *to + verb*

Examples: *to think, to burp, to investigate, to swim,  
to laugh, to calculate, to crumble,...*



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# Parts of Speech – Phrases

(watch the entire video [here](#))

## Infinitive phrase

- Begins with an infinitive
- *to + verb*
- Functions as a noun, adjective or adverb



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# Parts of Speech – Phrases

(watch the entire video [here](#))

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- Functions as a noun, adjective or adverb

*Ismet's decision to appoint his parakeet has caused controversy.*

*Lafonda returned to help the inspectors.*

*Kyle's ambition is to win the state lottery.*



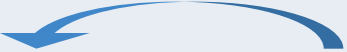
# Parts of Speech – Phrases

(watch the entire video [here](#))

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(adjective)



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# Parts of Speech – Phrases

(watch the entire video [here](#))

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# Parts of Speech – Phrases

(watch the entire video [here](#))

## Infinitive phrase

- Begins with an infinitive
- *to + verb*
- Functions as a noun, adjective or adverb

*Ismet's decision to appoint his parakeet has caused controversy.*  
(adjective)

*Lafonda returned to help the inspectors.*  
(adverb)

*Kyle's ambition is to win the state lottery.*  
(noun)



# Parts of Speech – Phrases

(watch the entire video [here](#))

## Prepositional phrase

- Begins with a preposition
- Modifies a noun or a verb

## Appositive phrase

- Renames a noun next to it
- Always functions as a noun

## Gerund phrase

- Begins with a gerund
- Always functions as a noun
- Can function as subject or object

## Infinitive phrase

- Begins with an infinitive
- **to** + **verb**
- Functions as a noun, adjective or adverb

## Participial phrase

- Begins with a present or past participle
- Participle: verb ending in **ed** or **ing**
- Always modifies a noun
- Note: some participles do not end in **ed** or **ing**



# Participles

(watch the entire video [here](#))

- Participle: form of a verb that does not function as a verb on its own
- A participle functions as an adjective



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# Participles

(watch the entire video [here](#))

- Participle: form of a verb that does not function as a verb on its own
- A participle functions as an adjective

*Yanni boiled an egg.*

↑  
verb

*Yanni ate a boiled egg.*

↑      ↑  
verb    participle



# Participles

(watch the entire video [here](#))

- Participle: form of a verb that does not function as a verb on its own
- A participle functions as an adjective

*Yanni boiled an egg.*

↑  
verb

*Yanni ate a boiled egg.*

↑      ↑  
verb    participle

*Kevin laughs at danger.*

↑  
verb

*The laughing clown jumped in the car.*

↑                      ↑  
participle            verb



# Participles

(watch the entire video [here](#))

- Participle: form of a verb that does not function as a verb on its own
- A participle functions as an adjective

*Vern is swimming in the city championship.*

*The brothers are cheering.*

*Fiona has visited Miami.*



# Participles

(watch the entire video [here](#))

- Participle: form of a verb that does not function as a verb on its own
- A participle functions as an adjective

*Vern is swimming in the city championship.*

↑  
verb phrase

*The brothers are cheering.*

↑  
verb phrase

*Fiona has visited Miami.*

↑  
verb phrase



# Participles

(watch the entire video [here](#))

- Participle: form of a verb that does not function as a verb on its own
- A participle functions as an adjective

<b>Verb</b>	<b>Present Participle</b>	<b>Past Participle</b>
<i>learn</i>	<i>learning</i>	<i>learned</i>
<i>jump</i>	<i>jumping</i>	<i>jumped</i>
<i>chop</i>	<i>copping</i>	<i>chopped</i>
<i>listen</i>	<i>listening</i>	<i>listened</i>
<i>start</i>	<i>starting</i>	<i>started</i>



# Participles

(watch the entire video [here](#))

- Participle: form of a verb that does not function as a verb on its own
- A participle functions as an adjective

<b>Verb</b>	<b>Present Participle</b>	<b>Past Participle</b>
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<i>listen</i>	<i>listening</i>	<i>listened</i>
<i>start</i>	<i>starting</i>	<i>started</i>
<i>choose</i>	<i>choosing</i>	<i>chosen</i>
<i>sing</i>	<i>singing</i>	<i>sung</i>
<i>be</i>	<i>being</i>	<i>been</i>
<i>weave</i>	<i>weaving</i>	<i>woven</i>



# Eliminating Fluff

(watch the entire video [here](#))

- Remove/ignore:
  - adjectives and adverbs
  - phrases functioning as adjectives and adverbs
  - appositive phrases
  - dependent clauses

*The angry child screamed at his parents.*



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*The government's tireless efforts to preserve the blue-finned wigglesfish, the smallest species in the bluefish family, has negatively impacted the local fishing industry.*



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*The government's tireless efforts to preserve the blue-finned wigglesfish, the smallest species in the bluefish family, **have** negatively impacted the local fishing industry.*



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# Question Types

(watch the entire video [here](#))

- Subject-Verb Agreement
- Pronouns
- Modifiers
- Parallelism
- Comparisons
- Tense
- Idioms
- Word Choice



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# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

- Singular subjects need singular verbs
- Plural subjects need plural verbs



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# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

- Singular subjects need singular verbs
- Plural subjects need plural verbs

My brother enjoys cake.  
↑            ↑  
singular    singular

My brothers enjoy cake.  
↑            ↑  
plural      plural



# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

- Singular subjects need singular verbs
- Plural subjects need plural verbs

My brother enjoys cake.  
↑            ↑  
singular    singular

My brothers enjoy cake.  
↑            ↑  
plural      plural

Oscar plays tennis.  
↑            ↑  
singular    singular

Bert and Ernie play tennis.  
↑            ↑  
plural      plural



# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

- Singular subjects need singular verbs
- Plural subjects need plural verbs

My brother enjoys cake.  
↑            ↑  
singular    singular

My brothers enjoy cake.  
↑            ↑  
plural      plural

Oscar plays tennis.  
↑            ↑  
singular    singular

Bert and Ernie play tennis.  
↑            ↑  
plural      plural

Locate each verb in a sentence and  
confirm agreement with the subject



# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

*The rhythm of the pounding waves is/are calming.*



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# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

The rhythm of the pounding waves ~~is~~ are calming.

↑ singular                      ↑ singular

➡ The rhythm of the pounding waves **is** calming. ✓

# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

*From the foothills of the Rocky Mountains come/comes the freshest water and the richest soil.*



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# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

*From the foothills of the Rocky Mountains ~~come~~ comes the freshest water and the richest soil.*

↑  
*plural*

↑  
*plural*

➡ *From the foothills of the Rocky Mountains **come** the freshest water and the richest soil. ✓*



# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

*From the foothills of the Rocky Mountains ~~come~~ comes the freshest water and the richest soil.*

↑  
plural

↑  
plural

➡ *From the foothills of the Rocky Mountains **come** the freshest water and the richest soil. ✓*

Reverse the order

*The freshest water and the richest soil ~~come~~ comes from the foothills of the Rocky Mountains.*

↑  
plural



# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

*The leaking roof, in addition to the broken windows,  
have/has made the house difficult to sell.*



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# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

(additive phrase)

*The leaking roof, in addition to the broken windows,  
have/has made the house difficult to sell.*

Ignore additive phrases.



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# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

*singular*  
↓  
The leaking roof, *in addition to the broken windows*,  
have, has made the house difficult to sell.  
↑  
*singular*

Ignore additive phrases.

➡ The leaking roof, *in addition to the broken windows*, **has** made the house difficult to sell. ✓



# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

## Additive phrases

- *accompanied by* \_\_\_\_\_
- *along with* \_\_\_\_\_
- *as well as* \_\_\_\_\_
- *in addition to* \_\_\_\_\_
- *including* \_\_\_\_\_
- *together with* \_\_\_\_\_



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# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

## Additive phrases

- *accompanied by* \_\_\_\_\_
- *along with* \_\_\_\_\_
- *as well as* \_\_\_\_\_
- *in addition to* \_\_\_\_\_
- *including* \_\_\_\_\_
- *together with* \_\_\_\_\_

*George's many talents, together with his charm, make him very popular.*



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# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

## Additive phrases

- *accompanied by* \_\_\_\_\_
- *along with* \_\_\_\_\_
- *as well as* \_\_\_\_\_
- *in addition to* \_\_\_\_\_
- *including* \_\_\_\_\_
- *together with* \_\_\_\_\_

George's many *talents*, *together with his charm*, *make* ✓  
him very popular.

*plural* ↓      (additive phrase)      *plural* ↓



# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

*The number of hours that employees work each month has/have increased substantially.*



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# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

*The number of hours that employees work each month has/have increased substantially.*



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# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

*singular*  
↓  
*The number* of hours that employees work each month *has* have increased substantially.

*singular*  
↑

➡ The number of hours that employees work each month **has** increased substantially. ✓



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# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

*singular*  
↓  
The number of hours that employees work each month ~~has~~ have increased substantially.

*singular*  
↑

➡ The number of hours that employees work each month **has** increased substantially. ✓

*A number of employees has/have quit recently.*



# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

*singular*  
↓  
The number of hours that employees work each month ~~has~~ have increased substantially.

*singular*  
↑

➡ The number of hours that employees work each month **has** increased substantially. ✓

*plural*  
↓  
A number of employees ~~has~~ *plural* have quit recently.

➡ A number of employees **have** quit recently. ✓

**"a number of \_\_\_\_" → plural**



# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

*The committee is/are meeting next door.*



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# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

The committee *is/are meeting next door.*

## Collective noun

- refers to an entire group of people/animals/things

People: *army, audience, board, class, committee, company, department, faculty, family, group, jury, public, school, society, team, troupe,...*

Animals: *flock, herd, pod, swarm,...*

Things: *bunch, collection, fleet, flotilla, pack, set,...*

- almost always singular



# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

*singular*      *singular*  
↓                    ↓  
➡ The committee is are meeting next door.

## Collective noun

- refers to an entire group of people/animals/things

People: *army, audience, board, class, committee, company, department, faculty, family, group, jury, public, school, society, team, troupe,...*

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# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

## Collective noun

- refers to an entire group of people/animals/things
- almost always singular



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# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

## Collective noun

- refers to an entire group of people/animals/things
- almost always singular
- Sometimes (although rarely) plural

**Function as a unit → singular**

**Function individually → plural**



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# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

## Collective noun

- refers to an entire group of people/animals/things
- almost always singular
- Sometimes (although rarely) plural

**Function as a unit → singular**

**Function individually → plural**

The committee **is** meeting next door.

➡ The orchestra **are** tuning **their** instruments.

➡ The jury **are** arguing among **themselves**.



# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

## Collective noun

- refers to an entire group of people/animals/things
- almost always singular
- Sometimes (although rarely) plural

**Function as a unit → singular**

**Function individually → plural**

The committee **is** meeting next door.

➡ The orchestra members **are** tuning **their** instruments.

➡ The jury members **are** arguing among **themselves**.



# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

## Clauses and phrases as subjects

- A phrase/clause **subject** is always singular

*Eating vegetables is/are good for you.*



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# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

## Clauses and phrases as subjects

- A phrase/clause **subject** is always singular

*singular*      *singular*  
↓                ↓  
Eating vegetables **is** are good for you.

➡ *Eating vegetables* **is** good for you. ✓



# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

## Clauses and phrases as subjects

- A phrase/clause **subject** is always singular

*To watch Aunt Peg make gravy is an eye-opening experience.*



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# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

## Clauses and phrases as subjects

- A phrase/clause **subject** is always singular

*singular*                      *singular*  
↓                                      ↓  
To watch Aunt Peg make gravy **is** an eye-opening  
experience.



# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

## Clauses and phrases as subjects

- A phrase/clause **subject** is always singular

*Whether the twins drive or fly to Baltimore is no one's concern*



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# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

## Clauses and phrases as subjects

- A phrase/clause **subject** is always singular

*singular*  
↓  
Whether the twins drive or fly to Baltimore *singular*  
*is* no one's concern



# Subject-Verb Agreement – Part I

(watch the entire video [here](#))

- Singular subjects need singular verbs
- Plural subjects need plural verbs
- Ignore additive phrases
  - *accompanied by* \_\_\_\_\_
  - *along with* \_\_\_\_\_
  - *as well as* \_\_\_\_\_
  - *in addition to* \_\_\_\_\_
  - *including* \_\_\_\_\_
  - *together with* \_\_\_\_\_
- *the number of* \_\_\_\_\_ → singular
- *a number of* \_\_\_\_\_ → plural
- Collective nouns
  - *Members function as a unit* → singular
  - *Members function individually* → plural
- A phrase/clause **subject** is always singular



# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Indefinite pronoun

- Does not replace any specific person/thing/amount

*Many of Clive's friends are bankers.*

**Examples:** *All, another, any, anybody, anyone, anything, both, each, either, everybody, everyone, everything, few, little, many, more, most, much, neither, nobody, no one, none, nothing, one, other, several, some, somebody, someone, something,...*



# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Indefinite pronoun

- Does not replace any specific person/thing/amount

*Many of Clive's friends are bankers.*

**Always singular:** *anybody, anyone, anything, each, either, every, everybody, everyone, everything, less, little, much, neither, no one, nobody, nothing, somebody, someone, something, whatever, whoever, whichever*

**Always plural:** *both, few, fewer, many, others, several*

**Dual-purpose:** *any, all, more, most, none, some*



# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

Indefinite pronoun

*Every teacher and dentist in town want/wants  
Theodore to win the election.*



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# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

Indefinite pronoun

singular  
↓

Every teacher and dentist in town want, **wants**  
Theodore to win the election.

singular  
↓

➡ Every teacher and dentist in town  
**wants** Theodore to win the election. ✓



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# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

Indefinite pronoun

*Each of my sisters own/owns an Easy Bake oven.*



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# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Indefinite pronoun

*singular*  
↓  
Each of my sisters own, *singular*  
↓  
owns an Easy Bake oven.

➡ Each of my sisters **owns** an Easy Bake oven. ✓



# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Indefinite pronoun

*singular*                      *singular*  
↓                                      ↓  
Each of my sisters own, **owns** an Easy Bake oven.

*plural*                      *plural*  
↓                                      ↓  
My two sisters each **own** an Easy Bake oven



# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

Indefinite pronoun

*Neither of my brothers plan/plans to visit.*



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# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

Indefinite pronoun

*singular*  
↓  
Neither of my brothers *plan* plans to visit.

*singular*  
↓

➡ Neither of my brothers **plans** to visit. ✓



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# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

Indefinite pronoun

*Few ever visit/visits the crabby old woman.*



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# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

Indefinite pronoun

*plural*      *plural*  
↓            ↓  
Few ever visit visits the crabby old woman.

➡ Few ever **visit** the crabby old woman. ✓



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# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Indefinite pronoun

*Everyone in the room, including Ken and Angie, has/have bad breath.*



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# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Indefinite pronoun

singular  
↓

Everyone in the room, including Ken and Angie, ~~has~~ have bad breath.

singular  
↓

➡ Everyone in the room, including Ken and Angie, **has** bad breath. ✓



# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Indefinite pronoun

- Dual-purpose pronouns (*any, all, more, most, none, some*)

*Some of the apples is/are bruised.*



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# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Indefinite pronoun

- Dual-purpose pronouns (*any, all, more, most, none, some*)
  - check the noun in the prepositional phrase immediately following the pronoun

*plural*  
↓  
Some of the apples is/are bruised.



# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Indefinite pronoun

- Dual-purpose pronouns (*any, all, more, most, none, some*)

→ check the noun in the prepositional phrase  
immediately following the pronoun

*plural*      *plural*  
↓                ↓  
Some of the apples ~~is~~ **are** bruised.

➡ *Some of the apples* **are** bruised. ✓



# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Indefinite pronoun

- Dual-purpose pronouns (*any, all, more, most, none, some*)
  - check the noun in the prepositional phrase immediately following the pronoun

*plural* ↓ *plural* ↓  
Some of the apples ~~is~~ **are** bruised.

*Some of the apple is/are bruised.*



# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Indefinite pronoun

- Dual-purpose pronouns (*any, all, more, most, none, some*)

→ check the noun in the prepositional phrase  
immediately following the pronoun

*plural*                      *plural*  
↓                              ↓  
Some of the apples ~~is~~ **are** bruised.

*singular*                  *singular*  
↓                              ↓  
Some of the apple ~~is~~ **are** bruised.

➡ Some of the apple **is** bruised. ✓



# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Indefinite pronoun

- Dual-purpose pronouns (*any, all, more, most, none, some*)
  - check the noun in the prepositional phrase immediately following the pronoun

*Most of the hamburgers on my plate taste/tastes delicious.*



# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Indefinite pronoun

- Dual-purpose pronouns (*any, all, more, most, none, some*)
  - check the noun in the prepositional phrase immediately following the pronoun

*plural*  
↓  
Most of the hamburgers on my plate ~~taste~~ tastes delicious.  
*plural*  
↓

➡ *Most of the hamburgers on my plate* **taste** delicious. ✓



# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

Neither/nor

*Neither my friends nor my mother care/cares  
about the environment.*



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# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Neither/nor

- Check the noun closest to the verb

*Neither my friends nor my mother care/cares  
about the environment.*



# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Neither/nor

- Check the noun closest to the verb

*singular*                      *singular*  
↓                                      ↓  
*Neither my friends nor my mother care, **cares***  
*about the environment.*

➡ *Neither my friends nor my mother **cares***  
*about the environment. ✓*

# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Neither/nor

- Check the noun closest to the verb

*Neither my friends nor my mother care, cares*  
*about the environment.*

*singular* ↓      *singular* ↓

*care, cares*

*Neither my mother nor my friends care/cares*  
*about the environment.*



# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Neither/nor

- Check the noun closest to the verb

*singular*                      *singular*  
↓                                      ↓  
*Neither my friends nor my mother care, **cares***  
*about the environment.*

*plural*                      *plural*  
↓                                      ↓  
*Neither my mother nor my friends **care**, cares*  
*about the environment.*

➡ *Neither my mother nor my friends **care***  
*about the environment. ✓*

# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Neither/nor

- Check the noun closest to the verb
- ➡ Rule also applies to *either/or* and *or*

*Neither my friends nor my mother* care, **cares**  
about the environment.

