



GMAT QUICK REVIEW

A Study Companion to The Princeton Review GMAT Course

TEST DAY:

Consider yourself well-prepared: you've attended all the classes (or done the make-ups), completed your homework, taken your practice tests, and consulted with your instructor as needed. You've mastered the GMAT CAT and all its sneaky little traps. In order to help prepare yourself for that final three-and-a-half hour exercise (otherwise known as the GMAT), here are a few things you'll want to keep in mind:

- Be well-rested and well-fed.
- Treat yourself to a thorough review of the materials. Don't bother doing three tests and thirteen-hundred problems the day before your actual GMAT. By this point, you've already learned everything you need to know. Your best bet is to simply review what you've learned, practice a few problems out of the *Official Guide*, and relax.
- Find out where your test will take place. Physically go there, if possible, to ensure that you know how long it will take you to get to the center and precisely where it's located.
- Lay out everything you need the night before (e.g., driver's license, snack, water, etc.).
- Just before you head off to the testing center, treat yourself to another short review consider this a mental warm-up. It serves much the same purpose a warm-up before physical exercise, namely, it helps prevent brain sprains.
- Dress comfortably, casually, and in layers. If it's wintertime, you may find yourself in the one room that's heated to 120 degrees. Conversely, in summer, you may be situated just beneath the air-conditioning unit. Leave yourself the option to warm up or cool down by adding or removing layers.
- Leave your calculator at home, but feel free to bring your materials and this document as review aids.
- Finally, think positive. Everything you've done in class has prepared you for the test. Your GMAT will contain problems precisely like the ones you've been working on all along. Stick with the techniques, apply them to the best of your ability, and above all, **DON'T FORGET TO PACE YOURSELF!**

PACING {p. 30}*

The easiest and quickest way to improve your GMAT score is by focusing on the early questions. As you learned in class, these problems wind up counting far more heavily towards your score than do the later problems. Consequently, **take your time early on!** Be careful and thorough. Read with particular care. Always re-read the problem before answering and clicking on Next and Confirm.

The obvious drawback to this approach is that as you get the early questions correct, the GMAT will get very hard, very quickly. Usually within the first 6-8 questions, you'll be seeing some of the toughest problems ETS has to offer. Don't panic. Simply do the best you can, identify any obvious candidates for elimination (e.g., extreme answers, passive constructions, weird values, etc. depending on the question type), then take your best guess.

By properly pacing yourself, you will wind up with far more time per question. Keep in mind that no question is worth four minutes of your time. If you find yourself truly stumped, guess and move on. It's perfectly possible that the time-killer question you just encountered was an experimental one!

* All page numbers in this document refer to pages in The Princeton Review GMAT Manual, v. 7.3.

Answer Every Question. Be sure to allow yourself enough time to register an answer for *every* question on the test. The time remaining display on your computer should be very helpful to your pacing, but feel free to turn it off if it's too distracting. This display will automatically appear during the last five minutes of your test. Allocate these final moments as effectively as you can. If you find yourself with several questions remaining, it's time to pack it in. Apply some of the eliminative approaches above, if possible, then make your best guess.

- Don't wait till the last second to try to click through the final problems!

THE AWA:

We all know how little these essays matter in the application process. Unfortunately, it's a necessary evil: you don't have a choice. They will always come first. Take advantage of this. This is a good chance to blow off some nervous energy by pounding away at the keyboard. You can also treat the Analysis of an Argument essay as a warm-up for the Critical Reasoning problems ahead.

Use the templates we discussed: brainstorm your examples or assumptions, depending on which essay you're dealing with; draw up your outline; write your essay, aiming for an introductory paragraph, two to three body paragraphs, and a conclusion; and lastly, be sure to edit your essay for any misspellings or blatantly ungrammatical constructions. The crude word processor has cut and paste functions but no spell check, so only don't use any \$10 words you cannot spell or define. To avoid running out of time, consider writing the introduction and conclusion first, then complete your body paragraphs as time permits. The essays ask for different types of treatments (Issue vs. Argument), so craft them accordingly. This isn't creative writing. Business bland is the high-scoring style. A computer and a human reader will evaluate your work. A second human will be brought in if the scores vary by more than one point.

Analysis of an Argument {p. 313}:

Remember: *no opinions*. You are being asked to criticize the author's logic. Identify the conclusions, premises, and assumptions of the author's argument. Brainstorm the different assumptions the author has relied on, then use the *template*. Focus on how the assumptions lack support. Develop your strongest points into separate body paragraphs and lead with your strongest one. Suggest ways to improve the argument and identify the types of evidence the author would need in order to justify the assumptions (i.e., strengthen the argument). Always save time to re-read and edit your essay.

