



Sentence Correction

Summaries

By e-GMAT.com



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Summary

key to solve sentence correction questions:

- understand the error concepts



- use a step by step process

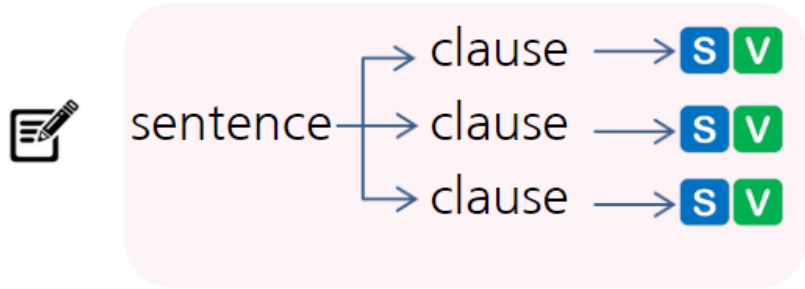


verb-like words

Summary

verb-ing as a	verb	: Mary is learning about plants.	: is/are/am/were/was/be + verb-ing 🏃 action ⌚ timing of action
	noun	: Mary loves learning about plants.	: is/are/am/were/was/be + verb-ing not present 🏃 action 🗄 replaces "something"
	adjective	: Mary has many learning tools to become a botanist.	: verb-ing + noun entity replaces ↑ what kind of something describes ↓
verb-ed as a	verb	: The cat frightened the mouse.	: verb-ed + noun entity replaces ↑ what kind of something describes ↓
	adjective	: The frightened mouse ran as fast as it could.	
to verb	presents the intention: Mary wants to learn about plants.		
👉	understand → ascertain → determine logic of the sentence → role played by words → grammatical correctness		

Summary



A sentence should have as many SV pairs as the number of clauses it contains.

S V never reside in prepositional phrases

tip: for long sentences



verb		not a verb
is	word- ing	word
was	"	
are	"	
were	"	
be	"	
am	"	
word		to word

Summary

SV pairs must agree in number



A singular subject needs a singular verb.

singular

S

+

singular

V

A plural subject needs a plural verb.

plural

S

+

plural

V



sentence $\xrightarrow{\text{composed of}}$ clause #1 + clause #2 + clause #3 + so on
S V pair **S V** pair **S V** pair

sentence $\xrightarrow{\text{when}}$ all **S V** pair  agree in number
 correct

Summary

Each subject-verb pair must make sense.

- 1 Understand the meaning of the sentence.
- 2 Identify the Subject-Verb pairs in the sentence.

subject

verb

- 3 Check that each SV pair -

✓ makes sense



subject

verb

does not make sense

✓ conveys the intended meaning

- 4 If not, then reword the sentence.