*singular*                      *singular*

*Neither my mother nor my friends* **care**, cares  
about the environment.

*plural*                      *plural*

# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Neither/nor

- Check the noun closest to the verb
- Rule also applies to *either/or* and *or*

*Either the dogs or the cat get/gets breakfast.*



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# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Neither/nor

- Check the noun closest to the verb
- Rule also applies to *either/or* and *or*

*singular*                      *singular*  
↓                                      ↓  
*Either the dogs or the cat get, gets breakfast.*

➡ *Either the dogs or the cat **gets** breakfast. ✓*

# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Neither/nor

- Check the noun closest to the verb
- Rule also applies to *either/or* and *or*

*Either the dogs or the* <sup>singular</sup> *cat* <sup>singular</sup> *get, gets* breakfast.

*Ted, Marcia or the Wilson brothers is/are picking you up at the airport.*



# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Neither/nor

- Check the noun closest to the verb
- Rule also applies to *either/or* and *or*

*Either the dogs or the* <sup>singular</sup> **cat** <sup>singular</sup> ~~get~~, **gets** breakfast.

*Ted, Marcia or the* <sup>plural</sup> **Wilson brothers** <sup>plural</sup> ~~is~~, **are** picking you up at the airport.

➡ *Ted, Marcia or the Wilson brothers* **are** ✓  
picking you up at the airport.



# Subject-Verb Agreement – Part II

(watch the entire video [here](#))

## Indefinite pronoun

- Does not replace any specific person/thing/amount

**Always singular:** *anybody, anyone, anything, each, either, every, everybody, everyone, everything, less, little, much, neither, no one, nobody, nothing, somebody, someone, something, whatever, whoever, whichever*

**Always plural:** *both, few, fewer, many, others, several*

**Dual-purpose:** *any, all, more, most, none, some*

- Dual-purpose pronouns (*any, all, more, most, none, some*)
  - check the noun in the prepositional phrase immediately following the pronoun
- *Neither/nor, either/or, or*
  - check the noun closest to the verb



# Pronouns – Part I

(watch the entire video [here](#))

## Antecedent

- The word/phrase/clause to which a pronoun refers

*Homer begged Marge to bake him a cake.*

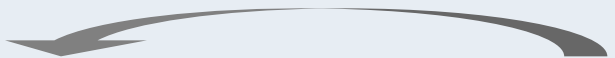


# Pronouns – Part I

(watch the entire video [here](#))

## Antecedent

- The word/phrase/clause to which a pronoun refers

  
*Homer begged Marge to bake [him](#) a cake.*

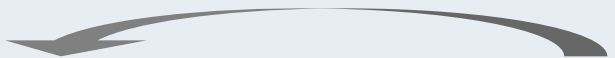


# Pronouns – Part I

(watch the entire video [here](#))

## Antecedent

- The word/phrase/clause to which a pronoun refers



*Homer begged Marge to bake him a cake.*

*Kendra built a birdcage and mounted it on the fence*



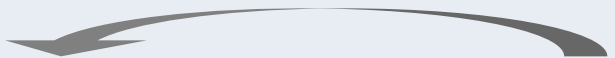
# Pronouns – Part I

(watch the entire video [here](#))

## Antecedent

- The word/phrase/clause to which a pronoun refers

*Homer begged Marge to bake him a cake.*



*Kendra built a birdcage and mounted it on the fence*



# Pronouns – Part I

(watch the entire video [here](#))

## Antecedent

- The word/phrase/clause to which a pronoun refers

  
*Homer begged Marge to bake him a cake.*

  
*Kendra built a birdcage and mounted it on the fence*

*Byron enrolled his parrot in elocution lessons*



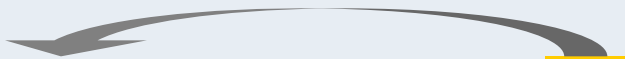
# Pronouns – Part I

(watch the entire video [here](#))

## Antecedent

- The word/phrase/clause to which a pronoun refers

*Homer begged Marge to bake him a cake.*



*Kendra built a birdcage and mounted it on the fence*



*Byron enrolled his parrot in elocution lessons  
(Byron's)*



# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

**Subjective:** *I, you, he, she, it, we, they*

**Objective:** *me, you, him, her, it, us, them*

**Possessive:** *my, your, his, her, its, our, their*



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# Pronouns – Part I

(watch the entire video [here](#))

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(watch the entire video [here](#))

## Personal pronouns

**Subjective:** *I, you, he, she, it, we, they*

**Objective:** *me, you, him, her, it, us, them*

**Possessive:** *my, your, his, her, its, our, their*

- Mary clutched her purse.
- The bears returned to find their den occupied.



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# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

**Subjective:** *I, you, he, she, it, we, they* (subject)

**Objective:** *me, you, him, her, it, us, them* (object)



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# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

**Subjective:** *I, you, he, she, it, we, they* (subject)

**Objective:** *me, you, him, her, it, us, them* (object)

*When Fran opened the door, she saw a rat.*



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# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

**Subjective:** *I, you, he, she, it, we, they* (subject)

**Objective:** *me, you, him, her, it, us, them* (object)

*When Fran opened the door, she saw a rat.*

↑  
verb



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# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

**Subjective:** *I, you, he, she, it, we, they* (subject)

**Objective:** *me, you, him, her, it, us, them* (object)

*When Fran opened the door, she saw a rat. ✓*

↑      ↑  
subject    verb



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# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

**Subjective:** *I, you, he, she, it, we, they* (subject)

**Objective:** *me, you, him, her, it, us, them* (object)

*When Bob walked under the tree, an apple fell on him.*



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# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

**Subjective:** *I, you, he, she, it, we, they* (subject)

**Objective:** *me, you, him, her, it, us, them* (object)

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↑  
verb



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# Pronouns – Part I

(watch the entire video [here](#))

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**Objective:** *me, you, him, her, it, us, them* (object)

*When Bob walked under the tree, an apple fell on him.*

*subject*      *verb*



# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

**Subjective:** *I, you, he, she, it, we, they* (subject)

**Objective:** *me, you, him, her, it, us, them* (object)

When Bob walked under the tree, **an apple fell on him.** ✓

Diagram illustrating the sentence structure:

- subject** points to **an apple**
- verb** points to **fell**
- object** points to **on him**



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# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

**Subjective:** *I, you, he, she, it, we, they* (subject)

**Objective:** *me, you, him, her, it, us, them* (object)

*My brother reserved a table for Janice and I.*



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# Pronouns – Part I

(watch the entire video [here](#))

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↑  
verb



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(watch the entire video [here](#))

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*My brother reserved a table for Janice and I.*

↑  
*subject*

↑  
*verb*



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(watch the entire video [here](#))

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*My brother reserved a table for Janice and I.*

↑                      ↑                      ↑

subject                      verb                      objects



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(watch the entire video [here](#))

## Personal pronouns

**Subjective:** *I, you, he, she, it, we, they* (subject)

**Objective:** *me, you, him, her, it, us, them* (object)

*My brother reserved a table for Janice and I. ❌*

↑                      ↑                      ↑

subject                      verb                      objects



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(watch the entire video [here](#))

## Personal pronouns

**Subjective:** *I, you, he, she, it, we, they* (subject)

**Objective:** *me, you, him, her, it, us, them* (object)

*My brother reserved a table for Janice and I. ❌*

↑                      ↑                      ↑  
subject                      verb                      objects

*My brother reserved a table for Janice and me. ✅*

↑                      ↑                      ↑  
subject                      verb                      objects



# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

- Confirm:
  - pronoun has an antecedent
  - pronoun-antecedent relationship makes sense
  - no ambiguity regarding the antecedent

*Gerry has shopped at the same supermarket for years, even though [they](#) never have any sales.*



# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

- Confirm:
  - pronoun has an antecedent
  - pronoun-antecedent relationship makes sense
  - no ambiguity regarding the antecedent

*Gerry has shopped at the same **supermarket** for years, even though they never have any sales. ❌*



# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

- Confirm:
  - pronoun has an antecedent
  - pronoun-antecedent relationship makes sense
  - no ambiguity regarding the antecedent

*Gerry has shopped at the same supermarket for years, even though they never have any sales. ❌*

*Gerry has shopped at the same supermarket for years, even though it never has any sales. ✔️*



# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

- Confirm:
  - pronoun has an antecedent
  - pronoun-antecedent relationship makes sense
  - no ambiguity regarding the antecedent

*When the bus reached the station, [it](#) was almost empty.*



# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

- Confirm:
  - pronoun has an antecedent
  - pronoun-antecedent relationship makes sense
  - no ambiguity regarding the antecedent

*When the **bus** reached the **station**, it was almost empty. ❌*



# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

- Confirm:
  - pronoun has an antecedent
  - pronoun-antecedent relationship makes sense
  - no ambiguity regarding the antecedent

*When the bus reached the station, it was almost empty. ❌*

*When the bus reached the station, **the station** was almost empty. ✔️*



# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

- Confirm:
  - pronoun has an antecedent
  - pronoun-antecedent relationship makes sense
  - no ambiguity regarding the antecedent

*When Gloria caught the children smoking her cigars, she locked them in the cupboard.*



# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

- Confirm:
  - pronoun has an antecedent
  - pronoun-antecedent relationship makes sense
  - no ambiguity regarding the antecedent

*When Gloria caught the children smoking her cigars, she locked [them](#) in the cupboard.*



# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

- Confirm:
  - pronoun has an antecedent
  - pronoun-antecedent relationship makes sense
  - no ambiguity regarding the antecedent

*When Gloria caught the **children** smoking her **cigars**, she locked them in the cupboard. ❌*



# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

- Confirm:
  - pronoun has an antecedent
  - pronoun-antecedent relationship makes sense
  - no ambiguity regarding the antecedent

*When Gloria caught the **children** smoking her **cigars**, she locked them in the cupboard. ❌*

*When Gloria caught the children smoking her cigars, she locked **the cigars** in the cupboard. ✔️*



# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

*Zeke's snoring was so loud that [he](#) distracted everyone in class.*



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# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

*adjective*

*subject*

↓      ↓  
*Zeke's snoring was so loud that [he](#) distracted everyone in class.* ❌



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# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

*adjective*

*subject*

↓      ↓  
Zeke's snoring was so loud that he distracted everyone in class. ❌

Zeke's **snoring** was so loud that it distracted everyone in class. ✅



# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

*Peter wanted to become a sculptor, but his sister argued that he wouldn't make much money from it.*



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# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

*Peter wanted to become a sculptor, but his sister argued that he wouldn't make much money from it.✗*



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# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

*Peter wanted to become a sculptor, but his sister argued that he wouldn't make much money from it. ❌*

*Peter wanted to become a sculptor, but his sister argued that he wouldn't make much money from sculpting. ✅*



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# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

*Nigel, along with two hundred other activists, signed a petition to voice their anger.*



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# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

*Nigel, along with two hundred other activists, signed a petition to voice their anger.*



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# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

(additive phrase)

*Nigel, **along with two hundred other activists**, signed  
a petition to voice their anger. ❌*



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# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

(additive phrase)

*Nigel, **along with two hundred other activists**, signed a petition to voice their anger. ❌*

***Nigel**, along with two hundred other activists, signed a petition to voice his anger. ✅*



# Pronouns – Part I

(watch the entire video [here](#))

## Personal pronouns

**Subjective:** *I, you, he, she, it, we, they*

**Objective:** *me, you, him, her, it, us, them*

**Possessive:** *my, your, his, her, its, our, their*

- Confirm:
  - pronoun has an antecedent
  - pronoun-antecedent relationship makes sense
  - no ambiguity regarding the antecedent



# Pronouns – Part II

(watch the entire video [here](#))

## Demonstrative pronouns

- *this, that, these, those*

I want **that** T-shirt.

↑  
*adjective*



# Pronouns – Part II

(watch the entire video [here](#))

## Demonstrative pronouns

- *this, that, these, those*
- Identify or point to nouns
- *this/these*: nearby
- *that/those*: farther away

*Andy's novels are reviewed more often than [those](#) of any other writer.*



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# Pronouns – Part II

(watch the entire video [here](#))

## Demonstrative pronouns

- *this, that, these, those*
- Identify or point to nouns
- *this/these*: nearby
- *that/those*: farther away

*novels in general*



*Andy's novels are reviewed more often than those of any other writer.*



# Pronouns – Part II

(watch the entire video [here](#))

## Demonstrative pronouns

- *this, that, these, those*
- Identify or point to nouns
- *this/these*: nearby
- *that/those*: farther away

*novels in general*



*Andy's novels are reviewed more often than those of any other writer.*

*Andy's novels are reviewed more often than the novels of any other writer.*



# Pronouns – Part II

(watch the entire video [here](#))

## Demonstrative pronouns

- *this, that, these, those*
- Identify or point to nouns
- *this/these*: nearby
- *that/those*: farther away

*The population of Townville is more diverse than [that](#) of Villagetton.*



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## Pronouns – Part II

(watch the entire video [here](#))

### Demonstrative pronouns

- *this, that, these, those*
- Identify or point to nouns
- *this/these*: nearby
- *that/those*: farther away

*general concept  
of "population"*



*The population of Townville is more diverse than that of Villagetown.*



# Pronouns – Part II

(watch the entire video [here](#))

## Demonstrative pronouns

- *this, that, these, those*
- Identify or point to nouns
- *this/these*: nearby
- *that/those*: farther away

*general concept  
of "population"*



*The population of Townville is more diverse than that of Villagetown.*

*The population of Townville is more diverse than the population of Villagetown.*



# Pronouns – Part II

(watch the entire video [here](#))

## Demonstrative pronouns

- *this, that, these, those*
- Identify or point to nouns
- *this/these*: nearby
- *that/those*: farther away

*those/that*: do not necessarily **replace** antecedents

*it/them*: **fully replace** antecedents



# Pronouns – Part II

(watch the entire video [here](#))

## Demonstrative pronouns

- *this, that, these, those*
- Identify or point to nouns
- *this/these*: nearby
- *that/those*: farther away

*those/that*: do not necessarily **replace** antecedents

*it/them*: **fully replace** antecedents

*The population of Townville is more diverse than I thought [it](#) was.*



# Pronouns – Part II

(watch the entire video [here](#))

## Demonstrative pronouns

- *this, that, these, those*
- Identify or point to nouns
- *this/these*: nearby
- *that/those*: farther away

*those/that*: do not necessarily **replace** antecedents

*it/them*: **fully replace** antecedents

The *population of Townville* is more diverse than I thought *it* was.

*it* = *population of Townville*



## Pronouns – Part II

(watch the entire video [here](#))

Rule: no ambiguity regarding the intended antecedent



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## Pronouns – Part II

(watch the entire video [here](#))

Rule: no ambiguity regarding the intended antecedent

**Possible exception**: parallel clauses



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## Pronouns – Part II

(watch the entire video [here](#))

Rule: no ambiguity regarding the intended antecedent

**Possible exception**: parallel clauses

*Although badgers have a history of terrorizing foxes, wolves and mountain lions, [they](#) are known to hide when approached by rabbits.*



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## Pronouns – Part II

(watch the entire video [here](#))

Rule: no ambiguity regarding the intended antecedent

**Possible exception**: parallel clauses

*Although **badgers** have a history of terrorizing foxes, wolves and mountain lions, **they** are known to hide when approached by rabbits.*

*subject* (pointing to **badgers**)

*subject* (pointing to **they**)



# Pronouns – Part II

(watch the entire video [here](#))

## Demonstrative pronouns

- *this, that, these, those*
- Identify or point to nouns
- *this/these*: nearby
- *that/those*: farther away

*those/that*: do not necessarily **replace** antecedents

*it/them*: **fully replace** antecedents

Rule: no ambiguity regarding the intended antecedent

**Possible exception**: parallel clauses



# Modifiers – Part I

(watch the entire video [here](#))

- Modifier: word/phrase/clause that provides description

*Fred jumped.*



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# Modifiers – Part I

(watch the entire video [here](#))

- Modifier: word/phrase/clause that provides description

*Fred, fearing for his life, jumped into a passing car.*




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# Modifiers – Part I

(watch the entire video [here](#))

- Modifier: word/phrase/clause that provides description

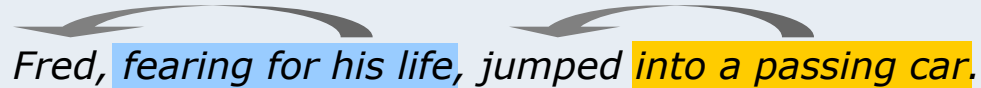
  
*Fred, **fearing for his life**, jumped into a passing car.*



# Modifiers – Part I

(watch the entire video [here](#))

- Modifier: word/phrase/clause that provides description

  
*Fred, **fearing for his life**, jumped **into a passing car**.*



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# Modifiers – Part I

(watch the entire video [here](#))

- Modifier: word/phrase/clause that provides description
- Noun modifiers: *What kind? Which one? How many? How much?*
- Verb modifiers: *Where? When? How? How often? Why? How long? How likely? To what degree?*



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# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

*Sabrina walked toward the car carrying a briefcase.*



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# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers



*Sabrina walked toward the car carrying a briefcase.*



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# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies



*Sabrina walked toward the car **carrying a briefcase**.*

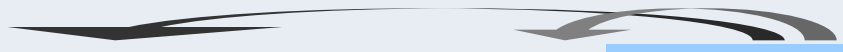


# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies



*Sabrina walked toward the car **carrying** a briefcase.*

**NOTE: The keyword here is “should.”**  
**You will later learn that there are**  
**exceptions to this guideline.**



# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies

*Walking in the intense summer heat, sweat dripped from Kenny's face.*



# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies

*Walking in the intense summer heat, sweat dripped from Kenny's face.*



# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies

*Walking in the intense summer heat, sweat dripped from Kenny's face. ❌*



# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies
- Begins with noun modifier → ask question at comma

*Walking in the intense summer heat, sweat dripped from Kenny's face.*



# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies
- Begins with noun modifier → ask question at comma

*Walking in the intense summer heat,*



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# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies
- Begins with noun modifier → ask question at comma

*Walking in the intense summer heat,*



Who or what is walking in the intense summer heat?



# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies
- Begins with noun modifier → ask question at comma

*Walking in the intense summer heat, **sweat** ...*



Who or what is walking in the intense summer heat?



# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies
- Begins with noun modifier → ask question at comma

*Walking in the intense summer heat, sweat dripped from Kenny's face.* ❌



Who or what is walking in the intense summer heat?



# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies
- Begins with noun modifier → ask question at comma

*Walking in the intense summer heat, Kenny's face dripped with sweat.*



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# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies
- Begins with noun modifier → ask question at comma

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Who or what is walking in the intense summer heat?



# Modifiers – Part I

(watch the entire video [here](#))

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*Walking in the intense summer heat, **Kenny's face** ...*



Who or what is walking in the intense summer heat?



# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies
- Begins with noun modifier → ask question at comma

*Walking in the intense summer heat, Kenny's face dripped with sweat. ❌*



# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies
- Begins with noun modifier → ask question at comma

*Walking in the intense summer heat, Kenny noticed that his face was dripping with sweat.*



# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies
- Begins with noun modifier → ask question at comma

*Walking in the intense summer heat,*



Who or what is walking in the intense summer heat?



# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies
- Begins with noun modifier → ask question at comma

*Walking in the intense summer heat, **Kenny** ...*



Who or what is walking in the intense summer heat?



# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies
- Begins with noun modifier → ask question at comma

*Walking in the intense summer heat, Kenny noticed that his face was dripping with sweat.✓*



# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies
- Begins with noun modifier → ask question at comma

*Seated around the dining room table, the sight of the Thanksgiving turkey made everyone salivate.*



# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies
- Begins with noun modifier → ask question at comma

*Seated around the dining room table, the sight of the Thanksgiving turkey made everyone salivate.*



Who or what was seated around the dining room table?"



# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies
- Begins with noun modifier → ask question at comma

*Seated around the dining room table, the sight of the Thanksgiving turkey made everyone salivate. ❌*



Who or what was seated around the dining room table?"



# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies
- Begins with noun modifier → ask question at comma

*Seated around the dining room table, everyone salivated at the sight of the Thanksgiving turkey.*



Who or what was seated around the dining room table?"



# Modifiers – Part I

(watch the entire video [here](#))

## Noun modifiers

- A noun modifier should **touch** the noun it modifies
- Begins with noun modifier → ask question at comma

*Seated around the dining room table, everyone salivated at the sight of the Thanksgiving turkey. ✓*



Who or what was seated around the dining room table?"



# Modifiers – Part I

(watch the entire video [here](#))

## Verb modifiers

- Place close enough to prevent ambiguity

*Martha served sandwiches to the children filled with cheese.*



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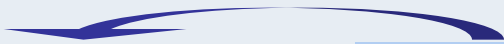
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# Modifiers – Part I

(watch the entire video [here](#))

## Verb modifiers

- Place close enough to prevent ambiguity

*Martha served sandwiches  to the children filled with cheese.*




# Modifiers – Part I

(watch the entire video [here](#))

## Verb modifiers

- Place close enough to prevent ambiguity

*Martha served sandwiches to the children filled with cheese.* **X**



# Modifiers – Part I

(watch the entire video [here](#))

## Verb modifiers

- Place close enough to prevent ambiguity

*Martha served sandwiches filled with cheese to the children.* ✓



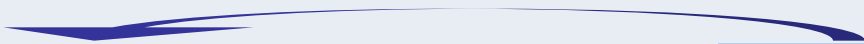
# Modifiers – Part I

(watch the entire video [here](#))

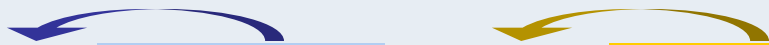
## Verb modifiers

- Place close enough to prevent ambiguity

*Martha served sandwiches filled with cheese to the children.* ✓



*Martha served to the children sandwiches filled with cheese.* ✓



# Modifiers – Part I

(watch the entire video [here](#))

## Verb modifiers

- Place close enough to prevent ambiguity

*Jack hurried to paint the bedroom wanting to get home before dinner.*



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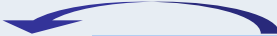
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# Modifiers – Part I

(watch the entire video [here](#))

## Verb modifiers

- Place close enough to prevent ambiguity

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# Modifiers – Part I

(watch the entire video [here](#))

## Verb modifiers

- Place close enough to prevent ambiguity



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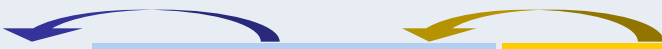
# Modifiers – Part I

(watch the entire video [here](#))

## Verb modifiers

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*Jack hurried to paint the bedroom wanting to get home before dinner.*




# Modifiers – Part I

(watch the entire video [here](#))

## Verb modifiers

- Place close enough to prevent ambiguity

*Jack hurried to paint the bedroom wanting to get home before dinner. ❌*



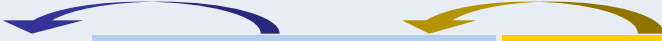
# Modifiers – Part I

(watch the entire video [here](#))


## Verb modifiers

- Place close enough to prevent ambiguity

*Jack hurried to paint the bedroom wanting to get home before dinner.* ❌



*Jack, wanting to get home before dinner, hurried to paint the bedroom.* ✅



# Modifiers – Part I

(watch the entire video [here](#))

## Verb modifiers

- Place close enough to prevent ambiguity

*Jack hurried to paint the bedroom wanting to get home before dinner.* ❌

*Jack, wanting to get home before dinner, hurried to paint the bedroom.* ✓

*Wanting to get home before dinner, Jack hurried to paint the bedroom.* ✓

# Modifiers – Part I

(watch the entire video [here](#))

## Verb modifiers

- Place close enough to prevent ambiguity

## Noun modifiers

- A noun modifier should **touch** the noun it modifies



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# Modifiers – Part I

(watch the entire video [here](#))

## Verb modifiers

- Place close enough to prevent ambiguity

## Noun modifiers

- A noun modifier should **touch** the noun it modifies

*Walking in the intense summer heat, Kenny noticed that his face was dripping with sweat*



Who or what is walking in the intense summer heat?



# Modifiers – Part I

(watch the entire video [here](#))

- Noun modifiers: *What kind? Which one? How many? How much?*
- Verb modifiers: *Where? When? How? How often? Why? How long? How likely? To what degree?*

## Noun modifiers

- A noun modifier should **touch** the noun it modifies ←
- Begins with noun modifier → ask question at comma

**You will later learn that there are exceptions to this guideline.**

## Verb modifiers

- Place close enough to prevent ambiguity



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# Modifiers – Part II

(watch the entire video [here](#))

## Relative clauses

- Clause: group of words with subject **and** verb
- A relative clause begins with: *that, whatever, when, whenever, where, wherever, which, whichever, who, whom, whose, whoever, whomever*

- *Jasmine, who is very kind, offered to wash my cat.*




# Modifiers – Part II

(watch the entire video [here](#))

## Relative clauses

- Clause: group of words with subject **and** verb
- A relative clause begins with: *that, whatever, when, whenever, where, wherever, which, whichever, who, whom, whose, whoever, whomever*

- Jasmine, *who is very kind*, offered to wash my cat.



# Modifiers – Part II

(watch the entire video [here](#))

## Relative clauses

- Clause: group of words with subject **and** verb
- A relative clause begins with: *that, whatever, when, whenever, where, wherever, which, whichever, who, whom, whose, whoever, whomever*

- *Jesse returned to the shop where he bought his bike.*



# Modifiers – Part II

(watch the entire video [here](#))

## Relative clauses

- Clause: group of words with subject **and** verb
- A relative clause begins with: *that, whatever, when, whenever, where, wherever, which, whichever, who, whom, whose, whoever, whomever*

- Jesse returned to the shop *where he bought his bike.*



# Modifiers – Part II

(watch the entire video [here](#))

## Relative clauses

- Clause: group of words with subject **and** verb
- A relative clause begins with: *that, whatever, when, whenever, where, wherever, which, whichever, who, whom, whose, whoever, whomever*

- *Rona cries whenever it rains.*



# Modifiers – Part II

(watch the entire video [here](#))

## Relative clauses

- Clause: group of words with subject **and** verb
- A relative clause begins with: *that, whatever, when, whenever, where, wherever, which, whichever, who, whom, whose, whoever, whomever*

- Rona cries *whenever it rains.*



# Modifiers – Part II

(watch the entire video [here](#))

## Relative clauses

- Clause: group of words with subject **and** verb
- A relative clause begins with: *that, whatever, when, whenever, where, wherever, which, whichever, who, whom, whose, whoever, whomever*

- *Kofi enjoys movies that star Clark Gable.*



# Modifiers – Part II

(watch the entire video [here](#))

## Relative clauses

- Clause: group of words with subject **and** verb
- A relative clause begins with: *that, whatever, when, whenever, where, wherever, which, whichever, who, whom, whose, whoever, whomever*

- Kofi enjoys movies *that star Clark Gable.*



# Modifiers – Part II

(watch the entire video [here](#))

## Relative clauses

- Clause: group of words with subject **and** verb
- A relative clause begins with: *that, whatever, when, whenever, where, wherever, which, whichever, who, whom, whose, whoever, whomever*

- *Whoever ate my cookie* will pay dearly.

(noun)



# Modifiers – Part II

(watch the entire video [here](#))

## Relative clauses

- Clause: group of words with subject **and** verb
- A relative clause begins with: *that, whatever, when, whenever, where, wherever, which, whichever, who, whom, whose, whoever, whomever*

- *Whoever ate my cookie* will pay dearly.

(noun/subject)



# Modifiers – Part II

(watch the entire video [here](#))

## Relative clauses

- Clause: group of words with subject **and** verb
  - A relative clause begins with: *that, whatever, when, whenever, where, wherever, which, whichever, who, whom, whose, whoever, whomever*
- *Sandra and Sam like to visit Belize during the summer, when there are no hurricanes.*




# Modifiers – Part II

(watch the entire video [here](#))

## Relative clauses

- Clause: group of words with subject **and** verb
- A relative clause begins with: *that, whatever, when, whenever, where, wherever, which, whichever, who, whom, whose, whoever, whomever*

- Sandra and Sam like to visit Belize during the summer, *when there are no hurricanes.*



# Modifiers – Part II

(watch the entire video [here](#))

## Relative clauses

- Clause: group of words with subject **and** verb
- A relative clause begins with: *that, whatever, when, whenever, where, wherever, which, whichever, who, whom, whose, whoever, whomever*
- Function as noun, noun modifiers and verb modifiers



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# Modifiers – Part II

(watch the entire video [here](#))

## Relative clauses

### **Noun modifiers**

- A noun modifier should **touch** the noun it modifies
- Begins with noun modifier → ask question at comma

### **Verb modifiers**

- Place close enough to prevent ambiguity



## Modifiers – Part II

(watch the entire video [here](#))

### Who/Whom/Whoever/Whomever

- Use **who/whoever** for the **subject** in the clause
- Use **whom/whomever** for an **object** in the clause

*The stranded motorist who/whom Luke helped was very grateful.*



## Modifiers – Part II

(watch the entire video [here](#))

### Who/Whom/Whoever/Whomever

- Use **who/whoever** for the **subject** in the clause
- Use **whom/whomever** for an **object** in the clause

*The stranded motorist who/whom Luke helped was very grateful.*

↑  
verb



## Modifiers – Part II

(watch the entire video [here](#))

### Who/Whom/Whoever/Whomever

- Use **who/whoever** for the **subject** in the clause
- Use **whom/whomever** for an **object** in the clause

*The stranded motorist who/whom Luke helped was very grateful.*

↑      ↑  
subject      verb



## Modifiers – Part II

(watch the entire video [here](#))

### Who/Whom/Whoever/Whomever

- Use **who/whoever** for the **subject** in the clause
- Use **whom/whomever** for an **object** in the clause

The stranded motorist *who, whom* Luke helped was very grateful.

Diagram illustrating the correct usage of **whom** as the object of the clause:

- object** points to **whom**.
- subject** points to **Luke**.
- verb** points to **helped**.

➡ The stranded motorist whom Luke helped was very grateful. ✓

## Modifiers – Part II

(watch the entire video [here](#))

### Who/Whom/Whoever/Whomever

- Use **who/whoever** for the **subject** in the clause
- Use **whom/whomever** for an **object** in the clause

*Kevin dislikes artists who/whom draw kittens.*



## Modifiers – Part II

(watch the entire video [here](#))

### Who/Whom/Whoever/Whomever

- Use **who/whoever** for the **subject** in the clause
- Use **whom/whomever** for an **object** in the clause

Kevin dislikes artists *who* *whom* draw kittens.

subject ↓  
↑ verb

➡ Kevin dislikes artists *who* draw kittens. ✓

## Modifiers – Part II

(watch the entire video [here](#))

### Who/Whom/Whoever/Whomever

- Use **who/whoever** for the **subject** in the clause
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*Quinton will work on the project with whoever/whomever  
Selena recommends.*



## Modifiers – Part II

(watch the entire video [here](#))

### Who/Whom/Whoever/Whomever

- Use **who/whoever** for the **subject** in the clause
- Use **whom/whomever** for an **object** in the clause

*Quinton will work on the project with **whoever/whomever**  
**Selena recommends.***

↑  
subject

↑  
verb



## Modifiers – Part II

(watch the entire video [here](#))

### Who/Whom/Whoever/Whomever

- Use **who/whoever** for the **subject** in the clause
- Use **whom/whomever** for an **object** in the clause

Quinton will work on the project with *whoever*, *whomever*  
Selena recommends.

subject                  verb                  object

➡ Quinton will work on the project with whomever  
Selena recommends. ✓

## Modifiers – Part II

(watch the entire video [here](#))

Using “that” to refer to people

- Clauses beginning with **that** cannot modify people

*Haruki will fire any employee that arrives late.*



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## Modifiers – Part II

(watch the entire video [here](#))

Using “that” to refer to people

- Clauses beginning with **that** cannot modify people

*Haruki will fire any employee that arrives late.* ❌



## Modifiers – Part II

(watch the entire video [here](#))

Using “that” to refer to people

- Clauses beginning with **that** cannot modify people

*Haruki will fire any employee that arrives late.* ❌

➡ *Haruki will fire any employee who arrives late.* ✅



## Modifiers – Part II

(watch the entire video [here](#))

### Whose

- Clauses beginning with **whose** can modify non-people

*The tree **whose** branches overhang the street is covered with blossoms. ✓*



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## Modifiers – Part II

(watch the entire video [here](#))

### Where

- Clauses beginning with **where** can modify a location, but not something abstract

*I once lived in London, where I attended university.*



## Modifiers – Part II

(watch the entire video [here](#))

### Where

- Clauses beginning with **where** can modify a location, but not something abstract

*I once lived in London, **where I attended university.*** ✓



## Modifiers – Part II

(watch the entire video [here](#))

### Where

- Clauses beginning with **where** can modify a location, but not something abstract

*I had a dream where I was chased by squirrels.*



## Modifiers – Part II

(watch the entire video [here](#))

### Where

- Clauses beginning with **where** can modify a location, but not something abstract

*I had a dream where I was chased by squirrels. ❌*



## Modifiers – Part II

(watch the entire video [here](#))

### Where

- Clauses beginning with **where** can modify a location, but not something abstract

*I had a dream **where I was chased by squirrels.*** ❌

- Use clause beginning with **in which** to modify something abstract



## Modifiers – Part II

(watch the entire video [here](#))

### Where

- Clauses beginning with **where** can modify a location, but not something abstract

*I had a dream where I was chased by squirrels. ❌*

*I had a dream in which I was chased by squirrels. ✅*

- Use clause beginning with **in which** to modify something abstract



# Modifiers – Part II

(watch the entire video [here](#))

## Relative clauses

- Clause: group of words with subject **and** verb
- A relative clause begins with: *that, whatever, when, whenever, where, wherever, which, whichever, who, whom, whose, whoever, whomever*

## Who/Whom/Whoever/Whomever

- Use **who/whoever** for the **subject** in the clause
- Use **whom/whomever** for an **object** in the clause

## Using “that” to refer to people

- Clauses beginning with **that** cannot modify people

## Whose

- Clauses beginning with **whose** can modify non-people

## Where

- Clauses beginning with **where** can modify a location, but not something abstract

# Modifiers – Part III

(watch the entire video [here](#))

## Relative clauses

- Begin with: *that, whatever, when, whenever, where, wherever, which, whichever, who, whom, whose, whoever, whomever*



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## Modifiers – Part III

(watch the entire video [here](#))

### **That** clauses vs. **Which** clauses

*Gina avoids sitting in chairs **that** don't have cushions.*

*Gina avoids sitting in chairs, **which** don't have cushions.*



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# Modifiers – Part III

(watch the entire video [here](#))

## **That** clauses vs. **Which** clauses

- That → restrictive clause
  - narrows topic to a subset of things
  - use when the topic is **unclear** up to that point
- Which → non-restrictive clause
  - does not limit topic of discussion
  - use when the topic is **clear** up to that point

*Gina avoids sitting in chairs **that** don't have cushions.*

*Gina avoids sitting in chairs, **which** don't have cushions.*



# Modifiers – Part III

(watch the entire video [here](#))