Analysis of an Issue {p. 314}:

Start by brainstorming. Come up with as many examples as you can. On the basis of your examples, and on the basis of your comfort with those examples, pick a side of the Issue. Stick to it throughout the entire essay. Argue forcefully. Develop a body paragraph for each specific example supporting your position. Explain thoroughly and use concrete examples whenever possible. If you can't come up with concrete examples, it's okay to launch into a discussion of the Issue, as long as you're following a clear, well-ordered outline. Always save time to re-read and edit your essay.

GMAT MATH:

Even if you are adept at higher-level math, the techniques you learned in class will save you time and help you avoid ETS's traps. No amount of technique, however, will help you if you read carelessly.

- **PAY EXTRA ATTENTION TO YOUR READING ON THE GMAT MATH QUESTIONS!**

Make sure you're comfortable with the math concepts covered in the homework readings {pp. 7-15; 60-63; 119-124; 187-194, 258-263}. Some of the common formulas, techniques, etc. are summarized below.

Trap Answers {p. 33}:

Be wary of any answer choice that seems too easy. ETS routinely includes tempting answer choices, such as the greatest value when the question asks for the greatest possible value or Not enough information given to determine the answer on complex questions. Identifying and eliminating these traps will save time when Plugging In answers and will increase your odds of guessing right on time-killer or last-minute questions.

Ballparking {p. 35}:

In any multiple-choice format, you only have to be as precise as the answer choices require. Scan the answers before calculating. Eliminate any answer choices that are clearly out of bounds. Also, make your calculations easier by using approximate numbers to determine the right ballpark (e.g., $\pi \cong 3$).

Plugging In {p. 39}:

Turn algebra into simple math whenever possible by Plugging In numbers. Walk your value(s) through the problem in order to find your target. Then plug your values into the variables in the answer choices. The right answer choice will match your target.

Invisible Variables {p. 45}:

Like regular plug-in problems, these appear to be algebra problems. However, you'll notice that there's something missing from the problem (e.g., the distance traveled, the number of kids in the class, etc.) and that there are fractions or percentages, not variables, in the answer choices. Simply choose a number that works well with the proportions in the problem (see below) and solve.

BE ON THE LOOKOUT FOR THESE SURE-FIRE TIP-OFFS

- variables in the answer choices
- in terms of
- sounds like algebra
- lengthy word problems
- something missing

Choosing Good Numbers {p. 41}:

DO NOT plug in 0, 1, or numbers that appear in the problem or answer choices (except for MUST BE or Data Sufficiency Yes/No problems). To simplify your calculations, use multiples of the denominators if there are fractions (e.g., 12 for $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$); use multiples of the conversion factors if there are units (e.g., 120 when going from minutes to seconds); and use 100 if percents are involved.

Plugging In the Answers {p. 96}:

Use the answer choices when they contain actual values. Since the answers are always listed in order, either least to greatest or greatest to least, start with answer choice (C). If your first choice doesn't work, use it as a clue to help you decide whether to go up or down. Keep Plugging In the answers until you find a match.

BE ON THE LOOKOUT FOR THESE SURE-FIRE TIP-OFFS {p. 98}

- Lengthy word problems
- Sounds like algebra
- Real values in the answer choices

Data Sufficiency {p. 37}:

Rather than having you calculate a precise answer, these questions ask you to determine if you could calculate an answer from the information given. The format: a question followed by two statements. Based on this information and your knowledge of math and everyday facts, ETS asks you to answer:

- (A) if statement **(1) alone is sufficient** to answer the question, but statement (2) alone is not sufficient;
- (B) if statement **(2) alone is sufficient** to answer the question, but statement (1) alone is not sufficient;
- (C) if **BOTH statements (1) and (2) TOGETHER are sufficient**, but **NEITHER statement ALONE is**;
- (D) if **EACH statement ALONE is sufficient** to answer the question; or
- (E) if statements **(1) and (2) TOGETHER are not sufficient** (i.e., more data are needed to answer the question)

AD/BCE:

Here's how to approach these. Review statement (1). If it alone is sufficient to answer the question, then the right answer must be (A) or (D). (Write down AD on your scratch paper.) Next, read statement (2). If (2) alone is also

sufficient, then your answer is (D); if not, then it's (A). If (1) is clearly sufficient, but statement (2) is too involved and complicated to figure out, your best bet is probably (D) if ETS put that much work into coming up with a statement, it will probably work even if you don't immediately see how.

