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Sentence Correction GMAT Strategy Guide, Third Edition

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September 30th, 2008

Dear Student,

Thank you for picking up one of the Manhattan GMAT Strategy Guides—we hope that this book refreshes your memory of the grammar that you learned a long time ago. Maybe it will even teach you a new thing or two.

As with most accomplishments, there were many people involved in the various iterations of the book that you're holding. First and foremost is Zeke Vanderhoek, the founder of Manhattan GMAT. Zeke was a lone tutor in New York when he started the Company in 2000. Now, eight years later, MGMAT has Instructors and offices nationwide, and the Company contributes to the studies and successes of thousands of students each year.

These 3rd Edition Strategy Guides have been refashioned and honed based upon the continuing experiences of our Instructors and our students. We owe much of these latest editions to the insight provided by our students. On the Company side, we are indebted to many of our Instructors, including but not limited to Josh Braslow, Dan Gonzalez, Mike Kim, Stacey Koprince, Jadran Lee, Ron Purewal, Tate Shafer, Emily Sledge, and of course Chris Ryan, the Company's Lead Instructor and Director of Curriculum Development.

At Manhattan GMAT, we continually aspire to provide the best Instructors and resources possible. We hope that you'll find our dedication manifest in this book. If you have any comments or questions, please e-mail me at andrew.yang@manhattangmat.com. I'll be sure that your comments reach Chris and the rest of the team—and I'll read them too.

Best of luck in preparing for the GMAT!

Sincerely,

Andrew Yang
Chief Executive Officer
Manhattan GMAT

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of
SENTENCE CORRECTION

SENTENCE
CORRECTION
BASICS

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- Question Format
- “Best” Does Not Mean Ideal
- Splits and Re-Splits
- Reading the Entire Sentence

SENTENCE CORRECTION BASICS

Sentence Correction is one of three question types found in the verbal section of the GMAT. Sentence Correction tests mastery of the rules of formal written English. If you master the rules, you can make significant gains in your performance on this question type.

Question Format

The format of a Sentence Correction question is extremely consistent. Read through the sample question below:

Although William Pereira first gained national recognition for his movie set designs, including those for the 1942 film “Reap the Wild Wind,” future generations remember him as the architect of the Transamerica Tower, the Malibu campus of Pepperdine University, and the city of Irvine.

- (A) including those for the 1942 film “Reap the Wild Wind,” future generations
- (B) like that for the 1942 film “Reap the Wild Wind,” future generations will
- (C) like those for the 1942 film “Reap the Wild Wind,” future generations
- (D) including that for the 1942 film “Reap the Wild Wind,” future generations will
- (E) including those for the 1942 film “Reap the Wild Wind,” future generations will

The question consists of a given sentence, part of which is underlined. As in the example above, the underlined segment may be only a small part of the entire sentence. However, the underlined segment may include most or even all of the original sentence. The five answer choices are possible replacements for the underlined segment (if the entire sentence is underlined, each of the answer choices will be a complete sentence). If you look closely at the example above, you may notice something about answer choice (A). In the example above, and in **all Sentence Correction** questions, choice (A) is exactly the same as the underlined portion of the sentence above it. The other choices, however, offer different options. The question you are answering in Sentence Correction is always the same: **which of the answer choices, when placed in the given sentence, is the best option of those given, in terms of grammar, meaning and concision** (all of which will be discussed in depth in later chapters). By the way, answer choice (A) is not always wrong. The original sentence, (A), is the correct answer just as often as the other answer choices—about 20% of the time.

“Best” Does Not Mean Ideal

It is very important to recognize that Sentence Correction questions ask for the best option of *those given*, not the best option in the *universe*. Indeed, often you will feel—and rightly so—that all the answers, including the correct one, “sound bad.” Correct GMAT Sentence Correction answers can sound very formal or awkward, so it is important to keep in mind that **your task is to evaluate the given answer choices, not to create the ideal sentence**. The ideal sentence often is not an option, and the right answer may sound rather wrong. To complicate matters, incorrect answer choices often sound right. Indeed, the GMAT exploits the fact that the English we hear is commonly riddled with grammatical mistakes.