## **That** clauses vs. **Which** clauses

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*Gina avoids sitting in chairs **that** don't have cushions. ✓*

*Gina avoids sitting in chairs, **which** don't have cushions.*



## **That** clauses vs. **Which** clauses

- That → restrictive clause
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- Which → non-restrictive clause
  - does not limit topic of discussion
  - use when the topic is **clear** up to that point
- Strategy: eliminate clause
  - changes meaning → restrictive clause (**that**)
  - meaning unchanged → non-restrictive clause (**which**)

# Modifiers – Part III

(watch the entire video [here](#))

## **That** clauses vs. **Which** clauses

- That → restrictive clause
  - narrows topic to a subset of things
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- Strategy: eliminate clause
  - changes meaning → restrictive clause (**that**)
  - meaning unchanged → non-restrictive clause (**which**)

*Gina avoids sitting in chairs **that** don't have cushions. ✓*

➡ *Gina avoids sitting in chairs.*



## Modifiers – Part III

(watch the entire video [here](#))

### **That** clauses vs. **Which** clauses

- That → restrictive clause
  - narrows topic to a subset of things
  - use when the topic is **unclear** up to that point
- Which → non-restrictive clause
  - does not limit topic of discussion
  - use when the topic is **clear** up to that point

*Laverne and Shirley visited Alcatraz Prison **that** is located in San Francisco Bay.*

*Laverne and Shirley visited Alcatraz Prison, **which** is located in San Francisco Bay.*



# Modifiers – Part III

(watch the entire video [here](#))

## **That** clauses vs. **Which** clauses

- That → restrictive clause
  - narrows topic to a subset of things
  - use when the topic is **unclear** up to that point
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  - does not limit topic of discussion
  - use when the topic is **clear** up to that point

*Laverne and Shirley visited Alcatraz Prison **that** is located in San Francisco Bay.*

*Laverne and Shirley visited Alcatraz Prison, **which** is located in San Francisco Bay.*

➡ *Laverne and Shirley visited Alcatraz Prison.*



# Modifiers – Part III

(watch the entire video [here](#))

## **That** clauses vs. **Which** clauses

- That → restrictive clause
  - narrows topic to a subset of things
  - use when the topic is **unclear** up to that point
- Which → non-restrictive clause
  - does not limit topic of discussion
  - use when the topic is **clear** up to that point

*Laverne and Shirley visited Alcatraz Prison, **which is located in San Francisco Bay.** ✓*

➡ *Laverne and Shirley visited Alcatraz Prison.*



# Modifiers – Part III

(watch the entire video [here](#))

## **That** clauses vs. **Which** clauses

- That → restrictive clause
  - narrows topic to a subset of things
  - use when the topic is **unclear** up to that point
- Which → non-restrictive clause
  - does not limit topic of discussion
  - use when the topic is **clear** up to that point

*Lawmakers want to ban the production of all zaxotrons **that** have lasers.*

*Lawmakers want to ban the production of all zaxotrons, **which** have lasers.*



# Modifiers – Part III

(watch the entire video [here](#))

## **That** clauses vs. **Which** clauses

- That → restrictive clause
  - narrows topic to a subset of things
  - use when the topic is **unclear** up to that point
- Which → non-restrictive clause
  - does not limit topic of discussion
  - use when the topic is **clear** up to that point

Case a: some zaxotrons have lasers and others do not

*Lawmakers want to ban the production of all zaxotrons*

**that** have lasers. ✓



## Modifiers – Part III

(watch the entire video [here](#))

### **That** clauses vs. **Which** clauses

- That → restrictive clause
  - narrows topic to a subset of things
  - use when the topic is **unclear** up to that point
- Which → non-restrictive clause
  - does not limit topic of discussion
  - use when the topic is **clear** up to that point

Case b: all zaxotrons have lasers

*Lawmakers want to ban the production of all zaxotrons,  
**which** have lasers. ✓*



## Modifiers – Part III

(watch the entire video [here](#))

Non-restrictive clauses beginning with **which**

- Separated by commas



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## Modifiers – Part III

(watch the entire video [here](#))

### Non-restrictive clauses beginning with **which**

- Separated by commas

*The getaway vehicle, which was covered with rust, was found parked under a bridge.*

*The credit card is in my wallet, which you can find in the glove compartment.*



## Modifiers – Part III

(watch the entire video [here](#))

### Non-restrictive clauses beginning with **which**

- Separated by commas
- Modify **nouns** only
- Must **immediately follow** the noun it is modifying

*Hal bought a new radio for his car, which is always tuned to classic rock.*



## Modifiers – Part III

(watch the entire video [here](#))

### Non-restrictive clauses beginning with **which**

- Separated by commas
- Modify **nouns** only
- Must **immediately follow** the noun it is modifying

*Hal bought a new radio for his car, which is always tuned to classic rock. ❌*



## Modifiers – Part III

(watch the entire video [here](#))

### Non-restrictive clauses beginning with **which**

- Separated by commas
- Modify **nouns** only
- Must **immediately follow** the noun it is modifying

*Hal bought a new radio for his car, which is always tuned to classic rock. ❌*

*Hal bought for his car a new radio, which is always tuned to classic rock. ✅*



## **That** clauses vs. **Which** clauses

- That → restrictive clause
  - narrows topic to a subset of things
  - use when the topic is **unclear** up to that point
- Which → non-restrictive clause
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## Non-restrictive clauses beginning with **which**

- Separated by commas
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# Modifiers – Part IV

(watch the entire video [here](#))

## Punctuating Modifiers

- Modifier **vital** → no commas
- Modifier **not** vital → commas



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## Modifiers – Part IV

(watch the entire video [here](#))

### Punctuating Modifiers

- Modifier **vital** → no commas
- Modifier **not** vital → commas

*Broccoli (which many people dislike) is high in vitamin C.*

*Broccoli, which many people dislike, is high in vitamin C.*



## Modifiers – Part IV

(watch the entire video [here](#))

### Punctuating Modifiers

- Modifier **vital** → no commas
- Modifier **not** vital → commas

*Broccoli (which many people dislike) is high in vitamin C.*

*Broccoli, which many people dislike, is high in vitamin C.*

Without the modifier, is the noun under discussion clearly identified?



## Modifiers – Part IV

(watch the entire video [here](#))

### Punctuating Modifiers

- Modifier **vital** → no commas
- Modifier **not** vital → commas

*Broccoli* is high in vitamin C.

*Broccoli* is high in vitamin C.

Without the modifier, is the noun  
under discussion clearly identified?



## Modifiers – Part IV

(watch the entire video [here](#))

### Punctuating Modifiers

- Modifier **vital** → no commas
- Modifier **not** vital → commas

*I once lived in Tokyo, where I attended university.*

*I once lived in Tokyo where I attended university.*



## Modifiers – Part IV

(watch the entire video [here](#))

### Punctuating Modifiers

- Modifier **vital** → no commas
- Modifier **not** vital → commas

*I once lived in Tokyo,* [redacted].

*I once lived in Tokyo* [redacted].



## Modifiers – Part IV

(watch the entire video [here](#))

### Punctuating Modifiers

- Modifier **vital** → no commas
- Modifier **not** vital → commas

*I once lived in Tokyo, where I attended university.* ✓

*I once lived in Tokyo where I attended university.*

**Modifier is not vital**



## Modifiers – Part IV

(watch the entire video [here](#))

### Punctuating Modifiers

- Modifier **vital** → no commas
- Modifier **not** vital → commas

*We visited the church, where my grandparents were married.*

*We visited the church where my grandparents were married.*



## Modifiers – Part IV

(watch the entire video [here](#))

### Punctuating Modifiers

- Modifier **vital** → no commas
- Modifier **not** vital → commas

*We visited the church, where my grandparents were married.*

*We visited the church where my grandparents were married.✓*

**Modifier is vital**



# Modifiers – Part IV

(watch the entire video [here](#))

## Word Order

- A noun modifier should touch the noun it modifies
- Modifier improperly separated → *misplaced modifier*
- Frequently misplaced: *almost, even, exactly, hardly, just, nearly, only, simply*



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# Modifiers – Part IV

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## Word Order

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- Modifier improperly separated → *misplaced modifier*
- Frequently misplaced: *almost, even, exactly, hardly, just, nearly, only, simply*

*Fred ordered a hot cup of tea.*

*Fred ordered a cup of hot tea.*



# Modifiers – Part IV

(watch the entire video [here](#))

## Word Order

- A noun modifier should touch the noun it modifies
- Modifier improperly separated → *misplaced modifier*
- Frequently misplaced: *almost, even, exactly, hardly, just, nearly, only, simply*

adjective      noun  
↓                  ↓  
Fred ordered a hot cup of tea. ✗

➡ Fred ordered a cup of hot tea. ✓

                         ↑      ↑  
                         adjective      noun



# Modifiers – Part IV

(watch the entire video [here](#))

## Word Order

- A noun modifier should touch the noun it modifies
- Modifier improperly separated → *misplaced modifier*
- Frequently misplaced: *almost, even, exactly, hardly, just, nearly, only, simply*

*Francine only drives trucks.*

*Francine drives only trucks.*



# Modifiers – Part IV

(watch the entire video [here](#))

## Word Order

- A noun modifier should touch the noun it modifies
- Modifier improperly separated → *misplaced modifier*
- Frequently misplaced: *almost, even, exactly, hardly, just, nearly, only, simply*

adverb      verb  
↓            ↓  
Francine only drives trucks.

→ Francine drives only trucks.  
                                 ↑            ↑  
                                 adjective    noun



# Modifiers – Part IV

(watch the entire video [here](#))

## Word Order

- A noun modifier should touch the noun it modifies
- Modifier improperly separated → *misplaced modifier*
- Frequently misplaced: *almost, even, exactly, hardly, just, nearly, only, simply*

*Donna almost waited an hour for the show to begin.*

*Donna waited almost an hour for the show to begin.*



## Modifiers – Part IV

(watch the entire video [here](#))

## Word Order

- A noun modifier should touch the noun it modifies
- Modifier improperly separated → *misplaced modifier*
- Frequently misplaced: *almost, even, exactly, hardly, just, nearly, only, simply*

*adverb*      *verb*

*Donna almost waited an hour for the show to begin.*

➡ Donna waited almost an hour for the show to begin.

*adjective*      *noun*



# Modifiers – Part IV

(watch the entire video [here](#))

## Punctuating Modifiers

- Modifier **vital** → no commas
- Modifier **not** vital → commas

Without the modifier, is the noun under discussion clearly identified?

## Word Order

- A noun modifier should touch the noun it modifies
- Modifier improperly separated → *misplaced modifier*
- Frequently misplaced: *almost, even, exactly, hardly, just, nearly, only, simply*



# Dropping “that”

(watch the entire video [here](#))

- If **that** is the **subject** of a clause, it must remain
- If **that** is the **object** of a clause, it is optional



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# Dropping “that”

(watch the entire video [here](#))

- If **that** is the **subject** of a clause, it must remain
- If **that** is the **object** of a clause, it is optional

*This is the shed **that** Jake built.*



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# Dropping “that”

(watch the entire video [here](#))

- If **that** is the **subject** of a clause, it must remain
- If **that** is the **object** of a clause, it is optional

object  
↓

*This is the shed **that** Jake built.* ➡ **that** is optional

*This is the shed Jake built.*



# Dropping “that”

(watch the entire video [here](#))

- If **that** is the **subject** of a clause, it must remain
- If **that** is the **object** of a clause, it is optional

object  
↓

*This is the shed **that** Jake built.* ➡ **that** is optional

*This is the shed Jake built.*

*Jake built the car **that** won the race.*



# Dropping “that”

(watch the entire video [here](#))

- If **that** is the **subject** of a clause, it must remain
- If **that** is the **object** of a clause, it is optional

object



*This is the shed **that** Jake built.* ➡ **that** is optional

*This is the shed Jake built.*

subject



*Jake built the car **that** won the race.* ➡ **that** is not optional

*Jake built the car won the race. ❌*



# Exceptions to the “Touch Rule”

(watch the entire video [here](#))

## Exceptions to the “Touch Rule”

A noun modifier **should** touch the noun it modifies



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# Exceptions to the “Touch Rule”

(watch the entire video [here](#))

## Exceptions to the “Touch Rule”

- An appositive phrase inserted between noun modifier and its corresponding noun



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# Exceptions to the “Touch Rule”

(watch the entire video [here](#))

## Exceptions to the “Touch Rule”

- An appositive phrase inserted between noun modifier and its corresponding noun

  
*Jack, wanting to get home before dinner, hurried to paint the bedroom. ✓*



# Exceptions to the “Touch Rule”

(watch the entire video [here](#))

## Exceptions to the “Touch Rule”

- An appositive phrase inserted between noun modifier and its corresponding noun

*Jack, wanting to get home before dinner, hurried to paint the bedroom. ✓*

*Jack, the world’s greatest handyman, wanting to get home before dinner, hurried to paint the bedroom. ✓*

# Exceptions to the “Touch Rule”

(watch the entire video [here](#))

## Exceptions to the “Touch Rule”

- An appositive phrase inserted between noun modifier and its corresponding noun
- A **vital** noun modifier inserted between noun modifier and its corresponding noun

*The workers at the factory, exhausted from working a 12-hour shift, were forced to walk home.*



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# Exceptions to the “Touch Rule”

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## Exceptions to the “Touch Rule”

- An appositive phrase inserted between noun modifier and its corresponding noun
- A **vital** noun modifier inserted between noun modifier and its corresponding noun

 (vital)  
*The workers at the factory, exhausted from working a 12-hour shift, were forced to walk home. ✓*




# Exceptions to the “Touch Rule”

(watch the entire video [here](#))

## Exceptions to the “Touch Rule”

- An appositive phrase inserted between noun modifier and its corresponding noun
- A **vital** noun modifier inserted between noun modifier and its corresponding noun

 (vital)  
*The workers at the factory, exhausted from working a 12-hour shift, were forced to walk home. ✓*

*Exhausted from working a 12-hour shift, the workers at the factory were forced to walk home. ✓*

*The factory workers, exhausted from working a 12-hour shift, were forced to walk home. ✓*



# Parallelism – Part I

(watch the entire video [here](#))

- Parallelism: **similar elements** in a series expressed in **similar form**

*Jeremy claims that Naomi's beliefs are superstitions and detrimental to society.*



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# Parallelism – Part I

(watch the entire video [here](#))

- Parallelism: **similar elements** in a series expressed in **similar form**

*Jeremy claims that Naomi's beliefs are **superstitions** and **detrimental** to society. ❌*

noun  
↓

↑  
adjective



# Parallelism – Part I

(watch the entire video [here](#))

- Parallelism: **similar elements** in a series expressed in **similar form**

Jeremy claims that Naomi's beliefs are *superstitions*  
and *detrimental* to society. ✖

noun  
↓  
adjective  
↑

→ Jeremy claims that Naomi's beliefs are *superstitions*  
and *detriments* to society. ✔

noun  
↓  
noun  
↑

# Parallelism – Part I

(watch the entire video [here](#))

- Parallelism: **similar elements** in a series expressed in **similar form**

Jeremy claims that Naomi's beliefs are *superstitions* and *detrimental* to society. ✗

noun  
↓  
*superstitions*

↑  
*detrimental*  
adjective

➡ Jeremy claims that Naomi's beliefs are *superstitions* and *detriments* to society. ✓

noun  
↓  
*superstitions*

↑  
*detriments*  
noun

➡ Jeremy claims that Naomi's beliefs are *superstitious* and *detrimental* to society. ✓

adjective  
↓  
*superstitious*

↑  
*detrimental*  
adjective

# Parallelism – Part I

(watch the entire video [here](#))

- Parallelism: **similar elements** in a series expressed in **similar form**

*The troubled teenager swept the floor hurriedly and with anger.*



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# Parallelism – Part I

(watch the entire video [here](#))

- Parallelism: **similar elements** in a series expressed in **similar form**

*The troubled teenager swept the floor **hurriedly** and  
**with anger**. ❌*

adverb  
↓

↑  
prepositional phrase



# Parallelism – Part I

(watch the entire video [here](#))

- Parallelism: **similar elements** in a series expressed in **similar form**

*The troubled teenager swept the floor hurriedly and  
with anger. ✗*

↑  
prepositional phrase

↓  
adverb

➡ *The troubled teenager swept the floor hurriedly and  
angrily. ✓*

↑  
adverb

↓  
adverb

# Parallelism – Part I

(watch the entire video [here](#))

- Parallelism: **similar elements** in a series expressed in **similar form**

*The troubled teenager swept the floor hurriedly and with anger. ❌*

↑  
prepositional phrase

↓  
adverb

➡ *The troubled teenager swept the floor hurriedly and angrily. ✔*

↑  
adverb

↓  
adverb

➡ *The troubled teenager swept the floor in a hurry and with anger. ✔*

↑  
prepositional phrase

↓  
prepositional phrase

# Parallelism – Part I

(watch the entire video [here](#))

- Parallelism: **similar elements** in a series expressed in **similar form**

*While preparing Pablo's latte, Beverly brewed espresso, steamed milk, and told jokes.*



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# Parallelism – Part I

(watch the entire video [here](#))

- Parallelism: **similar elements** in a series expressed in **similar form**

*While preparing Pablo's latte, Beverly **brewed** espresso,  
**steamed** milk, and **told** jokes. ✓*

*simple past tense*      *simple past tense*      *simple past tense*



# Parallelism – Part I

(watch the entire video [here](#))

- Parallelism: **similar elements** in a series expressed in **similar form**
- Watch for common keywords: *and, but, or*
- Watch for common correlative conjunctions
  - *both x and y*
  - *either x or y*
  - *just as x so y*
  - *neither x nor y*
  - *not x but y*
  - *not only x but also y*
  - *the more x the more y*
  - *x rather than y*
  - *from x to y*



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  - *from x to y*

*Larissa will either buy a bookcase, or she will sell her books.*



# Parallelism – Part I

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  - *x rather than y*
  - *neither x nor y*
  - *from x to y*
  - *not x but y*

Larissa will *either* buy a bookcase, *or* she will sell her books. ❌

↑  
verb

↑  
subject



# Parallelism – Part I

(watch the entire video [here](#))

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  - *x rather than y*
  - *neither x nor y*
  - *from x to y*
  - *not x but y*

Larissa will *either* buy a bookcase, *or* she will sell her books. ❌

↑ verb                      ↑ subject

➡ Larissa will *either* buy a bookcase *or* sell her books. ✓

verb      object      verb      object

# Parallelism – Part I

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  - *not x but y*

Larissa will either buy a bookcase, or she will sell her books. ❌

↑                  ↑  
verb              subject

➡ Larissa will *either* buy a bookcase *or* sell her books. ✓

verb      object      verb      object

➡ *Either Larissa will buy a bookcase or she will sell her books. ✓*

*noun future tense object noun future tense object*

## Parallelism – Part I

(watch the entire video [here](#))

*Not only did Felix apply extra deodorant, but he also polished his teeth.*



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# Parallelism – Part I

(watch the entire video [here](#))

*Not only* did Felix apply extra deodorant, *but he also* polished his teeth. ✗



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# Parallelism – Part I

(watch the entire video [here](#))

*Not only* did Felix apply extra deodorant, *but he also* polished his teeth. ❌

→ *Not only* did Felix apply extra deodorant, *but also*  
he polished his teeth.