If (1) is not sufficient, write down BCE. Now read statement (2). If (2) alone is sufficient, then the correct answer is (B). If (2) is not enough, consider statements (1) and (2) together. If taken together these statements give us enough information to answer the question, the correct answer is (C). If even with both statements we still cannot solve the problem, then the answer is (E).

BD/ACE:

Stumped by statement (1)? Try (2) first. Everything described above is the same, except that now you're working with **BD** or **ACE**.

Simultaneous Equations {p. 172}:

Recognize that the data is sufficient if you have the same number of *distinct, linear* equations as there are variables. Consider any combination of equations contained in the question and/or the fact statement(s). Use **AD/BCE**. Quadratic equations (variables with exponents) or equations that are multiples of each other (e.g., $2x + 3y = 10$ and $4x + 6y = 20$) do not work as simultaneous equations.

Pieces of the Puzzle {p. 174}:

Simplify Data Sufficiency questions by asking yourself what piece(s) of information would I need in order to solve? before reading the statements. You'll save time if you can recognize the missing piece(s) in the statement(s). No further calculating will be necessary. This works well with average or percent problems. For instance, any two pieces of the *Average Circle* {p. 170} are sufficient to find the third piece. Percentage questions are often easily translated into simple equations.

Overlapping Ranges {p. 177}:

When facts (1) and (2) each give a set of possible values (so that neither statement is sufficient alone) and these sets have *only one value in common*, the correct answer is (C).

Yes/No Data Sufficiency {p. 302 }:

These problems ask you to determine some property of a variable (e.g., Is $p - q$ an odd number?). You have sufficient information when you can answer yes or no to the question presented in the problem. Plugging In is indispensable here. Remember to plug in weird numbers (e.g., 0, 1, fractions, negatives, large numbers). When Plugging In, be sure to consider what types of values would result in a yes or a no (e.g., to the question Is xy even? , if x and y are both odd, we get the answer no. If one or both are even, we get yes.). Your aim is always to try to get conflicting answers. If one plug-in results in a yes and another results in a no, the statement is not sufficient. Though we plug in to the statements, you must choose your plug-ins based upon the conditions presented in both the statements and the question, when applicable.

- **Drawings or diagrams in data sufficiency questions are intentionally misleading.**
- **Drawings or diagrams for problem solving questions are drawn to scale unless otherwise noted.**

Percent Change {p. 94}:

Calculate the *difference* between the two numbers then divide by the *original* amount. When calculating a *percent increase* the *original amount* is the smaller one. For a *percent decrease* the *original amount* is the larger number.

Exponents and Roots {p. 122}:

To *multiply exponential terms*, simply add the exponents: $(5^3)(5^6) = 5^{3+6} = 5^9$. To divide, subtract: $\frac{5^9}{5^6} = 5^{9-6} = 5^3$. To *raise a power to a power*, multiply the exponents $(5^3)^6 = 5^{3 \times 6} = 5^{18}$. *Everything within the parentheses gets raised*: $(2y)^3 = 2^3 \times y^3 = 8y^3$.

Any number raised to the 1st power equals itself ($x^1 = x$). Any number raised to the 0 power equals 1 ($x^0 = 1$). Multiply or factor square roots to ease calculations or to simplify results to match the answer choices:

$$\begin{aligned}\sqrt{32} \times \sqrt{2} &= \sqrt{64} = 8 \\ \sqrt{48} &= \sqrt{16} \times \sqrt{3} = 4\sqrt{3}\end{aligned}$$

Factoring roots can also help in some geometry problems involving triangles and circles (see below). Roots can be positive or negative, but *the radical sign means only the positive root*.

Here are some final square root and exponent issues to keep in mind:

- $\sqrt{2} \cong 1.4$
- $\sqrt{3} \cong 1.7$
- $2^{-3} = \frac{1}{2^3} = \frac{1}{8}$
- $4^{\frac{1}{2}} = \frac{1}{4^{\frac{1}{2}}} = \frac{1}{\sqrt{4}} = \frac{1}{2}$

Ratios {p. 167}:

Ratios express relationships between numbers. The ratio of 1 to 3 = 1:3 = 1 is to 3 = $\frac{1}{3}$. Given at least one actual amount plus the ratio, you can calculate the other values using the **Ratio Box** {p. 168}. The Ratio Box helps you to organize your math.