Do not rewrite the sentence in your own words! You must choose the best answer choice from among those available.

Splits and Re-Splits

If you have not already chosen an answer for the sample question, go ahead and do so now:

Although William Pereira first gained national recognition for his movie set designs, including those for the 1942 film “Reap the Wild Wind,” future generations remember him as the architect of the Transamerica Tower, the Malibu campus of Pepperdine University, and the city of Irvine.

- (A) including those for the 1942 film “Reap the Wild Wind,” future generations
- (B) like that for the 1942 film “Reap the Wild Wind,” future generations will
- (C) like those for the 1942 film “Reap the Wild Wind,” future generations
- (D) including that for the 1942 film “Reap the Wild Wind,” future generations will
- (E) including those for the 1942 film “Reap the Wild Wind,” future generations will

Usually, the easiest splits to spot are at the beginning or end of the answer choices.

Now, how did you solve this question? Did you read the full sentence and then compare the answer choices by re-reading the sentence with each of the possible answers? That is a very common strategy, but it is one that you cannot afford. In order to complete the entire Verbal section, including the many time-consuming Reading Comprehension and Critical Reading questions, you should take no more than 90 seconds on average to answer a Sentence Correction question. In fact, consider setting your goal to 1 minute per Sentence Correction question.

The key to answering Sentence Correction questions within this time frame is to **split the answer choices** after you have read the given sentence. Follow these steps:

1. Write down “A B C D E” on your paper (or yellow tablet if you are taking the actual test). It does not matter if you write this horizontally or vertically.
2. Read the sentence, noting any obvious errors as you read.
3. Scan the answer choices vertically—do not read them—looking for differences that split the answer choices. For example, in the sample question above, you can split the answers between those that begin with *including* and those that begin with *like*. Similarly, at the end of the answers, there is a split between those with *will* and those without *will* (essentially a split between the present and the future tense of *remember*). Ideal splits will divide the answer choices into a 2–3 split (two choices with one option, three with the other). Sometimes you will find a three-way split (for example, another problem might have *have lifted*, *lifted* and *have been lifted* among the answer choices). A three-way split is useful as long as you can eliminate at least one of the options. If you identify a split that distinguishes only one answer choice from the others (a 1–4 split) and you eliminate the choice represented by only one answer choice, you will end up eliminating only that one answer. Thus, 1–4 splits are less useful than other kinds of splits, though they should still be considered.
4. Choose a split for which you **know the grammatical rule and which side of the split is correct**. Sometimes you find a split, but you do not know which side is correct. In this case, maybe you did not yet master the relevant rule. Alternatively, the split might be a “red herring split,” meaning that both sides of the split are grammatically correct.

5. On your paper, cross out the answer choices that include the incorrect side of the split.
6. Compare the remaining answer choices by **re-splitting**. Continue to find differences in the answers, but make sure you use only the answer choices that remain from your initial split.
7. Continue to split remaining choices until you have one answer left.

Splitting and Re-Splitting is the foundation of the Manhattan GMAT approach to Sentence Correction questions, so it is worth walking through the process with our sample question:

Although William Pereira first gained national recognition for his movie set designs, including those for the 1942 film “Reap the Wild Wind,” future generations remember him as the architect of the Transamerica Tower, the Malibu campus of Pepperdine University, and the city of Irvine.