Diagram illustrating the structure of the sentence:

- Not only* (highlighted in blue)
- did* (labeled *did*)
- Felix* (labeled *subject*)
- apply* (labeled *verb*)
- extra deodorant,*
- but also* (highlighted in blue)
- he* (labeled *subject*)
- polished* (labeled *verb*)
- his teeth.*

# Parallelism – Part I

(watch the entire video [here](#))

*Not only* did Felix apply extra deodorant, *but he also* polished his teeth. ❌

Diagram illustrating the lack of parallelism in the sentence:

*Not only* did Felix apply extra deodorant, *but also* he polished his teeth. ❌

Labels above the first clause: *did* (verb), *Felix* (subject), *apply* (verb).

Labels below the second clause: *he* (subject), *polished* (verb).

# Parallelism – Part I

(watch the entire video [here](#))

*Not only* did Felix apply extra deodorant, *but he also* polished his teeth. ❌

Diagram illustrating the error in the first sentence:

*Not only* did Felix apply extra deodorant, *but also* he polished his teeth. ❌

Labels above the first clause: *did* (verb), *Felix* (subject), *apply* (verb).

Labels below the second clause: *he* (subject), *polished* (verb).

Diagram illustrating the correct parallel structure in the second sentence:

*Felix not only* applied extra deodorant, *but also* polished his teeth.

Label above the first clause: *applied* (verb).

Label below the second clause: *polished* (verb).

# Parallelism – Part I

(watch the entire video [here](#))

*Not only* did Felix apply extra deodorant, *but he also* polished his teeth. ❌

Diagram illustrating the error in the first sentence:

*Not only* did Felix apply extra deodorant, *but also* he polished his teeth. ❌

Labels above the first clause: *did* (verb), *Felix* (subject), *apply* (verb).

Labels below the second clause: *he* (subject), *polished* (verb).

Diagram illustrating the correct sentence:

*Felix not only* applied extra deodorant, *but also* polished his teeth. ✓

Label above the first clause: *applied* (verb).

Label below the second clause: *polished* (verb).

# Parallelism – Part I

(watch the entire video [here](#))

## x rather than y

*The answer choices for the multiple-choice questions will be preceded by circles, rather than by letters.*



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# Parallelism – Part I

(watch the entire video [here](#))

x rather than y

*The answer choices for the multiple-choice questions will be preceded by circles, rather than by letters. ✓*



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# Parallelism – Part I

(watch the entire video [here](#))

*just as x so y*

*Just as carrying heavy objects does not lengthen one's arms,  
so hanging upside-down does not make one taller.*



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# Parallelism – Part I

(watch the entire video [here](#))

*just as x so y*

*Just as carrying heavy objects does not lengthen one's arms,  
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# Parallelism – Part I

(watch the entire video [here](#))

*just as x so y*

*Just as carrying heavy objects does not lengthen one's arms,  
so hanging upside-down does not make one taller. ✓*



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# Parallelism – Part I

(watch the entire video [here](#))

***neither x nor y***

*Neither the scowls from her neighbors nor the reluctance of her husband will deter Helen from painting her house pink.*



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# Parallelism – Part I

(watch the entire video [here](#))

***neither x nor y***

*Neither the scowls from her neighbors nor the reluctance of her husband will deter Helen from painting her house pink.*



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# Parallelism – Part I

(watch the entire video [here](#))

*neither x nor y*

*Neither the scowls from her neighbors nor the reluctance of her husband will deter Helen from painting her house pink. ✓*



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  - *the more x the more y*
  - *x rather than y*
  - *from x to y*



# Parallelism – Part II

(watch the entire video [here](#))

## Relative clauses

- *that, whatever, when, whenever, where, wherever, which, whichever, who, whom, whose, whoever, whomever*



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## Parallelism – Part II

(watch the entire video [here](#))

### Relative clauses

- Should begin with the same word

*Henry knows that Ann is the best swimmer  
and Burt will never defeat her.*



## Parallelism – Part II

(watch the entire video [here](#))

### Relative clauses

- Should begin with the same word

*Henry knows that Ann is the best swimmer  
and Burt will never defeat her. ❌*



# Parallelism – Part II

(watch the entire video [here](#))

## Relative clauses

- Should begin with the same word

*Henry knows that Ann is the best swimmer  
and Burt will never defeat her. ❌*

➡ *Henry knows **that** Ann is the best swimmer,  
and **that** Burt will never defeat her. ✅*



## Parallelism – Part II

(watch the entire video [here](#))

### Relative clauses

- Should begin with the same word

*Gary's dog barks whenever it sees a cat enter the yard  
and it hears folk music.*



## Parallelism – Part II

(watch the entire video [here](#))

### Relative clauses

- Should begin with the same word

*Gary's dog barks whenever it sees a cat enter the yard  
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## Parallelism – Part II

(watch the entire video [here](#))

### Relative clauses

- Should begin with the same word

Gary's dog barks *whenever it sees a cat enter the yard*  
and *it hears folk music.* ❌

➡ Gary's *dog* barks **whenever** *it* sees a cat enter the yard,  
and **whenever** *it* hears folk music. ✅



## Parallelism – Part II

(watch the entire video [here](#))

### Relative clauses

- Should begin with the same word

*For years, Manny searched for the anonymous man who donated millions of dollars to the orphanage that Manny founded and financed the construction of the local hospital.*



## Parallelism – Part II

(watch the entire video [here](#))

### Relative clauses

- Should begin with the same word

*For years, Manny searched for the anonymous man who donated millions of dollars to the orphanage that Manny founded and financed the construction of the local hospital. ✗*



# Parallelism – Part II

(watch the entire video [here](#))

## Relative clauses

- Should begin with the same word

*For years, Manny searched for the anonymous man who donated millions of dollars to the orphanage that Manny founded and financed the construction of the local hospital. ❌*

➡ *For years, Manny searched for the anonymous man **who** donated millions of dollars to the orphanage that Manny founded and **who** financed the construction of the local hospital. ✔*



## Parallelism – Part III

(watch the entire video [here](#))

Parallelism: similar elements in a series should be expressed in similar form



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# Parallelism – Part III

(watch the entire video [here](#))

## Exceptions

- Infinitives (*to run, to ski, to think,...*)
  - Use **to** throughout, or before first verb only



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# Parallelism – Part III

(watch the entire video [here](#))

## Exceptions

- Infinitives (*to run, to ski, to think,...*)
  - Use **to** throughout, or before first verb only

*Maria likes **to** eat ice cream, **to** play tennis, and **to** lift weights. ✓*



# Parallelism – Part III

(watch the entire video [here](#))

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*Maria likes **to** eat ice cream, **to** play tennis, and **to** lift weights. ✓*

*Maria likes to eat ice cream, play tennis, and lift weights. ✓*



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*Maria likes to eat ice cream, play tennis, and lift weights. ✓*

*Maria likes to eat ice cream, play tennis, and to lift weights. ✗*



# Parallelism – Part III

(watch the entire video [here](#))

## Exceptions

- Infinitives (*to run, to ski, to think,...*)
  - Use **to** throughout, or before first verb only
  - Does not apply to correlative conjunctions

*Andre's goal is **not only** to maximize profits  
**but also** increase brand awareness.*



# Parallelism – Part III

(watch the entire video [here](#))

## Exceptions

- Infinitives (*to run, to ski, to think,...*)
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➡ Andre's goal is to *not only* maximize profits  
*but also* increase brand awareness.

"splitting an infinitive"



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Andre's goal is *not only* to maximize profits  
*but also* increase brand awareness. ❌

➡ Andre's goal is to *not only* maximize profits  
*but also* increase brand awareness.

“splitting an infinitive”

Example: Helen wants to *boldly* go where no woman  
has gone before.

GMAT is reluctant to split infinitives.



# Parallelism – Part III

(watch the entire video [here](#))

## Exceptions

- Infinitives (*to run, to ski, to think,...*)
  - Use **to** throughout, or before first verb only
  - Does not apply to correlative conjunctions
- Ending is fully understood

*The Ice Cream Factory sells sundaes with peanuts  
and sundaes without peanuts.*



# Parallelism – Part III

(watch the entire video [here](#))

## Exceptions

- Infinitives (*to run, to ski, to think,...*)
  - Use **to** throughout, or before first verb only
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- Ending is fully understood

*The Ice Cream Factory sells **sundaes with peanuts** and **sundaes without peanuts**.✓*



# Parallelism – Part III

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## Exceptions

- Infinitives (*to run, to ski, to think,...*)
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- Ending is fully understood

*The Ice Cream Factory sells sundaes with peanuts and sundaes without peanuts.✓*

*The Ice Cream Factory sells sundaes with peanuts and sundaes without.✓*



# Parallelism – Part III

(watch the entire video [here](#))

## Exceptions

- Infinitives (*to run, to ski, to think,...*)
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*Buzz cannot explain why robots exposed to radiation are able to function properly, and why those not exposed to radiation are not able to function properly.*



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- Ending is fully understood

*Buzz cannot explain why robots exposed to radiation are able to function properly, and why those not exposed to radiation are not able to function properly.✓*

*Buzz cannot explain why robots exposed to radiation are able to function properly, and why those not so exposed are not.✓*



## Parallelism – Part IV

(watch the entire video [here](#))

### Complex Sentences

*Dr. Higgins contends that individuals who have experienced emotional trauma in a hospital setting and witnessed others in similar circumstances will respond negatively under stressful conditions caused by insufficient sleep and low blood sugar levels, and they will benefit from hypnotherapy.*



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## Parallelism – Part IV

(watch the entire video [here](#))

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### Complex Sentences

*Dr. Higgins contends that individuals who have experienced emotional trauma in a hospital setting and witnessed others in similar circumstances will respond negatively under stressful conditions caused by insufficient sleep and low blood sugar levels, and they will benefit from hypnotherapy.*

*Dr. Higgins contends **that** individuals who have experienced emotional trauma in a hospital setting and witnessed others in similar circumstances will respond negatively under stressful conditions caused by insufficient sleep and low blood sugar levels, and **that** these individuals will benefit from hypnotherapy.*



## Parallelism – Part IV

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*Dr. Higgins contends that individuals who have experienced emotional trauma in a hospital setting and who have witnessed others in similar circumstances will respond negatively under stressful conditions caused **by** insufficient sleep and **by** low blood sugar levels, and that these individuals will benefit from hypnotherapy.*



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*Dr. Higgins contends that individuals who have experienced emotional trauma in a hospital setting and who have witnessed others in similar circumstances will respond negatively under stressful conditions caused by insufficient sleep and by low blood sugar levels, and that these individuals will benefit from hypnotherapy. ✓*



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*Dr. Higgins contends that individuals who have experienced emotional trauma in a hospital setting and witnessed others in similar circumstances will respond negatively under stressful conditions caused by insufficient sleep and low blood sugar levels, and they will benefit from hypnotherapy. ❌*

*Dr. Higgins contends that individuals who have experienced emotional trauma in a hospital setting and who have witnessed others in similar circumstances will respond negatively under stressful conditions caused by insufficient sleep and by low blood sugar levels, and that these individuals will benefit from hypnotherapy. ✅*



# Comparisons – Part I

(watch the entire video [here](#))

- Comparison: discussion of similarities or differences
- Keywords: *as, compared to, contrast, different from, more, less, like, similar, unlike...*
- Comparatives: *larger, slower, higher, colder, longer...*
- Comparison must be logical
- Comparison must be ambiguity-free

*The laws in Maltania are more restrictive than Mexico.*




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A red curved arrow points from the word 'laws' to the word 'Mexico'. Above the arrow, the text 'faulty comparison' is written in red. Below the arrow, the sentence 'The laws in Maltania are more restrictive than Mexico.' is shown. The word 'laws' is highlighted in a purple box, and the word 'Mexico' is highlighted in a blue box. A red 'X' is placed at the end of the sentence.

The **laws** in Maltania are more restrictive than **Mexico**. ❌



# Comparisons – Part I

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faulty comparison   
The **laws** in Maltania are more restrictive than **Mexico**. ❌


➡ The **laws** in Maltania are more restrictive than the **laws** in Mexico. ✔



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The **laws** in Maltania are more restrictive than **Mexico**. ❌

➡ The **laws** in Maltania are more restrictive than the **laws** in Mexico. ✓

➡ The **laws** in Maltania are more restrictive than **those** in Mexico. ✓



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*Unlike the radios sold by Sonic Plus, Vandalay Industries sells radios that have three speakers.*



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What is unlike the radios sold by Sonic Plus?

*Unlike the radios sold by Sonic Plus, Vandalay Industries sells radios that have three speakers.*



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What is unlike the radios sold by Sonic Plus?

*Unlike the radios sold by Sonic Plus, Vandalay Industries sells radios that have three speakers.* ❌

➡ *Unlike the radios sold by Sonic Plus, the radios sold by Vandalay Industries have three speakers.* ✔️



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*In addition to having more teeth than a piranha has, a barracuda's teeth are larger than a piranha does.*



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What has more teeth than a piranha has?

*In addition to having more teeth than a piranha has, a barracuda's teeth are larger than a piranha does.*



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➡ *In addition to having more teeth than a piranha has, a barracuda has teeth that are larger than a piranha's teeth. ✔*



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*Max dislikes broccoli more than his girlfriend.*



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*Max dislikes broccoli more than his girlfriend. ❌*

➡ *Max dislikes broccoli more than his girlfriend dislikes broccoli. ✅*



# Comparisons – Part I

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*Max dislikes broccoli more than his girlfriend. ❌*

➡ *Max dislikes broccoli more than his girlfriend dislikes broccoli. ✔*

➡ *Max dislikes broccoli more than his girlfriend **does**. ✔*



## Comparisons – Part II

(watch the entire video [here](#))

- Placeholders rely on parallelism

*The chemical engineer certification process in Peru is more time-consuming than the chemical engineer certification process in Brazil.*



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## Comparisons – Part II

(watch the entire video [here](#))

- Placeholders rely on parallelism

*The chemical engineer certification process in Peru is more time-consuming than the chemical engineer certification process in Brazil.*

➡ *The chemical engineer certification process in Peru is more time-consuming than **that** in Brazil.*

*that = the chemical engineer certification process*



## Comparisons – Part II

(watch the entire video [here](#))

- Placeholders rely on parallelism

*The assembly instructions for a bookshelf are easier than the assembly instructions for a barbecue.*



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## Comparisons – Part II

(watch the entire video [here](#))

- Placeholders rely on parallelism

*The assembly instructions for a bookshelf are easier than the assembly instructions for a barbecue.*

➡ *The assembly instructions for a bookshelf are easier than those for a barbecue.*

*those = the assembly instructions*



## Comparisons – Part II

(watch the entire video [here](#))

- Placeholders rely on parallelism
- Replace **noun** elements with *that, those, it...*
- Replace **verb** elements with *do, does,...*



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## Comparisons – Part II

(watch the entire video [here](#))

- Placeholders rely on parallelism
- Replace **noun** elements with *that, those, it...*
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*Maple trees shed their autumn leaves earlier than  
oak trees shed their autumn leaves.*



## Comparisons – Part II

(watch the entire video [here](#))

- Placeholders rely on parallelism
- Replace **noun** elements with *that, those, it...*
- Replace **verb** elements with *do, does,...*

*Maple trees shed their autumn leaves earlier than oak trees shed their autumn leaves.*

➡ *Maple trees shed their autumn leaves earlier than oak trees **do**.*

*do = shed their autumn leaves*



## Comparisons – Part II

(watch the entire video [here](#))

- Placeholders rely on parallelism
- Replace **noun** elements with *that, those, it...*
- Replace **verb** elements with *do, does,...*
- Omit words without using a placeholder

*Peru's chemical engineer certification process is more time-consuming than Brazil's chemical engineer certification process.*



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## Comparisons – Part II

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*Peru's chemical engineer certification process is more time-consuming than Brazil's chemical engineer certification process.*

➡ *Peru's chemical engineer certification process is more time-consuming than Brazil's .*



## Comparisons – Part II

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- Placeholders rely on parallelism
- Replace **noun** elements with *that, those, it...*
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- Omit words without using a placeholder

*Susie cannot paint a picket fence as quickly as Rita can paint a picket fence.*



## Comparisons – Part II

(watch the entire video [here](#))

- Placeholders rely on parallelism
- Replace **noun** elements with *that, those, it...*
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- Omit words without using a placeholder