Averages {p. 170}:

Also known as the arithmetic mean. The average is found by dividing the TOTAL (sum) by the # OF THINGS. Use the **Average Circle** to help simplify the math.

Geometry {pp. 187, 229}:

Remember **Fred's Theorem**. When *parallel lines are intersected by a third line*, all the big angles are the same, all the small angles are the same and the sum of any big and small angle is 180° . This also applies to any four-sided figure composed of parallel lines. The total of the interior angles of all four-sided figures is 360° .

- **Triangles** have three sides with angles totaling 180° . Area = $\frac{1}{2}bh$.
- **Equilateral triangles** have 3 equal sides and 3 equal angles of 60° .
- **Isosceles triangles** have 2 equal sides with 2 equal angles opposite these sides.
- **Right triangles** contain one 90° angle. Remember the **Pythagorean theorem** ($a^2 + b^2 = c^2$) and **Pythagorean triplets** (3:4:5, 6:8:10, 5:12:13, etc.).

- The **ratio of the sides of a 45:45:90 triangle** is $x : x : x\sqrt{2}$ (this includes triangles created when a square is bisected diagonally).
- The **ratio of the sides of a 30:60:90 right triangle** is $x : x\sqrt{3} : 2x$ (this includes the triangles formed by bisecting an equilateral triangle).

Coordinate Geometry {p. 232}

These problems involve the plotting of lines on a grid where the x -axis is horizontal and the y -axis is vertical. Points on the line are designated in the format (x, y) . To determine the **Slope** {p. 234} of the line (represented by the variable m), divide the vertical rise by the horizontal run. In order to do this, we need two points on the line,

$$(x_1, y_1) \text{ and } (x_2, y_2). \text{ These then yield the formula: } m = \frac{\Delta y}{\Delta x} = \frac{y_1 - y_2}{x_1 - x_2}.$$

All points on a line will satisfy the **equation of the line** {p. 235}, $y = mx + b$, where m = the slope and b = the y -intercept, the point $(0, b)$.

Overlapping Figures {p. 236}:

The key is to find some portion of the diagram common to both figures (e.g., if a circle is inscribed in a square, its diameter is equal to a side of the square).

Rates {p. 258}:

The Amount or Distance = Rate x Time. Rates of multiple persons, machines, etc. can be combined (added or subtracted) as needed, but be sure these rates are expressed in the same terms (widgets per hour, etc.).

Groups {p. 260}:

When faced with two groups, neither, and both, use the **Group Formula**:

$$\text{Total} = g_1 - g_2 - b + n$$

When faced with groups with overlapping characteristics (e.g., men who wear clogs, women who wear clogs, men who don't wear clogs, women who don't wear clogs), use the **Group Grid** {p. 297}. Group problems can also test combinations and permutations (see below).

Compound Interest {p. 259}:

Use the compound interest formula:

$$P + I = (P) \times (1 + r)^t$$

when P = the principal, I = the interest, r = the interest rate for that period, and t = the number of compounding periods.

Quadratics {p. 261}:

These are equations which involve exponents. Here are some common patterns to look out for:

- $(x + y)^2 = x^2 + 2xy + y^2$
- $(x - y)^2 = x^2 - 2xy + y^2$
- $(x + y)(x - y) = x^2 - y^2$

To solve for a variable in a quadratic equation, set it equal to 0 and factor:

$$\begin{aligned} x^2 &= 10 - 3x \\ x^2 + 3x - 10 &= 0 \\ (x - 2)(x + 5) &= 0 \\ (x - 2) = 0 & \quad (x + 5) = 0 \\ x = 2 & \quad x = -5 \end{aligned}$$

Because quadratics have multiple answers (also known as the **roots of the equation**), they do not provide enough information by themselves to answer a Data Sufficiency question.

Probability {p. 310}:

Probabilities can be expressed as a fraction:

$$P = (\text{number of desired outcomes})/(\text{total number of outcomes})$$

If a jar has 4 white marbles and 5 black marbles, the probability of picking a white one is $\frac{4}{9}$. Without replacement,

the probability of getting a white marble on the next draw is $\frac{3}{8}$. The probability of both of these events occurring

(i.e., the probability of getting two white marbles in a row), is simply their product: $P = \left(\frac{4}{9}\right)\left(\frac{3}{8}\right) = \frac{3}{18}$.

To calculate the probability of a series of events, multiply the probabilities of the individual events. Remember to adjust the fraction if the previous event changed the pool of possible results. If you are not sure what needs to happen with each event, a **probability tree** {p. 312} can help you diagram the options.