- (A) including those for the 1942 film “Reap the Wild Wind,” future generations
- (B) like that for the 1942 film “Reap the Wild Wind,” future generations will
- (C) like those for the 1942 film “Reap the Wild Wind,” future generations
- (D) including that for the 1942 film “Reap the Wild Wind,” future generations will
- (E) including those for the 1942 film “Reap the Wild Wind,” future generations will

After reading the sentence and scanning the answer choices, you may notice that the answer choices have a 3–2 split between *including* and *like*. Let us assume that we do not know the rule for this issue (or whether it is a red herring split); another split needs to be found. Fortunately, there is another 3–2 split at the end of the answers: *will remember* versus *remember*. The rule for this split is clear. Since the subject of that verb is *future generations*, any action assigned to those generations, including remembering, must be in the future tense. Therefore, answer choices (A) and (C) can be eliminated.

Next, as we compare (B), (D) and (E), we find a split between *those* and *that*. Since the word *that* or *those* refers to *movie set designs*, a plural noun, it is incorrect to use the singular pronoun *that*. We must use the plural pronoun *those*. Therefore answers (B) and (D) can be eliminated, leaving us with the correct answer, (E).

In fact, we could have split the answer choices using *including* versus *like*. According to the GMAT, *like* cannot introduce examples (*such as* must be used instead). Since the underlined segment begins with an example of a set that William Pereira designed, answer choices (B) and (C) can be eliminated. Using *like* alters the meaning of the sentence, suggesting that William Pereira’s designs were simply *similar to* the designs for “Reap the Wind.”

If it seems daunting to master every rule of the English language tested by the GMAT, it may be comforting to know that, as we saw in the sample question above, most Sentence Correction questions test several different rules at once. Therefore, most answer choices can be eliminated for multiple reasons. During your review, you should master all the rules tested by a particular problem, but on test day, you only need to find one way to the right answer. Moreover, the GMAT tests only a finite number of grammatical principles, all of which are discussed in the following chapters.

Most Sentence Correction problems test multiple issues of grammar and style. During the exam, you need only one path to the right answer.

Reading the Entire Sentence

Using Splits and Re-Splits focuses your attention appropriately on the answer choices, so that you avoid repeatedly (and inefficiently) re-reading the given sentence with each possible answer inserted. However, you must begin by reading the entire sentence. For example, consider this underlined part of a sentence:

and so was unable to go to recess

You cannot decide whether this version is correct until you see the sentence in its entirety:

The students came to school without their mittens and so was unable to go to recess.

If you somehow completely ignore the non-underlined section of the sentence, you cannot know that the use of *was* is incorrect. (The subject of the verb *was* is *students*, a plural noun, so the verb should be *were*.)

The example above is elementary, but as you encounter more Sentence Correction questions, you will see that the relationship between the underlined and non-underlined parts of the sentence is both complex and crucial. Without understanding that relationship, you will miss errors and perhaps choose the wrong answer. Always read the entire sentence, as the GMAT often places important words far from the underlined portion. In fact, after you have made your choice, you should double-check that your answer works in the context of the entire sentence.

Make sure that the answer you choose works in the sentence as a whole.

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Chapter 2
of

SENTENCE CORRECTION

GRAMMAR,
MEANING,
CONCISION

In This Chapter . . .

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- Grammar: A Closer Look
- Meaning: A Closer Look
- Meaning: Choose Your Words
- Meaning: Place Your Words
- Meaning: Match Your Words
- Concision: A Closer Look
- Concision: Avoid Redundancy
- Concision: Specific Patterns of Wordiness (Advanced)
- Concision: Don't Make It Too Short (Advanced)

GRAMMAR, MEANING, CONCISION

Sentence Correction appears on the GMAT because business schools want to be sure that their admitted applicants grasp the principles of good business writing:

- 1) **Grammar:** Does the sentence adhere to the rules of Standard Written English?
- 2) **Meaning:** Is the meaning of the sentence obvious and unambiguous?
- 3) **Concision:** Is the sentence written as economically as possible?

When evaluating Sentence Correction problems, begin by looking for errors in grammar. After you have found grammar errors, look for meaning issues. Finally, if you have still not singled out an answer, choose the remaining choice that is most concise.