subject

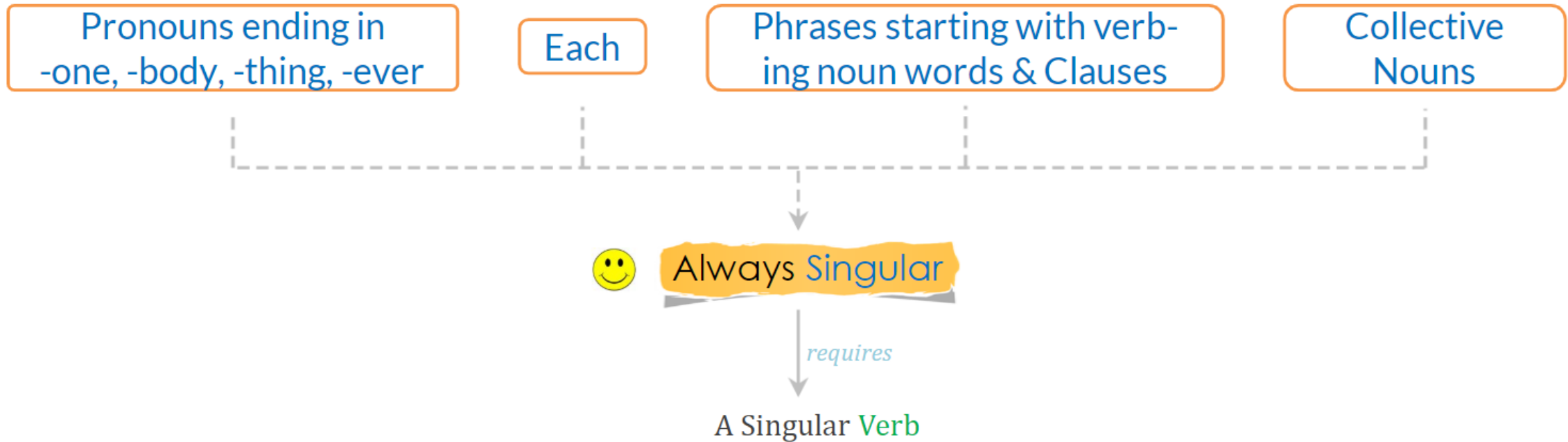
verb



makes sense

Summary

SC Questions 🤔



Simple

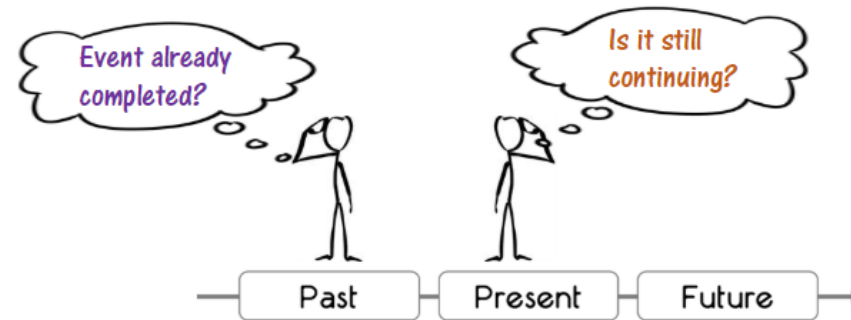
Progressive

Helpful Tips

Summary

Strategy to answer GMAT SC questions

- 1 Understand the meaning of the sentence.



- 2 Use the appropriate verb tense such that the meaning is communicated in the most effective manner.



Simple

Progressive

Helpful Tips

Summary

simple past tense

Describes actions that happened and completed in the past.

- Last Friday, Amy went to see her family.

Describes facts that were true in the past and are no longer true.

- Last year, Sam lived in the house in the countryside.

simple present tense

Describes facts that are true in present.

- Sam lives in a two-bedroom house.

Describes habits or actions of general practice that happen in present.

- Everyday Amy eats breakfast at 8 a.m.

Describes facts.

- Water boils at 100°C.

simple future tense

Describes facts or actions that will take place in the future.

- Sam will live in the house in the countryside next year.

Simple

Progressive

Helpful Tips

Summary

progressive past tense

Describes an ongoing or continuous event in the past when some other event occurred.

- I was listening to music when the power went off.

progressive present tense

Describes events that are ongoing or continuous in the present time.

- Amy is studying for her exams.

progressive future tense

Describes an ongoing action that will happen in future when some other action will take place.

- Amy will be studying for her exams when Mary's concert begins.

simple present tense

- Amy studies with her friends.

meaning = As a general practice, Amy studies with her friends. But at this instant, she may be doing some other activity.



progressive present tense

- Amy is studying with her friends.

meaning = Right now, Amy is studying with her friends.

Simple

Progressive

Helpful Tips

Summary

GMAT Tip



If the intended meaning is to express an action that is in progress at the current time, then DO NOT use Simple Present Tense. Use Progressive Present Tense instead.

- *Sam **is living** with his sister.*
meaning = Sam is temporarily living with his sister.
- *Sam **lives** with his sister.*
meaning = Sam lives with his sister on a permanent basis.