The chances of something happening or not happening must equal 100% (30% chance of rain means 70% chance of no rain). If it is easier, calculate the odds of something not happening, then subtract that from 1 to determine the chance that it will happen.

Combinations and Permutations {p. 335}:

When **choosing from different sources**, the total number of combinations is found by taking the product of the choices in each source group (e.g., 2 sweaters, 3 tops, 5 skirts = $(2)(3)(5) = 30$ outfits).

- When **choosing more than once from the same source when order does not matter** (e.g., a Congressional committee), use the Combination formula:

$$C = \frac{n!}{r!(n-r)!}$$

- When **choosing more than once from the same source when order matters** (e.g., an Olympic track event), use the Permutation formula:

$$P = \frac{n!}{(n-r)!}$$

For both formulas, n is the total number of items in the group, while r is the number chosen.

Factorials {p. 338}:

- $x! = (x)(x-1)(x-2)\dots(1)$
- $5! = (5)(4)(3)(2)(1) = 120$

Factorials in fractions are easily factored out:

- $\frac{8!}{6!} = \frac{8 \times 7 \times 6!}{6!} = 8 \times 7 = 56$

Statistics {p. 370}:

The crucial terms for statistics questions are mean, median, mode, range, and standard deviation.

- **Mean** = Average.
- **Median** = the middle number in a set of items arranged in ascending order. If the set has an even number of items, the *median* is the average of the 2 numbers in the middle.
- **Mode** = the most frequently recurring number (a set can have multiple modes).
- **Range** = the difference between the greatest and least numbers in a set.

- **Standard Deviation** = a mathematically determined distance from the mean.

In a normal distribution (i.e., a bell curve), there are 3 standard deviations (SD) above the mean and 3 SDs below the mean. The first SD from the mean comprises 34% of the total; the second SD comprises 14%, and the third SD comprises the top or bottom 2%.

Functions {p. 340}:

Any weird symbol or term used in a question as a function will be fully defined for that question. Simply follow the definition and plug values for the variables into the function. **Repeating functions** {p. 341} are more tedious than difficult. Simply follow the directions (lather, rinse, repeat) as often as required.

THE QUICK REVIEW CRIB SHEET:

Use the back of QUICK REVIEW to list any additional formulas or tips (e.g., *divisibility rules* {p. 61}, etc.) that you may want to jot down on your scratch paper before the start of the exam. You can use the mouse tutorial time to do this. Just keep in mind that if you use up your scratch paper, you ll have to hand your old sheets in before you can get new ones. Nevertheless, taking the time to write some of these down before you get to work might help you remember them when you need them.

GMAT VERBAL:

In contrast to the precise answers to math problems, answers to verbal problems can seem completely arbitrary. However, the rules and techniques you learned in class will help you skirt ETS s traps. The most important skill for the verbal portion of the GMAT is **POE**.

- **The correct answer to any given GMAT verbal question is frequently little more than the least lame of the bunch.**

Sentence Correction {p. 49}:

Format: The question will present a sentence, part of which or all of which will be underlined. Answer (A) is always the same as the underlined text. The other answers are offered as alternatives to the underlined text. You cannot change the parts of the sentence that are **not** underlined. Choose the answer that creates the best sentence. As ETS says, this answer should be clear and exact, without awkwardness, ambiguity, redundancy, or grammatical error.

Often the rule being tested is signaled by a 2/3 split in the answer choices. The most common rules tested are *Misplaced Modifiers*, *Pronouns*, *Subject-Verb Agreement*, *Parallel Construction*, and *Idioms*. Your basic approach {p. 50} is the following:

1. Identify the error (using the 2/3 split, tip-offs for common errors, or differences among the answer choices).
2. Eliminate all answer choices containing that error.
3. Look for other grammatical errors (rely on differences among the answer choices).

Important: Do not rely on your ear. The credited answer may seem stilted or clumsy, but it will not violate any grammatical or stylistic rules. Beware of red pencil fever {p. 54 }. The underlined portion may well be the best available option making (A) the correct answer choice.

Misplaced Modifiers {p. 51}:

Introductory phrases or clauses will frequently be offset by a comma (e.g., Running down the street, a brick). This phrase must clearly refer to the noun or pronoun following the comma. If it does not, it is a *misplaced modifier*.

- **Modifying phrases or clauses *must* be near the things they modify.**

The only exception to this is when a modifying phrase or clause contains a pronoun which unambiguously refers to something located elsewhere in the sentence (e.g., Although they were sold over the counter at the turn of the century, the government now prohibits the sale of cocaine derivatives).