Grammar: Much of the language that one hears in everyday speech actually violates one rule or another. The GMAT tests your ability to distinguish between good and bad grammar, even when the bad grammar seems natural.

Consider this example: *Does everyone have their book?* This may sound fine, but only because you hear similar things all the time. The sentence actually violates the rules of Standard Written English; it should be *Does everyone have his or her book?*

Meaning: Confusing writing is bad writing. If you have to read a sentence more than once to figure out what the author is saying—or if the sentence lends itself to multiple interpretations—it is not a good sentence. Moreover, the sentence must reflect the author's true intent. The correct answer can resolve ambiguity in the original version, but you should not change the meaning that the author intends.

Concision: The GMAT does not like to waste words. If an idea expressed in ten words can be expressed grammatically in eight, the GMAT prefers eight.

Grammar: A Closer Look

This book will steer you through the major points of Standard Written English on the GMAT. Each chapter will present a major grammatical topic in depth: subject–verb agreement; parallelism; pronouns; modifiers; verb tense, voice, and mood; comparisons; and idioms. You will learn both the overarching principles of each grammatical topic and the nitty-gritty details that will help you differentiate correct grammar from poor grammar. Moreover, you will be given exercises to hone your skills in that topic.

For your reference, a glossary of common grammatical terms appears in the Appendix of this book. Do NOT be overly concerned with the grammatical terms used, as the GMAT will only test your ability to spot issues and mistakes. The terms are simply necessary to explain various grammatical rules. You should focus on being able to apply these rules, not on memorizing terms.

Grammar is the major focus of this book. The rest of this chapter, however, focuses on the other two principles of good writing: Meaning and Concision.

Even though a sentence may *sound* natural, it may not be grammatically correct according to the rules of Standard Written English.

Meaning: A Closer Look

A clear sentence is transparent—the author’s intended meaning shines through. On the GMAT, however, either the original sentence or its variations may muddy the waters. One of your tasks is to choose the answer choice that transmits the author’s intent as clearly as possible.

Sometimes the original sentence will have a clear, unambiguous meaning. In these cases, your goal is to preserve this original meaning as you correct other issues. Do not alter the author’s intent when you make your choice!

At other times, the original sentence will be confusing, and you will need to discern the author’s intent. Fortunately, this intent will not be buried too deeply. After all, the correct sentence has to be one of the five choices. Thus, the GMAT tends to make use of “small” errors in meaning that can be easy to overlook.

Most instances of *meaning errors* fall into one of three major categories:

- 1) **Choose Your Words**
- 2) **Place Your Words**
- 3) **Match Your Words**

Meaning: Choose Your Words

Did the author pick the right words out of the dictionary? If a word has more than one meaning, is the author using that word correctly, to indicate the right meaning? The GMAT rarely tests you on pure “dictionary knowledge,” but very occasionally, it tries to pull a trick on you by switching a particular word and its cousin.

My decision to drive a hybrid car was motivated by ECONOMIC considerations.
ECONOMICAL considerations motivated my decision to drive a hybrid car.

The second sentence, which is shorter and punchier, may look preferable. Unfortunately, it is wrong! *Economical* means “thrifty, efficient.” Notice that this meaning is not too distant from what the author intends to say: he or she wants an efficient automobile. But the appropriate phrase is *economic considerations*—that is, monetary considerations.

Consider the following pairs of “cousin” words and expressions, together with their distinct meanings.

aggravate (worsen) vs. *aggravating* (irritating)
known as (named) vs. *known to be* (acknowledged as)
loss of (no longer in possession of) vs. *loss in* (decline in value)
mandate (command) vs. *have a mandate* (have authority from voters)
native of (person from) vs. *native to* (species that originated in)
range of (variety of) vs. *ranging* (varying)
rate of (speed or frequency of) vs. *rates for* (prices for)

rise (general increase) vs. *raise* (a bet or a salary increase)
such as (for instance) vs. *like* (similar to)
try to do (seek to accomplish) vs. *try doing* (experiment with)

Big changes in meaning can be accomplished with switches of little words. Pay attention to the precise meaning of every word in each answer choice. Certain Helping Verbs, such as *may*, *will*, *must*, and *should*, provide another way for the GMAT to test meaning.