*Susie cannot paint a picket fence as quickly as Rita can paint a picket fence.*

➡ *Susie cannot paint a picket fence as quickly as Rita can.* ✓



## Comparisons – Part II

(watch the entire video [here](#))

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*Susie cannot paint a picket fence as quickly as Rita can paint a picket fence.*

➡ *Susie cannot paint a picket fence as quickly as Rita can*. ✓

➡ *Susie cannot paint a picket fence as quickly as Rita.*



## Comparisons – Part II

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*Susie cannot paint a picket fence as quickly as Rita can paint a picket fence.*

➡ *Susie cannot paint a picket fence as quickly as Rita can.* ✓

➡ *Susie cannot paint a picket fence as quickly as Rita.* ✗

Case 1: Susie's fence-painting speed vs. Rita's fence-painting speed

Case 2: Susie's fence-painting speed vs. Rita's fence-painting speed



## Comparisons – Part II

(watch the entire video [here](#))

- Placeholders rely on parallelism
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*Susie cannot paint a picket fence as quickly as Rita. ❌*



## Comparisons – Part II

(watch the entire video [here](#))

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- Omit words without using a placeholder

*Susie cannot paint a picket fence as quickly as Rita.* ✗

*Susie can swim faster than Rita.* ✓

*Susie can swim faster than Rita can swim.* ✓

*Susie can swim faster than Rita can.* ✓



## Comparisons – Part II

(watch the entire video [here](#))

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- Replace **noun** elements with *that, those, it...*
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➡ *Susie cannot paint a picket fence as quickly as Rita.* ✗

*Susie can swim faster than Rita.* ✓✓✓✓✓✓

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## Comparisons – Part II

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- Replace **verb** elements with *do, does,...*
- Omit words without using a placeholder
- Do not omit *other* or *else* when comparing a noun with a group to which the noun belongs

*Sanjay is smarter than any student in his class.*



## Comparisons – Part II

(watch the entire video [here](#))

- Placeholders rely on parallelism
- Replace **noun** elements with *that, those, it...*
- Replace **verb** elements with *do, does,...*
- Omit words without using a placeholder
- Do not omit *other* or *else* when comparing a noun with a group to which the noun belongs

*Sanjay is smarter than any student in his class. ❌*



## Comparisons – Part II

(watch the entire video [here](#))

- Placeholders rely on parallelism
- Replace **noun** elements with *that, those, it...*
- Replace **verb** elements with *do, does,...*
- Omit words without using a placeholder
- Do not omit *other* or *else* when comparing a noun with a group to which the noun belongs

*Sanjay is smarter than any student in his class. ❌*

➡ *Sanjay is smarter than any other student in his class. ✓*



## Comparisons – Part II

(watch the entire video [here](#))

- Placeholders rely on parallelism
- Replace **noun** elements with *that, those, it...*
- Replace **verb** elements with *do, does,...*
- Omit words without using a placeholder
- Do not omit *other* or *else* when comparing a noun with a group to which the noun belongs

*Usain Bolt runs faster than anyone.*



## Comparisons – Part II

(watch the entire video [here](#))

- Placeholders rely on parallelism
- Replace **noun** elements with *that, those, it...*
- Replace **verb** elements with *do, does,...*
- Omit words without using a placeholder
- Do not omit *other* or *else* when comparing a noun with a group to which the noun belongs

*Usain Bolt runs faster than anyone.* ❌

➡ *Usain Bolt runs faster than anyone else.* ✅



## Comparisons – Part III

(watch the entire video [here](#))

*like* vs. *as*



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# Comparisons – Part III

(watch the entire video [here](#))

## *like* vs. *as*

- Use *like* to compare nouns
  - followed by noun, pronoun, gerund, or noun phrase
- Use *as* to compare verbs
  - followed by clause

*Belinda sings like/as an angel.*



# Comparisons – Part III

(watch the entire video [here](#))

## *like* vs. *as*

- Use *like* to compare nouns
  - followed by noun, pronoun, gerund, or noun phrase
- Use *as* to compare verbs
  - followed by clause

*Belinda sings like/as an angel.*

➡ *Belinda sings like an angel.* ✓

➡ *Belinda sings as an angel sings.* ✓

➡ *Belinda sings like an angel sings.* ✗



# Comparisons – Part III

(watch the entire video [here](#))

## *like* vs. *as*

- Use *like* to compare nouns
  - followed by noun, pronoun, gerund, or noun phrase
- Use *as* to compare verbs
  - followed by clause

*Stuart collects stamps like/as his father does.*



# Comparisons – Part III

(watch the entire video [here](#))

## *like* vs. *as*

- Use *like* to compare nouns
  - followed by noun, pronoun, gerund, or noun phrase
- Use *as* to compare verbs
  - followed by clause

*Stuart collects stamps like/as his father does.*

↑      ↑  
subject      verb

➡ *Stuart collects stamps as his father does.* ✓

# Comparisons – Part III

(watch the entire video [here](#))

## *like* vs. *as*

- Use *like* to compare nouns
  - followed by noun, pronoun, gerund, or noun phrase
- Use *as* to compare verbs
  - followed by clause

*Carl curses *like/as* a lumberjack working in the woods.*



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# Comparisons – Part III

(watch the entire video [here](#))

## *like* vs. *as*

- Use *like* to compare nouns
  - followed by noun, pronoun, gerund, or noun phrase
- Use *as* to compare verbs
  - followed by clause

*Carl curses like/as a lumberjack working in the woods.*

↑  
participle

participial phrase



# Comparisons – Part III

(watch the entire video [here](#))

## *like* vs. *as*

- Use *like* to compare nouns
  - followed by noun, pronoun, gerund, or noun phrase
- Use *as* to compare verbs
  - followed by clause

*Carl curses **like/as** a lumberjack working in the woods.*

↑  
noun

➡ *Carl curses **like** a lumberjack working in the woods.* ✓



# Comparisons – Part III

(watch the entire video [here](#))

## *like* vs. *as*

- Use *like* to compare nouns
  - followed by noun, pronoun, gerund, or noun phrase
- Use *as* to compare verbs
  - followed by clause

*Vernon loves his dogs like/as he loves his friends.*



# Comparisons – Part III

(watch the entire video [here](#))

## *like* vs. *as*

- Use *like* to compare nouns
  - followed by noun, pronoun, gerund, or noun phrase
- Use *as* to compare verbs
  - followed by clause

*Vernon loves his dogs like/as he loves his friends.*

↑      ↑  
subject   verb

➡ *Vernon loves his dogs as he loves his friends.* ✓

# Comparisons – Part III

(watch the entire video [here](#))

## *like* vs. *as*

- Use *like* to compare nouns
  - followed by noun, pronoun, gerund, or noun phrase
- Use *as* to compare verbs
  - followed by clause

*The rugged coastline of British Columbia is like/as Scotland.*



# Comparisons – Part III

(watch the entire video [here](#))

## *like* vs. *as*

- Use *like* to compare nouns
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*The rugged coastline of British Columbia is like/as Scotland. ❌*



# Comparisons – Part III

(watch the entire video [here](#))

## *like* vs. *as*

- Use *like* to compare nouns
  - followed by noun, pronoun, gerund, or noun phrase
- Use *as* to compare verbs
  - followed by clause

*The rugged coastline of British Columbia is like/as Scotland. ❌*

➡ *The rugged coastline of British Columbia is like/as that of Scotland.*



# Comparisons – Part III

(watch the entire video [here](#))

## *like* vs. *as*

- Use *like* to compare nouns
  - followed by noun, pronoun, gerund, or noun phrase
- Use *as* to compare verbs
  - followed by clause

*The rugged coastline of British Columbia is like/as Scotland. ❌*

➡ *The rugged coastline of British Columbia is like/as that of Scotland.*  
↑  
pronoun

➡ *The rugged coastline of British Columbia is like that of Scotland. ✔*

# Comparisons – Part III

(watch the entire video [here](#))

## *like* vs. *as*

- Use *like* to compare nouns
  - followed by noun, pronoun, gerund, or noun phrase
- Use *as* to compare verbs
  - followed by clause

*He acted **like/as** a fool at the party that his girlfriend threw for him.*



## Comparisons – Part III

(watch the entire video [here](#))

## like vs. as

- Use *like* to compare nouns
  - followed by noun, pronoun, gerund, or noun phrase
- Use *as* to compare verbs
  - followed by clause

He acted *like/as* a fool at the party that his girlfriend threw for him.

↑  
noun

➡ *He acted like a fool at the party that his girlfriend threw for him. ✓*



# Comparisons – Part III

(watch the entire video [here](#))

## *like* vs. *as*

- Use *like* to compare nouns
  - followed by noun, pronoun, gerund, or noun phrase
- Use *as* to compare verbs
  - followed by clause

*Tom works **as** a talent scout for the New York Rangers.* ✓

*Liam is **as** happy **as** a lamb.* ✓



# Comparisons – Part III

(watch the entire video [here](#))

## *like* vs. *such as*

- Replace *such as* with *for example*
- Replace *like* with *similar to*



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## Comparisons – Part III

(watch the entire video [here](#))

### *like* vs. *such as*

- Replace *such as* with *for example*
- Replace *like* with *similar to*

*Jake enjoys visiting world capitals **like** Paris and Rome.*

*Jake enjoys visiting world capitals **such as** Paris and Rome.*



# Verb Tenses – Introduction

(watch the entire video [here](#))

	simple	progressive	perfect
past	simple past	past progressive	past perfect
present	simple present	present progressive	present perfect
future	simple future	future progressive	future perfect



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# Verb Tenses – Introduction

(watch the entire video [here](#))

	simple	progressive	perfect
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# Verb Tenses – Introduction

(watch the entire video [here](#))

## Simple tenses

- **Simple past tense:** describes a specific action that was completed in the past

*Ben **watched** a movie yesterday.*

*The car **exploded**.*

*Kyle **lived** in Spain.*

*A monkey **stole** my banana.*

*Rena **swam** across the river.*

*Robert **dropped** the bowling ball.*



# Verb Tenses – Introduction

(watch the entire video [here](#))

## Simple tenses

- **Simple present tense:** describes a repeated or habitual action (may or may not be happening now)

*Lyle **drives** a taxi.*

*Jenny and Fran **live** in Paris.*

*The team **meets** every Tuesday.*

*The Earth **orbits** the sun.*

*Cats **like** milk.*

*She always **forgets** her purse.*



# Verb Tenses – Introduction

(watch the entire video [here](#))

## Simple tenses

- **Simple future tense:** an action that will occur in the future
  - *will/shall* + base verb (*will* = *shall*)

George *will play* tennis tomorrow.

We *shall defend* our island, whatever the cost may be.

I *will buy* you dinner.

Kim *will not travel* to Canada in the winter.



# Verb Tenses – Introduction

(watch the entire video [here](#))

	simple	progressive	perfect
past	simple past	past progressive	past perfect
present	simple present	present progressive	present perfect
future	simple future	future progressive	future perfect

- **Simple past tense:** describes a specific action that was completed in the past
- **Simple present tense:** describes a repeated or habitual action (may or may not be happening now)
- **Simple future tense:** an action that will occur in the future
  - *will/shall* + base verb (*will* = *shall*)



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# Verb Tenses – Progressive Tenses

(watch the entire video [here](#))

	simple	progressive	perfect
past	simple past	past progressive	past perfect
present	simple present	present progressive	present perfect
future	simple future	future progressive	future perfect



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# Verb Tenses – Progressive Tenses

(watch the entire video [here](#))

## Progressive (continuous) tenses

- **Present progressive tense:** describes an action occurring at this very moment

- *is/am/are* + present participle (verb-**ing**)

*Kelly **is driving** the bus.*

*Joan and John **are watching** the race.*

*I **am studying** to become a mime.*

*Grace **is working** at a factory that puts the bubbles in champagne.*



# Verb Tenses – Progressive Tenses

(watch the entire video [here](#))

## Progressive (continuous) tenses

- **Present progressive tense:** describes an action occurring at this very moment
  - *is/am/are* + present participle (verb-**ing**)

Jane *is attending* a concert tonight. 😞



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# Verb Tenses – Progressive Tenses

(watch the entire video [here](#))

## Progressive (continuous) tenses

- **Present progressive tense:** describes an action occurring at this very moment

- *is/am/are* + present participle (verb-**ing**)

Jane *is attending* a concert tonight. 😞

➡ Jane *will attend* a concert tonight. ✓



# Verb Tenses – Progressive Tenses

(watch the entire video [here](#))

## Progressive (continuous) tenses

- **Present progressive tense:** describes an action occurring at this very moment

- *is/am/are* + present participle (verb-**ing**)

Jane *is attending* a concert tonight. 😞

➡ Jane *will attend* a concert tonight. ✓

Francois *is living* in Seattle. 😞

➡ Francois *lives* in Seattle. ✓



# Verb Tenses – Progressive Tenses

(watch the entire video [here](#))

## Progressive (continuous) tenses

- **Present progressive tense:** describes an action occurring at this very moment

- *is/am/are* + present participle (verb-**ing**)

Jane *is attending* a concert tonight. 😞

➡ Jane *will attend* a concert tonight. ✓

Francois *is living* in Seattle. 😞

➡ Francois *lives* in Seattle. ✓

**Avoid the present progressive  
tense when possible**



# Verb Tenses – Progressive Tenses

(watch the entire video [here](#))

## Progressive (continuous) tenses

- **Past progressive tense:** describes an action that was occurring when another action occurred

- *was/were* + present participle (verb-**ing**)

*Lee lost his watch while he **was running**.*

*Sarah missed the test because she **was sleeping**.*

*Kenny and Angie **were sleeping** when Bruce pulled the fire alarm.*

*While Ed **was working** in the garden, Karen **was cooking** dinner.*



# Verb Tenses – Progressive Tenses

(watch the entire video [here](#))

## Progressive (continuous) tenses

- **Future progressive tense:** describes an action that will be in progress at some point in the future
  - *shall be/will be* + present participle (verb-**ing**)

*When Harriet arrives, Kevin **will be painting** the house.*

*Angus **will be singing** at Symphony Hall next week.*

*She **will be riding** six white horses when she comes.*

*I will be **watching** television tonight.*



# Verb Tenses – Progressive Tenses

(watch the entire video [here](#))

## Progressive (continuous) tenses

- **Future progressive tense:** describes an action that will be in progress at some point in the future
  - *shall be/will be* + present participle (verb-**ing**)

Zeke *will be running* tomorrow.

Zeke *will run* tomorrow.



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# Verb Tenses – Progressive Tenses

(watch the entire video [here](#))

## Progressive (continuous) tenses

- **Future progressive tense:** describes an action that will be in progress at some point in the future
  - *shall be/will be* + present participle (verb-**ing**)

Zeke *will be running* tomorrow.

Zeke *will run* tomorrow. ✓

**The future progressive tense  
is usually incorrect**



# Verb Tenses – Progressive Tenses

(watch the entire video [here](#))

## Progressive (continuous) tenses

- **Past progressive tense:** describes an action that was occurring when another action occurred
  - *was/were* + present participle (verb-**ing**)
- **Present progressive tense:** describes an action occurring at this very moment
  - *is/am/are* + present participle (verb-**ing**)

**Avoid the present progressive tense when possible**

- **Future progressive tense:** describes an action that will be in progress at some point in the future
  - *shall be/will be* + present participle (verb-**ing**)

**The future progressive tense is usually incorrect**



# Verb Tenses – Perfect Tenses

(watch the entire video [here](#))

	simple	progressive	perfect
<b>past</b>	simple past	past progressive	past perfect
<b>present</b>	simple present	present progressive	present perfect
<b>future</b>	simple future	future progressive	future perfect



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# Verb Tenses – Perfect Tenses

(watch the entire video [here](#))

## Perfect tenses

- **Present perfect tense:** describes an action that occurred at indefinite time and may continue into the present/future
  - *has/have* + past participle

*Vince **has washed** his hands.*

*Dawn and Don **have eaten** tacos.*

*Claude **has seen** Jaws eight times.*

*Humans **have traveled** to the Moon.*



# Verb Tenses – Perfect Tenses

(watch the entire video [here](#))

## Perfect tenses

- **Present perfect tense:** describes an action that occurred at indefinite time and may continue into the present/future
  - *has/have* + past participle

*Jill **has worked** at Pizza World for eight years.*

*Maltania **has exported** grain to China since 1980.*

*Tina **has lived** in Korea for the past 3 years.*

*We **have been** in town since Friday.*



# Verb Tenses – Perfect Tenses

(watch the entire video [here](#))

## Perfect tenses

- **Present perfect tense:** describes an action that occurred at indefinite time and may continue into the present/future
  - *has/have* + past participle

*In 1973, Frank's Diner **provided** a free soda with every burger.✓*

*Since 1973, Frank's Diner **has provided** a free soda with every burger.✓*



# Verb Tenses – Perfect Tenses

(watch the entire video [here](#))

## Perfect tenses

- **Past perfect tense:** describes a completed action that occurred before some other completed action in the past
  - *had* + past participle

*Karen quickly adjusted to life in Paris because she **had studied** French.*



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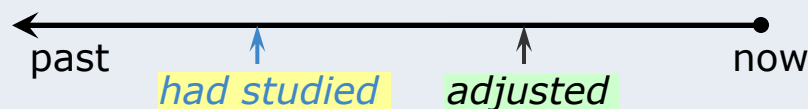
# Verb Tenses – Perfect Tenses

(watch the entire video [here](#))

## Perfect tenses

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*Karen quickly **adjusted** to life in Paris because she **had studied** French.*



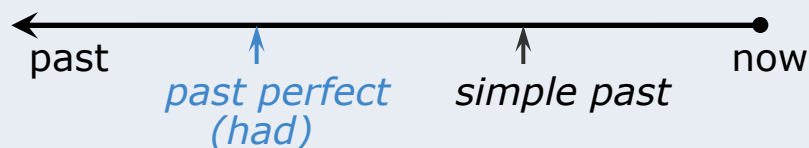
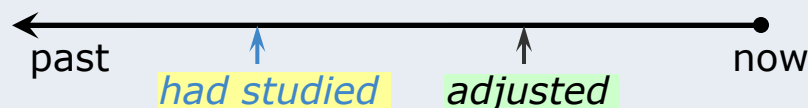
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(watch the entire video [here](#))

## Perfect tenses

- **Past perfect tense:** describes a completed action that occurred before some other completed action in the past
  - *had* + past participle

*Karen quickly **adjusted** to life in Paris because she **had studied** French.*



# Verb Tenses – Perfect Tenses

(watch the entire video [here](#))

## Perfect tenses

- **Past perfect tense:** describes a completed action that occurred before some other completed action in the past
  - *had* + past participle

After June *had learned* to drive, she *felt* more independent.