Otherwise, if the introductory phrase or clause violates this rule, you must find the answer choice which corrects it. This can be done in any of several ways, including altering the introductory phrase or clause, introducing a new

pronoun, or changing the noun or pronoun following the phrase or clause. Misplaced modifiers *can* occur elsewhere throughout the sentence.

Pronouns {p. 53}:

Pronouns must be unambiguous: singular nouns take singular pronouns; plural ones, plural. When checking for pronoun/noun agreement, beware of collective nouns, i.e., singular nouns which appear to be plural (e.g., population, group, the United Arab Emirates, etc.). ETS loves to separate pronouns and their referent nouns. Be sure to hunt through the sentence to find the proper match.

Subject/Verb Agreement {p. 113}:

Verbs must agree with their subjects in case and number. As with pronouns, beware of singular nouns that appear to be plural (e.g., The *number* of non-union workers relegated to lower-paying positions with fewer chances for upward mobility *has* increased...). ETS loves to distract you with prepositional phrases like these. Compound nouns joined by *and* are plural. When compound nouns are joined by *either/ or* or *neither/ nor*, the verb must agree with the closest noun (e.g., *Neither* Pedro *nor* his sister *is* going to the party, but *Neither* the priest *nor* the nuns *play* in the parish's full-contact rugby matches.).

Parallel Construction {p. 241}:

These errors appear in two basic arrangements, with lists and using comparisons. Items in lists must all be voiced in the same manner. This frequently entails changing the part of speech. Be on the lookout for the following:

- Commas
- Lists of phrases (e.g., Among the various reasons for the fall of the Roman Empire were a burgeoning of Christianity, a ceaseless infiltration by Barbarian tribes, and *lacking one central ruling power.*)

Comparisons must always compare like things. Frequently, this is done by replacing a mistaken word with a relative pronoun (e.g., The rules of written English are more stringent *than those of spoken English.*). Be on the lookout for the following:

- Language of comparison (e.g., better than, more likely, higher, etc.)
- Make sure you have the same language on both sides of the comparison

Idioms {p. 114}:

There's no mystery to answering an idiom question: you either know it or you don't. Be on the lookout for *prepositions* in the answer choices.

Here's a list of some commonly-tested idioms:

<i>ability to</i>	It is essential that you develop the <i>ability to</i> recognize idioms.
<i>attribute to</i>	You can <i>attribute</i> your success <i>to</i> your hard work.
<i>believe to be</i>	We do not <i>believe</i> the GMAT <i>to be</i> a fair test.
<i>consider (nothing)</i>	Nor do we <i>consider</i> the GMAT a fair test.
<i>estimate to be</i>	The earth is <i>estimated to be</i> more than 4 billion years old.
<i>forbid to</i>	I <i>forbid</i> you <i>to</i> call me again after midnight.
<i>prohibit from</i>	He was <i>prohibited from</i> any further contact with the plaintiff.
<i>from to</i>	Your score can increase <i>from 500 to</i> 600.
<i>native to</i>	That plant is <i>native to</i> Australia.
<i>(a) native of</i>	Mel Gibson is <i>a native of</i> Australia.
<i>permit to</i>	<i>Permit</i> yourself <i>to</i> take a break when necessary.
<i>require to</i>	Most schools <i>require</i> you <i>to</i> submit three letters of reference.
<i>responsibility to</i>	You have the <i>responsibility to</i> read all the material.
<i>responsible for</i>	You are also <i>responsible for</i> taking the practice exams.
<i>so as to be</i>	The questions were <i>so</i> complicated <i>as to be</i> nearly incomprehensible.
<i>superior to</i>	Her results were <i>superior to</i> those of her classmates who didn't study.
<i>try to</i>	<i>Try to</i> stay awake during the essay portion of the exam.
<i>as as</i>	Studying may not be <i>as</i> much fun <i>as</i> partying, but at least it doesn't leave you with a hangover.
<i>define as</i>	Success can be <i>defined as</i> acceptance into the school of your choice.
<i>just as so too</i>	<i>Just as</i> I crossed over to the dark side, <i>so too</i> will you, my son.