These helping verbs express various levels of certainty, obligation, and reality. Simply by swapping these verbs, the GMAT can completely change the meaning of the sentence. Pay attention to these little helping verbs!

Example 1

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

Either of these sentences could be correct. However, do not jump from one to the other! Stay with the intent of the original sentence, whether it uses *will* or *may*.

Example 2

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

Notice that the second sentence cannot be correct. Why? The word *should* means “moral obligation”—something that a court cannot impose. On the other hand, the use of *must* in the first sentence indicates a legally binding obligation imposed upon the plaintiff. Thus, you should go with *must*, whether the original sentence used *must* or not. Note also that on the GMAT, *should* means “moral obligation,” not “likelihood.”

Example 3

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

The first sentence could be said by someone who is unsure whether Chris and Jad have actually met: “If this did indeed happen, then that is the consequence.” The second sentence, however, predicts the consequences of a hypothetical meeting of the two men: “If this were to happen, then that would be the consequence.”

Pay attention to the original sentence’s helping verbs—and only change them if the original sentence is obviously nonsensical.

For more on helping verbs, see Chapter 7: Verb Tense, Mood, & Voice.

Little words, such as helping verbs, are extremely important to the meaning. Do not overlook them!

Meaning: Place Your Words

Beware of words that move from one position to another; the placement of a single word can alter the meaning of a sentence.

ALL the children are covered in mud.
The children are ALL covered in mud.

In these sentences, changing the placement of *all* shifts the intent from the number of children covered in mud to the extent to which the children are covered in mud. Consider another set of examples:

ONLY the council votes on Thursdays.
The council votes ONLY on Thursdays.

Note that the meaning of the sentence changes as *only* shifts position. In the first sentence, the placement of *only* indicates that the council alone votes on Thursdays (as opposed to the board, perhaps, which votes on Mondays and Fridays). In the second sentence, the placement of *only* indicates that the council does not vote on any day but Thursday.

If a word changes its position in the answer choices, you must consider whether the change has an impact on the meaning of the sentence. Look out especially for short words (such as *only* and *all*) that quantify nouns or otherwise restrict meaning.

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

The council granted the right to make legal petitions TO CITY OFFICIALS.

What does the phrase *to city officials* mean? Did the city officials receive the right to make legal petitions? Or did someone else receive the right to make petitions to the officials? Either way, the correct sentence should resolve the ambiguity:

The council granted CITY OFFICIALS the right to make legal petitions.
OR
The right to make legal petitions TO CITY OFFICIALS was granted by the council.

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

Awkward: A referendum is a general public vote through which IS PASSED A LAW OR OTHER PROPOSAL.
Better: A referendum is a general public vote through which A LAW OR OTHER PROPOSAL IS PASSED.

Sometimes, changing the position of a single word can alter the meaning of an entire sentence.

Meaning: Match Your Words

Sentences contain pairs of words or phrases that must match. For example, the subject and the verb must match. This “matching” concept has grammatical implications (for instance, the subject and the verb must agree in number), but it also has logical implications. In other words, we must remember that the subject and the verb must *make sense together!*

You might think that this principle is so obvious that it would not be tested. But under exam conditions, you have to remember to check this point. After you find the subject and the verb (a task described in the next chapter), always ask yourself, “Do they make sense together?”

A similar matching principle holds for other grammatical connections (e.g., pronouns and the nouns they refer to). Future chapters will explore each type of connection in turn, but never forget to apply the meaning issue and test the meaning of any potential connection. Connected words must always make sense together.