# Verb Tenses – Perfect Tenses

(watch the entire video [here](#))

## Perfect tenses

- **Past perfect tense:** describes a completed action that occurred before some other completed action in the past
  - *had* + past participle

We *fed* the elephant oats because it *had eaten* all of the hay.



# Verb Tenses – Perfect Tenses

(watch the entire video [here](#))

## Perfect tenses

- **Past perfect tense:** describes a completed action that occurred before some other completed action in the past
  - *had* + past participle

*Prior to 1995, Harry **had visited** Peru several times.✓*



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# Verb Tenses – Perfect Tenses

(watch the entire video [here](#))

## Perfect tenses

- **Past perfect tense:** describes a completed action that occurred before some other completed action in the past
  - *had* + past participle

Gary *baked* a cake and *served* it to his family.

➡ Gary *had baked* a cake and *served* it to his family.

If the order is obvious, we need not use the past perfect tense



# Verb Tenses – Perfect Tenses

(watch the entire video [here](#))

## Perfect tenses

- **Past perfect tense:** describes a completed action that occurred before some other completed action in the past
  - *had* + past participle

*Fred **had painted** the fence first, but Amy has painted it ever since.*



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# Verb Tenses – Perfect Tenses

(watch the entire video [here](#))

## Perfect tenses

- **Past perfect tense:** describes a completed action that occurred before some other completed action in the past
  - *had* + past participle



Fred *had painted* the fence first, but Amy *has painted* it ever since. ❌



# Verb Tenses – Perfect Tenses

(watch the entire video [here](#))

## Perfect tenses

- **Past perfect tense:** describes a completed action that occurred before some other completed action in the past
  - *had* + past participle

Fred *had painted* the fence first, but Amy *has painted* it ever since. ❌

➡ Fred *painted* the fence first, but Amy *has painted* it ever since. ✔



# Verb Tenses – Perfect Tenses

(watch the entire video [here](#))

## Perfect tenses

- **Future perfect tense:** describes a future action that will be completed before another future action occurs
  - *will have* + past participle



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# Verb Tenses – Perfect Tenses

(watch the entire video [here](#))

## Perfect tenses

- **Future perfect tense:** describes a future action that will be completed before another future action occurs
  - *will have* + past participle

Warren *will have arrived* at work before his boss *gets* out of bed.



# Verb Tenses – Perfect Tenses

(watch the entire video [here](#))

## Perfect tenses

- **Future perfect tense:** describes a future action that will be completed before another future action occurs
  - *will have* + past participle

*By the time Dirk **graduates** from high school, his parents **will have saved** thousands of dollars for his post-secondary education.*



# Verb Tenses – Perfect Tenses

(watch the entire video [here](#))

## Perfect tenses

- **Future perfect tense:** describes a future action that will be completed before another future action occurs
  - *will have* + past participle

On **May 29**, Bart **will have served** as mayor for 3 years.



# Verb Tenses – Perfect Tenses

(watch the entire video [here](#))

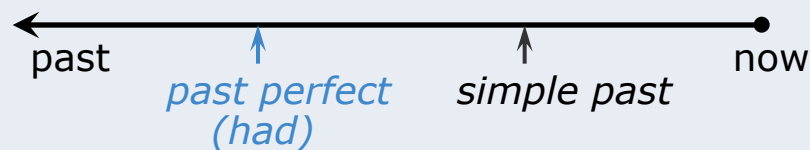
## Perfect tenses

- **Present perfect tense:** describes an action that occurred at indefinite time and may continue into the present/future

- *has/have* + past participle

- **Past perfect tense:** describes a completed action that occurred before some other completed action in the past.

- *had* + past participle



If the order is obvious, we need not use the past perfect tense

- **Future perfect tense:** describes a future action that will be completed before another future action occurs

- *will have* + past participle



# Conditional Sentences

(watch the entire video [here](#))

## Examples

*If Tom arrives early, then we'll have dinner together.*

➡ *We'll have dinner together if Tom arrives early.*

*If you gave me ten dollars, I would buy a lottery ticket.*

➡ *I would buy a lottery ticket if you gave me ten dollars.*

*If I had found your address, I would have sent you an invitation.*

➡ *I would have sent you an invitation if I had found your address.*

Each conditional sentence has:

- A condition (the **if** part)
- A result (the **then** part)



# Conditional Sentences

(watch the entire video [here](#))

## 3 types of conditional sentences

1<sup>st</sup> conditional: *If Wanda studies, she will ace the test.*

2<sup>nd</sup> conditional: *If Wanda studied, she would ace the test.*

3<sup>rd</sup> conditional: *If Wanda had studied, she would have  
aced the test.*



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# Conditional Sentences

(watch the entire video [here](#))

## 3 types of conditional sentences

1<sup>st</sup> conditional: *If Wanda studies, she will ace the test.*

*can/may* ➡ *If Wanda studies, she **may** ace the test.*

*general rule* ➡ *If Wanda studies, she aces the test.*

=

*Whenever Wanda studies, she aces the test.*



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# Conditional Sentences

(watch the entire video [here](#))

## 3 types of conditional sentences

1<sup>st</sup> conditional: *If Wanda studies, she will ace the test.*

- meeting the condition is likely

2<sup>nd</sup> conditional: *If Wanda studied, she would ace the test.*

- meeting the condition is unlikely

3<sup>rd</sup> conditional: *If Wanda had studied, she would have aced the test.*

- meeting the condition is impossible

Determining the appropriate conditional depends on the likelihood that the condition will be met.



# Conditional Sentences

(watch the entire video [here](#))

## 3 types of conditional sentences

1<sup>st</sup> conditional: *If Wanda studies, she will ace the test.*

- **If** simple present **then** simple future
- **If** something happens **then** something else **will** happen



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# Conditional Sentences

(watch the entire video [here](#))

## 3 types of conditional sentences

1<sup>st</sup> conditional: *If Wanda studies, she will ace the test.*

- **If** simple present **then** simple future
- **If** something happens **then** something else will happen

*If Barb sells her car, then she will buy a scooter.*

*If you touch Neil's feet, he will cry.*

*Selma will scream if she watches another Vin Diesel movie.*



# Conditional Sentences

(watch the entire video [here](#))

## 3 types of conditional sentences

2<sup>nd</sup> conditional: *If Wanda studied, she would ace the test.*

- **If** simple past **then** clause beginning with would
- **If** something happened **then** something would happen



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# Conditional Sentences

(watch the entire video [here](#))

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# Conditional Sentences

(watch the entire video [here](#))

## 3 types of conditional sentences

3<sup>rd</sup> conditional: *If Wanda had studied, she would have aced the test.*

- **If** past perfect **then** clause beginning with would have
- **If** something had happened **then** something would have happened



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# Conditional Sentences

(watch the entire video [here](#))

## 3 types of conditional sentences

3<sup>rd</sup> conditional: *If Wanda had studied, she would have aced the test.*

- **If** past perfect **then** clause beginning with would have
- **If** something had happened **then** something would have happened

*If Barb had sold her car, then she would have bought a scooter.*

*If you had touched Neil's feet, he would have cried.*

*Selma would have screamed if she had watched another Vin Diesel movie.*



# Conditional Sentences

(watch the entire video [here](#))

## 3 types of conditional sentences

1<sup>st</sup> conditional: If something happens then something will happen

2<sup>nd</sup> conditional: If something happened then something would happen

3<sup>rd</sup> conditional: If something had happened then something would have happened



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# Conditional Sentences

(watch the entire video [here](#))

## 3 types of conditional sentences

1<sup>st</sup> conditional: If something happens then something will happen

2<sup>nd</sup> conditional: If something happened then something would happen

3<sup>rd</sup> conditional: If something had happened then something would have happened

*If Glenda had won the lottery, \_\_\_\_\_.*

*A) she will retire*

*B) she would have retired*

*C) she would retire*



# Conditional Sentences

(watch the entire video [here](#))

## 3 types of conditional sentences

1<sup>st</sup> conditional: If **something happens** then **something will happen**

2<sup>nd</sup> conditional: If **something happened** then **something would happen**

➡ 3<sup>rd</sup> conditional: If **something had happened** then **something would have happened**

If Glenda **had won** the lottery, \_\_\_\_\_.

A) *she will retire*

B) *she would have retired* ✓

C) *she would retire*



# Conditional Sentences

(watch the entire video [here](#))

## 3 types of conditional sentences

1<sup>st</sup> conditional: If something happens then something will happen

2<sup>nd</sup> conditional: If something happened then something would happen

3<sup>rd</sup> conditional: If something had happened then something would have happened

*If Joel saw the mouse, \_\_\_\_\_.*

*A) he would have screamed*

*B) he would scream*

*C) he will scream*



# Conditional Sentences

(watch the entire video [here](#))

## 3 types of conditional sentences

1<sup>st</sup> conditional: If something happens then something will happen

➡ 2<sup>nd</sup> conditional: If something happened then something would happen

3<sup>rd</sup> conditional: If something had happened then something would have happened

If Joel saw the mouse, \_\_\_\_\_.

A) he would have screamed

B) he would scream ✓

C) he will scream



# Conditional Sentences

(watch the entire video [here](#))

## 3 types of conditional sentences

1<sup>st</sup> conditional: If something happens then something will happen

2<sup>nd</sup> conditional: If something happened then something would happen

3<sup>rd</sup> conditional: If something had happened then something would have happened

*Jed will wash the dishes, \_\_\_\_\_.*

*A) if Nora cooked dinner*

*B) if Nora had cooked dinner*

*C) if Nora cooks dinner*



# Conditional Sentences

(watch the entire video [here](#))

## 3 types of conditional sentences

- ➡ 1<sup>st</sup> conditional: If **something happens** then **something will happen**
- 2<sup>nd</sup> conditional: If **something happened** then **something would happen**
- 3<sup>rd</sup> conditional: If **something had happened** then **something would have happened**

Jed **will wash** the dishes, \_\_\_\_\_.

- A) if Nora cooked dinner
- B) if Nora had cooked dinner
- C) if Nora cooks dinner ✓



# Conditional Sentences

(watch the entire video [here](#))

## 3 types of conditional sentences

1<sup>st</sup> conditional: *If Wanda studies, she will ace the test.*

- **If** simple present **then** simple future
- **If** something happens **then** something else **will** happen

2<sup>nd</sup> conditional: *If Wanda studied, she would ace the test.*

- **If** simple past **then** clause beginning with would
- **If** something happened **then** something **would** happen

3<sup>rd</sup> conditional: *If Wanda had studied, she would have aced the test.*

- **If** past perfect **then** clause beginning with would have
- **If** something had happened **then** something **would have** happened



# Idioms

(watch the entire video [here](#))

- Idiom: a construction with no grammatical basis



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# Idioms

(watch the entire video [here](#))

- Idiom: a construction with no grammatical basis

*Los Angeles is different **than** Rome.*

*Los Angeles is different **from** Rome.*



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# Idioms

(watch the entire video [here](#))

- Idiom: a construction with no grammatical basis

*Los Angeles is different **than** Rome.*

*Los Angeles is different **from** Rome.✓*

*A is different from B*



# Idioms

(watch the entire video [here](#))

- Idiom: a construction with no grammatical basis

*Mark considers lemonade **to be an** affront to citrus beverages.*

*Mark considers lemonade **an** affront to citrus beverages.*



# Idioms

(watch the entire video [here](#))

- Idiom: a construction with no grammatical basis

*Mark considers lemonade **to be an** affront to citrus beverages.*

*Mark considers lemonade **an** affront to citrus beverages. ✓*

*X considers A a B*



# Idioms

(watch the entire video [here](#))

- Idiom: a construction with no grammatical basis

*Mark considers lemonade **to be an** affront to citrus beverages.*

*Mark considers lemonade **an** affront to citrus beverages. ✓*

*X considers A a B*

*X considers A B*



*Jim considers golf boring.*

# Idioms

(watch the entire video [here](#))

- Idiom: a construction with no grammatical basis
- Download idiom list from <http://www.gmatprepnw.com/module/gmat-sentence-correction>

## Common GMAT Idioms

accuse A of B	define A as
agree with	descend from
allow for	depend on
associate with	depends on
assure that	determined
attribute A to B	different from
based on	distinguish
because of	distinguish



# Idioms

(watch the entire video [here](#))

- Idiom: a construction with no grammatical basis
- Download idiom list from <http://www.gmatprepnw.com/module/gmat-sentence-correction>

*Maltania's political system is modeled **after** the political system described in Lord of the Flies.*

*Maltania's political system is modeled **on** the political system described in Lord of the Flies.*



# Idioms

(watch the entire video [here](#))

- Idiom: a construction with no grammatical basis
- Download idiom list from <http://www.gmatprepnw.com/module/gmat-sentence-correction>

*Maltania's political system is modeled **after** the ✓  
political system described in Lord of the Flies.*

*Maltania's political system is modeled **on** the  
political system described in Lord of the Flies.*

*modeled after*



# Idioms

(watch the entire video [here](#))

- Idiom: a construction with no grammatical basis
- Download idiom list from <http://www.gmatprepnnow.com/module/gmat-sentence-correction>

*Alina is fascinated **with** lasers.*

*Alina is fascinated **by** lasers.*



# Idioms

(watch the entire video [here](#))

- Idiom: a construction with no grammatical basis
- Download idiom list from <http://www.gmatprepnw.com/module/gmat-sentence-correction>

*Alina is fascinated **with** lasers.*

*Alina is fascinated **by** lasers. ✓*

*fascinated by*



# Idioms

(watch the entire video [here](#))

- Idiom: a construction with no grammatical basis
- Download idiom list from <http://www.gmatprepnw.com/module/gmat-sentence-correction>

*Pat is reluctant **to** kiss Robin.*

*Pat is reluctant **about** kissing Robin.*



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# Idioms

(watch the entire video [here](#))

- Idiom: a construction with no grammatical basis
- Download idiom list from <http://www.gmatprepnnow.com/module/gmat-sentence-correction>

*Pat is reluctant **to** kiss Robin.✓*

*Pat is reluctant **about** kissing Robin.*

*reluctant to*



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# Concision

(watch the entire video [here](#))

- The best answer expresses the message clearly and **concisely**
- **concisely**: no complicated expressions, and no superfluous words

*Quimby's feeling was that visiting Frank would not be a fun occasion.*



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# Concision

(watch the entire video [here](#))

- The best answer expresses the message clearly and **concisely**
- **concisely**: no complicated expressions, and no superfluous words

*Quimby's feeling was that visiting Frank would not be a fun occasion.*

*Quimby felt that visiting Frank would not be fun 😊*



# Concision

(watch the entire video [here](#))

- The best answer expresses the message clearly and **concisely**
- **concisely**: no complicated expressions, and no superfluous words

*Jake missed his class **due to the fact that** he was sick.*



# Concision

(watch the entire video [here](#))

- The best answer expresses the message clearly and **concisely**
- **concisely**: no complicated expressions, and no superfluous words

*Jake missed his class **due to the fact that** he was sick.*

*Jake missed his class **because** he was sick. 😊*



# Concision

(watch the entire video [here](#))

- The best answer expresses the message clearly and **concisely**
- **concisely**: no complicated expressions, and no superfluous words

*There are many people in Canada who enjoy playing golf.*



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# Concision

(watch the entire video [here](#))

- The best answer expresses the message clearly and **concisely**
- **concisely**: no complicated expressions, and no superfluous words

*There are many people in Canada who enjoy playing golf.*

*Many Canadians enjoy golfing.😊*



# Concision

(watch the entire video [here](#))

- The best answer expresses the message clearly and **concisely**
- **concisely**: no complicated expressions, and no superfluous words

*in close proximity to* = *near*

*at that point in time* = *then*

*in spite of the fact that* = *although*

*in the event that* = *if*

*has the ability to* = *can*

*with reference to the fact that* = *concerning*



# Concision

(watch the entire video [here](#))

- The best answer expresses the message clearly and **concisely**
- **concisely**: no complicated expressions, and no superfluous words

*Sales have experienced a ~~downward~~ decline.*

*Kirk relied on his ~~past~~ experience.*

*The vote was ~~completely~~ unanimous.*

*The dog circled ~~around~~ the cat.*

*Lenny combined the ingredients ~~together~~.*

*Masako reverted ~~back~~ to her old tricks.*

*The company introduced several ~~new~~ innovations.*



# Word Choice – Part I

(watch the entire video [here](#))

- Sentences must be grammatically correct
- Sentences should not contain complicated expressions
- Sentences should not contain superfluous words

Word choice: using the right word in the given context

- *lay* vs. *lie*
- *between* vs. *among*
- *comparatives* vs. *superlatives*



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# Word Choice – Part I

(watch the entire video [here](#))

## Lay vs. Lie

- Use **lay** with a stated object receiving the action
- Use **lie** with no stated object receiving the action



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# Word Choice – Part I

(watch the entire video [here](#))

## Lay vs. Lie

- Use **lay** with a stated object receiving the action
- Use **lie** with no stated object receiving the action

*Kwan lays the book on the table.* ✓

subject      verb      object

*Cornelius lies on the sofa.* ✓

↑                      ↑

subject            verb



# Word Choice – Part I

(watch the entire video [here](#))

## *Between* vs. *Among*

- Use *between* when discussing two entities
- Use *among* when discussing more than two entities, or when the number of entities is unclear



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# Word Choice – Part I

(watch the entire video [here](#))

## Between vs. Among

- Use **between** when discussing two entities
- Use **among** when discussing more than two entities, or when the number of entities is unclear

*Elliot drafted the contract between Wayne Gretzky and the Edmonton Oilers. ✓*

*Bluto learned that there was a traitor among his 10,000 soldiers. ✓*

*Bluto learned that there was a traitor among his soldiers. ✓*



# Word Choice – Part I

(watch the entire video [here](#))

## Comparatives vs. Superlatives

Trevor is *taller* than Chad.