not so (much) as
regard as
see as
the same as
think of as
associate with
contrast with
credit with

different from

distinguish from
distinguish between and
not only but also
not but
more than

the more the — er
hypothesis that

so that
target at
worry about
as
such as

like
whether
if

where and when

He was **not so** much brilliant **as** (he was) studious.
The CAT format is **regarded as** the future of high-tech testing.
Some **see** an MBA **as** their ticket to success.
You'll receive **the same** consideration **as** the other applicants.
Think of the CAT **as** an elaborate video game.
Many politicians prefer not to be **associated with** their past misdeeds.
My boss likes to **contrast** my work **with** that of my co-workers.
Despite contradictory evidence, Columbus is still **credited with** the discovery of America.
Teenagers today are not so **different from** their counterparts in the 1970s.
I frequently fail to **distinguish** plural nouns **from** singular ones.
However, I can easily **distinguish between** teal **and** aquamarine.
He is **not only** persistent, **but also** successful.
That was **not** funny, **but** merely childish.
Business school candidates are **more** analytical **than** the average college student.
The more you practice, **the easier** it gets.
The **hypothesis that** life began in a primordial amino acid soup is the most widely-accepted one.
He was **so** tired **that** he arrived late for the test.
These courses are **targeted at** the most highly motivated students.
Don't **worry about** the results, just do your best.
He did not take the course, **as** I did.
States **such as** South Carolina and Georgia were part of the Confederacy.
Like Georgia, South Carolina was a part of the Confederacy.
He couldn't decide **whether** to go to the post-GMAT bash.
If he goes to the party, he will surely have a great time.

Use **where** and **when** only if you are referring to an actual place or time, respectively. Otherwise, use **in which** or **that** (e.g., Algebra is a subject area **in which** I excel.).

Quantity Words {p. 264}:

Determine whether the items are countable (e.g., students, tests, etc.) or not (e.g., love, paint, etc.). Follow this format:

<i>If countable, use:</i>	fewer	number	many
<i>If uncountable, use:</i>	less	amount/quantity	much

When making comparisons, the distinctions are based upon the number of items compared.

<i>For 2 things or people, use:</i>	-er	more	between
<i>For 3 or more things or people, use:</i>	-est	most	among

Style Points {p. 309}:

After you've eliminated the answers that violate any of the major rules above, check for style issues. The key among these is concision. Good sentences are *short and sweet*. When in doubt, choose the most direct and concise answer from among your remaining answer choices. Use of the verb form *being* usually violates this guideline. Similarly, be sure to eliminate any answer choices that introduce *redundancies*.

Verb Issues:

Passive/Active Voice {p. 309}:

It is better to give than to receive. The subject of the sentence should do the action whenever possible. In nearly all cases, eliminate passive constructions (e.g., The passive should be eliminated, is bad. You should eliminate the passive whenever possible, is preferable).

Subjunctive {p. 378}:

In hypothetical situations (often signaled by *if/then*), use *were/would*. The *were* is the *subjunctive* (e.g., *If I were filthy rich, I would treat you all to champagne and caviar after the test.*). The subjunctive also occurs when a sentence suggests or demands that something be done. Here, the subjunctive is indicated by a reversion to the infinitive (e.g., *Tim demanded that the author be more precise.*). Notice the construction: *suggest/demand + that + subjunctive*.

Verb Tenses {p. 379}:

When an action started at some time in the past but continues into the present, use the *present perfect*. This is formed by using the helping verb *has* or *have* and the past participle (e.g., *She knows Manhattan so well because she *has lived* there for five years.*).

However, if some event preceded another *past* event, use the *past perfect*. This is formed with *had* and the past participle (e.g., *Greg *had run* every day until he tripped and broke his leg.*).

- **The Present Perfect is a present tense and is usually matched with the present.**
- **The Past Perfect is a past tense and is usually matched with the past.**

Gerunds {p. 265}:

When the participle of a verb (the verb + *-ing*) is used as a noun, it is known as a *gerund*. These require the possessive form of their accompanying noun or pronoun (e.g., *I was worried about *your* missing the bus.*).

Critical Reasoning {p. 64}:

While **POE** is the key to Critical Reasoning problems, it will be helpful to use the analytical approach when tackling the arguments. Begin your **C/P/A** analysis by identifying the *conclusion*, which is the main point of the passage. In response to the conclusion, ask *Why?* The statements in the argument which answer the question *Why?* are the *premises*. If you find no answer to the question *Why?*, you've probably mistaken a premise for the conclusion. The *assumptions* bridge the gap between the conclusion and the premises. Assumptions are never stated in the argument, but they must be true if the *conclusion* is to be accepted as correct.