Concision: A Closer Look

Many Sentence Correction problems will involve concision. Often two or three answers are wrong not only because they contain grammatical mistakes, but also because they are wordy. If two choices are both grammatically correct and clear in meaning, but one is more concise than the other, then choose the shorter one.

- Wordy: They HAVE DIFFERENCES over THE WAY IN WHICH the company should MAKE INVESTMENTS in new technologies.
- Better: They DIFFER over HOW the company should INVEST in new technologies.

The first sentence is easily understood, but still poorly written. The phrases *have differences*, *the way in which*, and *make investments* are all wordy. They can be replaced with more concise expressions, as in the second sentence.

Generally, the GMAT frowns upon using a phrase where a single word will do. For example, the phrase *have differences* means the same as the word *differ*, so use the word rather than the phrase.

Remember, however, that Concision is the LAST of the three principles tested on Sentence Correction problems (Grammar, Meaning, *Concision*). Do not simply pick the shortest choice and move on. Quite frequently, the GMAT will force you to pick a longer choice that is grammatically correct and clear in meaning.

Words that are connected in a sentence, such as subjects and verbs or pronouns and antecedents, must always make sense together.

Concision: Avoid Redundancy

Another aspect of concision is redundancy. Each word in the correct choice must be necessary to the meaning of the sentence. If a word can be removed without subtracting from the meaning of the sentence, it should be eliminated.

A common redundancy trap on the GMAT is the use of words with the same meaning:

Wordy: The value of the stock ROSE by a 10% INCREASE.
 Better: The value of the stock INCREASED by 10%.
 Or: The value of the stock ROSE by 10%.

Since *rose* and *increase* both imply growth, only one is needed.

Wordy: The three prices SUM to a TOTAL of \$11.56.
 Better: The three prices SUM to \$11.56.
 Or: The three prices TOTAL \$11.56.

Since *sum* and *total* convey the same meaning, only one is needed.

Wordy: BEING EXCITED about her upcoming graduation, Kelsey could barely focus on her final exams.
 Better: EXCITED about her upcoming graduation, Kelsey could barely focus on her final exams.

Here, *being* does not add to the meaning of the sentence, so it should be eliminated. In fact, the word *being* almost always signals redundancy on the GMAT. You should avoid it whenever possible. (Note that the GMAT has recently come up with ways to make *being* right—generally, by making alternative choices grammatically wrong. So do not eliminate *being* purely as a knee-jerk reaction.)

Pay attention to expressions of time. It is easy to sneak two synonymous and redundant time expressions into an answer choice (especially if one expression is in the non-underlined part, or if the two expressions do not look like each other):

PAST:	Previously	Formerly	In the past	Before now
PRESENT:	Now	Currently	Presently	At present
YEARLY:	Annual	Each year	A year (e.g., <i>three launches a year</i>)	

Generally, a sentence should include only one such expression. This does not mean that you can never repeat time expressions in a sentence; just be sure that you are doing so for a good reason.

If two words in a GMAT sentence mean the same thing, check the sentence for redundancy. Only one of the words may be necessary.

Problem Set

A. Meaning

The underlined portion of each sentence below may contain one or more errors. Each sentence is followed by a **boldface** sample answer choice that changes the meaning of the original sentence. Select (A) if the original version is correct, (B) if the boldface version is correct, and (C) if neither is correct.

If you select (A), explain what is wrong with the boldface version. If you select (B), explain how the boldface version corrects the original version. (Remember that in Sentence Correction a change of meaning is ONLY justified if the meaning of the original sentence is illogical or unclear.) If you select (C), explain why both versions are incorrect. Note: several of these questions refer to rules and distinctions that will be discussed further in upcoming chapters.