↑  
comparative

Trevor is the *tallest* person on his baseball team.

↑  
superlative



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# Word Choice – Part I

(watch the entire video [here](#))

## Comparatives vs. Superlatives

*Luka is **more thoughtful** than Wally*

↑  
comparative

*Lake Wannalesa is the **most peaceful** place on Earth.*

↑  
superlative



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# Word Choice – Part I

(watch the entire video [here](#))

## Comparatives vs. Superlatives

*My mother **cooks better** than your mother cooks*

↑  
comparative

*Among the 5 remaining contestants, Johnny Bravo is the **best singer**.*

↑  
superlative



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# Word Choice – Part I

(watch the entire video [here](#))

## Comparatives vs. Superlatives

- Use a **comparative** when comparing two entities
- Use a **superlative** when comparing more than two entities, or when the number of entities is unclear



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# Word Choice – Part I

(watch the entire video [here](#))

## Comparatives vs. Superlatives

- Use a **comparative** when comparing two entities
- Use a **superlative** when comparing more than two entities, or when the number of entities is unclear

*Trevor is **taller** than Chad.*

*My mother **cooks better** than your mother cooks*

*Luka is **more thoughtful** than Wally*

*Trevor is the **tallest** person on his **baseball team**.*

*Lake Wannalesa is the **most peaceful** **place on Earth**.*

*Among the **5 remaining contestants**, Johnny Bravo is the **best singer**.*



# Word Choice – Part I

(watch the entire video [here](#))

## Comparatives vs. Superlatives

- Use a **comparative** when comparing two entities
- Use a **superlative** when comparing more than two entities, or when the number of entities is unclear

*Of the two brothers, Yan is the **most generous**.*



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# Word Choice – Part I

(watch the entire video [here](#))

## Comparatives vs. Superlatives

- Use a **comparative** when comparing two entities
- Use a **superlative** when comparing more than two entities, or when the number of entities is unclear

*Of the two brothers, Yan is the most generous. ❌*



# Word Choice – Part I

(watch the entire video [here](#))

## Comparatives vs. Superlatives

- Use a **comparative** when comparing two entities
- Use a **superlative** when comparing more than two entities, or when the number of entities is unclear

Of the *two brothers*, Yan is the *most generous*. ❌

➡ Yan is *more generous* than his brother. ✔



# Word Choice – Part I

(watch the entire video [here](#))

## Comparatives vs. Superlatives

- Use a **comparative** when comparing two entities
- Use a **superlative** when comparing more than two entities, or when the number of entities is unclear

A comparative must be accompanied by **than**



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# Word Choice – Part I

(watch the entire video [here](#))

## Comparatives vs. Superlatives

- Use a **comparative** when comparing two entities
- Use a **superlative** when comparing more than two entities, or when the number of entities is unclear

A comparative must be accompanied by **than**

*Max is happier during the summer. ❌*



# Word Choice – Part I

(watch the entire video [here](#))

## Comparatives vs. Superlatives

- Use a **comparative** when comparing two entities
- Use a **superlative** when comparing more than two entities, or when the number of entities is unclear

A comparative must be accompanied by **than**

*Max is happier during the summer.* ❌

➡ *Max is happier during the summer **than** during the rest of the year.* ✅



# Word Choice – Part I

(watch the entire video [here](#))

## Lay vs. Lie

- Use **lay** with a stated object receiving the action
- Use **lie** with no stated object receiving the action

## Between vs. Among

- Use **between** when discussing two entities
- Use **among** when discussing more than two entities, or when the number of entities is unclear

## Comparatives vs. Superlatives

- Use a **comparative** when comparing two entities
- Use a **superlative** when comparing more than two entities, or when the number of entities is unclear

A comparative must be accompanied by **than**



## Word Choice – Part II

(watch the entire video [here](#))

### If vs. Whether

- Use **if** in a conditional sentence
- Use **whether** to show two possible alternatives

*Sue doesn't know **if** she passed the test.*

*Sue doesn't know **whether** she passed the test.*



# Word Choice – Part II

(watch the entire video [here](#))

## If vs. Whether

- Use **if** in a conditional sentence
- Use **whether** to show two possible alternatives

*Sue doesn't know **if** she passed the test.* 😞

*Sue doesn't know **whether** she passed the test.* ✓



# Word Choice – Part II

(watch the entire video [here](#))

## If vs. Whether

- Use **if** in a conditional sentence
- Use **whether** to show two possible alternatives

**A conditional sentence can be reversed**

*If you work hard, then you will succeed. ✓*

*Peg will scream if you break that bowl. ✓*



# Word Choice – Part II

(watch the entire video [here](#))

## If vs. Whether

- Use **if** in a conditional sentence
- Use **whether** to show two possible alternatives

**A conditional sentence can be reversed**

*If you work hard, then you will succeed. ✓*

➡ *You will succeed if you work hard. ✓*

*Peg will scream if you break that bowl. ✓*

➡ *If you break that bowl, then Peg will scream. ✓*



# Word Choice – Part II

(watch the entire video [here](#))

## If vs. Whether

- Use **if** in a conditional sentence
- Use **whether** to show two possible alternatives

**A conditional sentence can be reversed**

*Sue doesn't know **if** she passed the test. ❌*



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# Word Choice – Part II

(watch the entire video [here](#))

## If vs. Whether

- Use **if** in a conditional sentence
- Use **whether** to show two possible alternatives

**A conditional sentence can be reversed**

*Sue doesn't know **if** she passed the test. ❌*

➡ *If Sue passed the test, then she doesn't know. ??*



# Word Choice – Part II

(watch the entire video [here](#))

## If vs. Whether

- Use **if** in a conditional sentence
- Use **whether** to show two possible alternatives

**A conditional sentence can be reversed**

*Sue doesn't know **if** she passed the test. ❌*

➡ *If Sue passed the test, then she doesn't know. ??*

➡ *Sue doesn't know **whether** she passed the test. ✔*



# Word Choice – Part II

(watch the entire video [here](#))

## If vs. Whether

- Use **if** in a conditional sentence
- Use **whether** to show two possible alternatives

**A conditional sentence can be reversed**

*Sarita cannot remember **if** she paid the phone bill.*

*Sarita cannot remember **whether** she paid the phone bill.*



# Word Choice – Part II

(watch the entire video [here](#))

## If vs. Whether

- Use **if** in a conditional sentence
- Use **whether** to show two possible alternatives

**A conditional sentence can be reversed**

*Sarita cannot remember **if** she paid the phone bill. ❌*

➡ *If Sarita paid the phone bill, then she cannot remember. ??*

*Sarita cannot remember **whether** she paid the phone bill. ✔*



# Word Choice – Part II

(watch the entire video [here](#))

## If vs. Whether

- Use **if** in a conditional sentence
- Use **whether** to show two possible alternatives

**A conditional sentence can be reversed**

*The system doesn't work **if** people don't participate.*

*The system doesn't work **whether** people don't participate.*



# Word Choice – Part II

(watch the entire video [here](#))

## If vs. Whether

- Use **if** in a conditional sentence
- Use **whether** to show two possible alternatives

**A conditional sentence can be reversed**

*The system doesn't work **if** people don't participate. ✓*

➡ *If people don't participate, then the system doesn't work. 😊*

*The system doesn't work **whether** people don't participate. ✗*



## Word Choice – Part III

(watch the entire video [here](#))

- *less* vs. *fewer*
- *many* vs. *much*
- *number* vs. *amount*
- *rather than* vs. *instead of*
- *affect* vs. *effect*



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## Word Choice – Part III

(watch the entire video [here](#))

### Countable and uncountable nouns

- A **countable** noun can be counted numerically  
*Examples: dog, idea, shirt, attribute, tulip...*
- An **uncountable** noun cannot be counted numerically  
*Examples: air, clutter, money, time, determination...*



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## Word Choice – Part III

(watch the entire video [here](#))

- Use ***fewer***, ***many***, and ***number*** for countable nouns
- Use ***less***, ***much***, and ***amount*** for uncountable nouns

*The express line is for customers purchasing 6 items or less/fewer.*



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## Word Choice – Part III

(watch the entire video [here](#))

- Use **fewer**, **many**, and **number** for countable nouns
- Use **less**, **much**, and **amount** for uncountable nouns

*The express line is for customers purchasing 6 items or less, fewer*

➡ *The express line is for customers purchasing 6 items or fewer. ✓*



## Word Choice – Part III

(watch the entire video [here](#))

- Use **fewer**, **many**, and **number** for countable nouns
- Use **less**, **much**, and **amount** for uncountable nouns

*Chris demanded a certain amount/number of respect from his sales team.*



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## Word Choice – Part III

(watch the entire video [here](#))

- Use **fewer**, **many**, and **number** for countable nouns
- Use **less**, **much**, and **amount** for uncountable nouns

*Chris demanded a certain **amount** number of respect from his sales team.*

➡ *Chris demanded a certain amount of respect from his sales team. ✓*



## Word Choice – Part III

(watch the entire video [here](#))

- Use **fewer**, **many**, and **number** for countable nouns
- Use **less**, **much**, and **amount** for uncountable nouns

*Darlene maintains that many/much of the confidence among shoppers can be attributed to the good weather.*



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## Word Choice – Part III

(watch the entire video [here](#))

- Use **fewer**, **many**, and **number** for countable nouns
- Use **less**, **much**, and **amount** for uncountable nouns

*Darlene maintains that many, **much** of the confidence among shoppers can be attributed to the good weather.*

➡ *Darlene maintains that much of the confidence among shoppers can be attributed to the good weather. ✓*



## Word Choice – Part III

(watch the entire video [here](#))

- Use ***fewer***, ***many***, and ***number*** for countable nouns
- Use ***less***, ***much***, and ***amount*** for uncountable nouns
- Exception: When treating a collection as a single entity, treat the collection as an uncountable noun

*The cost of the jacket is less than twenty dollars.*



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## Word Choice – Part III

(watch the entire video [here](#))

- Use **fewer**, **many**, and **number** for countable nouns
- Use **less**, **much**, and **amount** for uncountable nouns
- Exception: When treating a collection as a single entity, treat the collection as an uncountable noun  
(money, distance or time)

*The cost of the jacket is less than twenty dollars. ✓*

collection = price



## Word Choice – Part III

(watch the entire video [here](#))

- Use ***fewer***, ***many***, and ***number*** for countable nouns
- Use ***less***, ***much***, and ***amount*** for uncountable nouns
- Exception: When treating a collection as a single entity, treat the collection as an uncountable noun  
(money, distance or time)

*The cost of the jacket is less than twenty dollars. ✓*  
collection = price

*The distance to Townville is less than 10 miles.*



## Word Choice – Part III

(watch the entire video [here](#))

- Use **fewer**, **many**, and **number** for countable nouns
- Use **less**, **much**, and **amount** for uncountable nouns
- Exception: When treating a collection as a single entity, treat the collection as an uncountable noun  
(money, distance or time)

The **cost** of the jacket is less than twenty dollars. ✓  
collection = price

The **distance** to Townville is less than 10 miles. ✓  
distance



## Word Choice – Part III

(watch the entire video [here](#))

### *rather than* vs. *instead of*

- Use *instead of* when replacing something with another thing
- Use *rather than* to show preference

*Darren's company now supplies every employee with a pen **instead of** a pencil.*



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## Word Choice – Part III

(watch the entire video [here](#))

### *rather than* vs. *instead of*

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*Darren's company now supplies every employee with a pen **instead of** a pencil. ✓*



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## Word Choice – Part III

(watch the entire video [here](#))

### *rather than* vs. *instead of*

- Use *instead of* when replacing something with another thing
- Use *rather than* to show preference

*Darren's company now supplies every employee with a pen **instead of** a pencil. ✓*

*Cleo decided to run **rather than** walk.*



## Word Choice – Part III

(watch the entire video [here](#))

### *rather than* vs. *instead of*

- Use *instead of* when replacing something with another thing
- Use *rather than* to show preference

*Darren's company now supplies every employee with a pen **instead of** a pencil.✓*

*Cleo decided to run **rather than** walk.✓*

***rather than*** is preferred



## Word Choice – Part III

(watch the entire video [here](#))

### **affect** vs. **effect**

- **affect**: to influence

*Rheumatic fever can **affect** the heart.*

*Cleo's positive attitude **affected** everyone around her.*

- **effect**: a change resulting from some action

*The new laws had no **effect** on the crime rate.*

*The **effects** of rheumatic fever can be quite severe.*



## Word Choice – Part III

(watch the entire video [here](#))

- Use *fewer*, *many*, and *number* for **countable** nouns
- Use *less*, *much*, and *amount* for **uncountable** nouns

### *rather than* vs. *instead of*

- Use *instead of* when replacing something with another thing
- Use *rather than* to show preference

***rather than*** is preferred

### *affect* vs. *effect*

- *affect*: to influence
- *effect*: a change resulting from some action



## Passive Sentences vs. Active Sentences (watch the entire video [here](#))

- Passive: the subject does not perform the action

*Anita was raised by wolves.*



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# Passive Sentences vs. Active Sentences (watch the entire video [here](#))

- Passive: the subject does not perform the action

*Anita* *was raised* *by wolves.* (but the wolves  
↑           ↑  
subject   verb phrase  
did the raising)



# Passive Sentences vs. Active Sentences (watch the entire video [here](#))

- Passive: the subject does not perform the action

Anita **was raised** by wolves. (but the wolves did the raising)

↑                    ↑  
subject          verb phrase

*The castle has been visited by many tourists.*

# Passive Sentences vs. Active Sentences (watch the entire video [here](#))

- Passive: the subject does not perform the action

Anita **was raised** by wolves. (but the wolves did the raising)

↑                    ↑  
subject          verb phrase

The castle **has been visited** by many tourists. (but the tourists did the visiting)

↑                    ↑  
subject          verb phrase



## Passive Sentences vs. Active Sentences (watch the entire video [here](#))

- Passive: the subject does not perform the action
- Active: the subject performs the real action



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# Passive Sentences vs. Active Sentences (watch the entire video [here](#))

- Passive: the subject does not perform the action
- Active: the subject performs the real action

*Wolves* *raised* *Anita.*  
↑            ↑  
subject    verb

*Many tourists* *have visited* *the castle .*  
↑                    ↑  
subject            verb phrase

# Passive Sentences vs. Active Sentences (watch the entire video [here](#))

- Passive: the subject does not perform the action
- Active: the subject performs the real action

*A tasty dinner will be cooked by Tanner tonight.*

➡ *Tanner will cook a tasty dinner tonight.* ✓



# Passive Sentences vs. Active Sentences (watch the entire video [here](#))

- Passive: the subject does not perform the action
- Active: the subject performs the real action

## Possible justifications for a passive sentence

- noun performing the action is obvious/unknown



# Passive Sentences vs. Active Sentences (watch the entire video [here](#))

- Passive: the subject does not perform the action
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## Possible justifications for a passive sentence

- noun performing the action is obvious/unknown

*Cocker spaniels were bred to hunt in the English countryside.*



# Passive Sentences vs. Active Sentences (watch the entire video [here](#))

- Passive: the subject does not perform the action
- Active: the subject performs the real action

## Possible justifications for a passive sentence

- noun performing the action is obvious/unknown

*Cocker spaniels were bred to hunt in the English countryside.*

➡ *Dog breeders bred cocker spaniels to hunt in the English countryside.*



# Passive Sentences vs. Active Sentences (watch the entire video [here](#))

- Passive: the subject does not perform the action
- Active: the subject performs the real action

## Possible justifications for a passive sentence

- noun performing the action is obvious/unknown
- to emphasize a certain outcome



# Passive Sentences vs. Active Sentences (watch the entire video [here](#))

- Passive: the subject does not perform the action
- Active: the subject performs the real action

## Possible justifications for a passive sentence

- noun performing the action is obvious/unknown
- to emphasize a certain outcome

*The bridge will be completed before June.*



# Passive Sentences vs. Active Sentences (watch the entire video [here](#))

- Passive: the subject does not perform the action
- Active: the subject performs the real action

## Possible justifications for a passive sentence

- noun performing the action is obvious/unknown
- to emphasize a certain outcome

*The bridge will be completed before June.*

➡ *Workers will complete the bridge before June.*



# Passive Sentences vs. Active Sentences (watch the entire video [here](#))

- Passive: the subject does not perform the action
- Active: the subject performs the real action

## Possible justifications for a passive sentence

- noun performing the action is obvious/unknown
- to emphasize a certain outcome

given two grammatically-correct sentences



choose active over passive



# Sentence Correction Tips

(watch the entire video [here](#))

- Do not read answer choice A
- Do not change the intended meaning of the sentence
- Do not discount “wordy” sentences
- Simplify sentences by removing/ignoring “fluff”
  - adjectives
  - adverbs
  - appositive phrases
  - dependent clauses
  - phrases functioning as adjectives
  - phrases functioning as adverbs
- Beware of multiple errors
- Do not worry about spelling
- Trust your ear . . . to a certain extent
- Before selecting an answer choice, reread the entire sentence



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