Basic Approach {p. 99}:

Be sure to apply the four-step approach when solving Critical Reasoning problems:

1. Read the question first!
2. Next, read the passage and do your **C/P/A** analysis.
3. Try coming up with your own answer. If one answer choice matches yours, it may very well be the correct one. Nevertheless, always read the other choices to ensure that there isn't a better option.
4. Apply **POE**.

Expect to use POE on every question. Eliminate any answer choices that are **Out of the Scope**. Other potential reasons for eliminating answer choices include:

- Extreme (for assumption and inference questions)
- Wrong direction (e.g., strengthens the argument when we're looking to weaken)
- Not strong enough (for strengthen/weaken questions)

Common Patterns {p. 195}:

Certain types of arguments rely upon consistent patterns of assumptions. Recognizing these patterns will make it easier for you to know how to tackle the problem:

- *Analogy Arguments* assume that two things or situations are similar.
- *Sampling Arguments* assume that the sample tested or polled is representative of the larger group.
- *Causal Arguments* assume that there is no other cause.

Types of Questions {p. 100}

Here are the most common types of argument questions you'll encounter:

- *Weaken the Argument* {p. 100} —If more than one answer choice is viable, lean toward the most strongly-worded one.
- *Strengthen the Argument* {p. 103} — Same as above for *weaken the argument* questions.
- *Assumption* {p. 106} — Eliminate non-essential answers, including ones with unnecessarily strong language (e.g., *must, always, etc.*).

- *Inference* {p. 246} — The correct answer usually uses words like *may* or *might*. Eliminate extremes.
- *Paradox* {p. 249} — The apparent conflict between two ideas will be resolved by the correct answer, which will agree with everything in the argument. Eliminate answer choices that contradict or are inconsistent with any of the information in the argument.
- *Evaluate the Argument* {p. 304} — The correct answer will either strengthen or weaken the argument. If the answers are worded as questions, turn them into statements before using **POE**.
- *Identify the Reasoning* {p. 307} — The correct answer will describe the structure or relationship of the argument.
- *Parallel the Reasoning* {p. 384} — You must do the **C/P/A** analysis for the argument and all of the answer choices.

Reading Comprehension {p. 179}:

The format: a passage followed by 3-4 questions. Treat these as open book exams. Your challenge is to find the answers hidden in the passage as quickly as possible. Adding to the difficulty, the distracting answer choices often incorporate direct quotes while the correct answer is always a paraphrase of some portion of the passage.

Basic Approach:

Use the approach you learned in class:

1. Start by reading and deciphering the question.
2. Once you've understood the question, search the passage.
3. Skim through the passage looking for key words or structural clues that can lead you to the answer.
4. Once you've located the relevant part of the passage, read it carefully, then frame an answer in your own words. Avoid dealing with the answer choices until you've answered the question in your own words.
5. Apply POE, eliminating anything that clearly does not match your answer.

Don't panic if none of the answer choices match your self-stated answer. You may have looked in the wrong place or misread. Just go back to the passage. While your goal is to minimize re-reading, you cannot eliminate it altogether.

POE:

Remember, you are being tested on your ability to find information in the passage. You are not expected to connect the passage with any outside information. Eliminate any answer choice that relies on information not found in the passage. Also, eliminate any strongly-worded answers, unless such a strong statement is clearly supported in the passage.

Down to Two:

If you've narrowed it down to two answer choices, slow down. Rather than trying to decide which is better, go back to the passage and find something that makes one of the answers wrong.

Types of Questions {p. 182}:

Here are some of the typical types of questions ETS likes to include in the Reading Comprehension:

- *Specific Questions* require you to re-read the relevant parts of the passage to find the answer. Remember that many trap answers will contain direct quotes. The correct answer will paraphrase some part of the passage.
- *Main Idea Questions* ask about the central idea or purpose of the passage. The correct answer will cover the whole passage. Trap answers are frequently too narrow or too broad. If you are left with two answer choices, re-read the first and last lines of each paragraph for clues about the scope of the passage.
- *Structure Questions* ask you to analyze the organization or structure of the passage. For each piece of the passage mentioned in the answer choices (a theory, criticism, explanation, objection, solution, etc.), look for the sentence(s) in the passage that refer to it.
- *Tone Questions* ask you about the author's attitude toward either a specific topic or the subject matter as a whole. Most passages will be reasonably balanced, but don't confuse objectivity with indifference. Decide whether the author demonstrated a positive or critical attitude. Then, eliminate the answers that go in the opposite direction (e.g., positive when the author is negative) or too extreme (e.g., violently opposed, totally rejected) or too emotional (e.g., elated, distraught).