1. No matter how much work it may require, getting an MBA turns out to be a wise investment for most people.
Even though it requires much work
2. The driver took the people for a ride who had been waiting.
the people who had been waiting for a ride
3. Rising costs to raw materials may impel us to rise prices farther.
costs of raw materials may impale us to raise prices further
4. The yellow-toed macaque, which is native to Madagascar, is known as keeping cool by laying down in damp caves during the hottest part of the day.
is native of Madagascar, is known to keep cool by lying down
5. She is the most dedicated gardener on the block, every day watering the more than 50 plants in her yard.
every day watering more than the 50 plants in her yard
6. Hector remembers San Francisco as it was when he left ten years ago.
as though he had left ten years ago
7. Students at Carver High School are encouraged to pursue extracurricular activities like student government, sports, and the arts.
activities such as student government, sports, and the arts
8. Martin's routine includes reading the daily newspaper and going to the gym.
Martin's daily routine includes reading the newspaper
9. Stacey would have gone to the party if she knew about it.
if she had known about it

A. Meaning

1. (A). The original sentence does not say that getting an MBA requires a lot of work. The expression *no matter how much work it may require* simply says that the amount of work (whether large or small) does not matter. The revised version eliminates the word *may*, so that the new sentence does say that an MBA requires a lot of work. This change of meaning is UNJUSTIFIED.

2. (C). In the original sentence, the modifier *who had been waiting* does not clearly modify *the people*. It appears, illogically, to modify the closer noun (*the ride*). The boldface version moves *who had been waiting* next to *the people*, thus making clear that it is *the people* who *had been waiting*. This change of meaning is JUSTIFIED.

However, the boldface version also makes another change of meaning. The words *for a ride* now come right after *waiting*, so it seems that these people had been *waiting for a ride*. This change of meaning is UNJUSTIFIED.

3. (C). The boldface version makes several changes to the meaning of the original sentence. Most of these changes are justified, but one of them is not—so the answer has to be (C).

The switch from *cost to* to *costs of* is JUSTIFIED. *Costs to X* are what X has to pay, whereas *costs of X* are how much somebody must pay to buy X. The latter meaning makes much more sense here, because *raw materials* are being paid for, not doing the paying.

The switch from *impel* to *impale* is UNJUSTIFIED. To *impel* is to *force* someone to do something. To *impale* something is to pierce it with a sharp instrument!

The switch from *rise* to *raise* is JUSTIFIED. *Raise* is a verb that always takes a direct object: *The Fed* (subject) *raised the interest rate* (object) *in March*. *Rise* is used only in contexts where there is no direct object: *Interest rates* (subject) *rose in March*. In our sentence, *prices* are a direct object, so the verb must be *raise*.

The switch from *farther* to *further* is JUSTIFIED. *Farther* refers only to distance (*I can throw a javelin farther than you can*) whereas *further* refers to degree of something other than distance (*We need further time and money for this project*).

4. (C). The switch from *is native to* to *is native of* is UNJUSTIFIED. The expression *X is native to Y* is used to say that X (a species) is from Y (a place). The expression *X is a native of Y* tells us that X (an individual) was born in Y (a place). Note that the boldface version is doubly wrong, because it does not even get the latter idiom right—the article *a* is missing before *native*.

The switch from *is known as keeping* to *is known to keep* is JUSTIFIED. The expression *X is known as Y* means that X is commonly referred to by the name Y: *Sean Combs was once known as "Puff Daddy."* The expression *X is known to Y* means that doing Y is a characteristic behavior of X.

The switch from *laying* to *lying* is JUSTIFIED. *Lay* is a verb that always takes a direct object: *I* (subject) *decided to lay my coat* (object) *on the sofa*. In contrast, *lie* is a verb that never takes a direct object: *I* (subject) *decided to lie down*.

5. (A). The original version contains the phrase *the more than 50 plants*. Here the words *more than* modify the number 50. The sentence therefore means that she waters her plants, of which there are more than fifty. In the boldface version, we have the phrase *watering more than the 50 plants*. Here the words

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