GMAT Tip

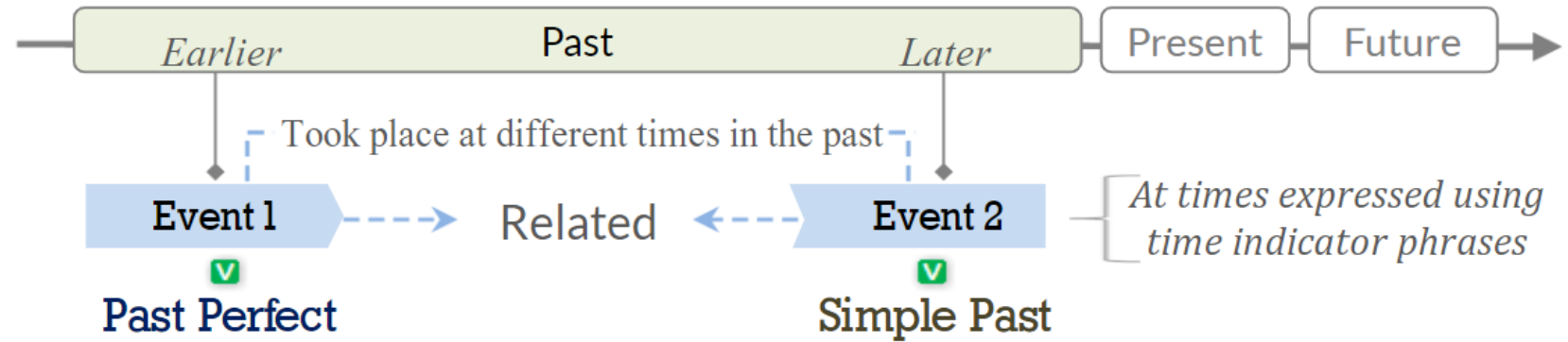


Simple Past Tense is typically used for events of past that have a definite time period. If definite time period is not specified, Present Perfect Tense is preferred.

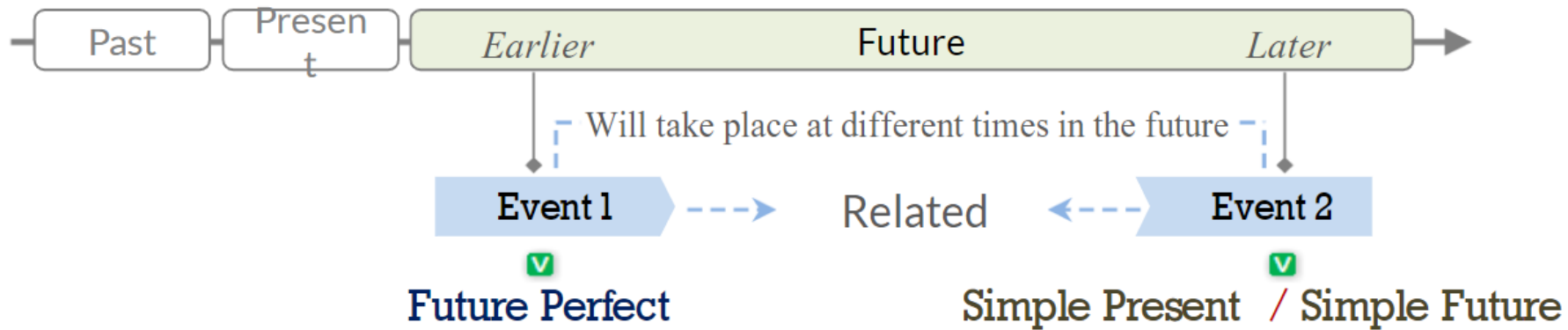
- *Amy **saw** Europe last month.*
- *Amy **has seen** Europe.*

Summary

Past Perfect Tense



Future Perfect Tense



Summary

conditional construction

if...then constructions – used to express conditions

- 1 if “condition”, then “outcome”
- 2 if “condition”, “outcome”
- 3 “outcome”, if “condition”

only specific verb tenses allowed in if-then

if clause tense	then clause tense	usage
simple present	simple present	<i>fact/ habit</i>
	simple future	<i>certainty</i>
	simple future	<i>possibility</i>
simple past	simple past	<i>fact/ habit</i>
	would-verb	<i>unlikely event</i>
past perfect	would have verb	<i>event not occurred</i>

use of conditional ‘would’

use ‘would’ to express

uncertainty

expectation about future

hypothetical condition

assumption

Summary

1 Usage of a Subjunctive Verb

REQUIRE 'To Verb'	
Advise	Allow
Forbid	Persuade
Want	

REQUIRE ' Subjunctive Verb'		
Demand	Dictate	Insist
Mandate	Propose	Request
Recommend	Stipulate	Suggest

Use EITHER 'Subjunctive' or 'To Verb'		
Ask	Beg	Desire
Intend	Order	Prefer
Require	Urge	

2 For Singular Subjects, use of Subjunctive Verb is counter to Subject-Verb Agreement Rules.

 Subjunctive Verb ALWAYS Plural 

3 A Subjunctive Verb is Always Used with THAT



*Modifiers may be placed in this construction

Summary


 **pronoun** $\xrightarrow{\text{is used in place of}}$ **noun or other pronouns or phrases not adjectives**

pronoun
 antecedent

conditions to be met

pronoun reference

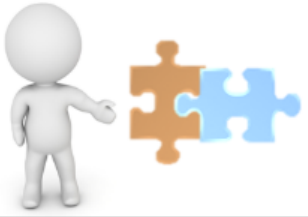
pronoun $\xrightarrow{\text{refers to}}$ only one antecedent



*Presence of multiple nouns before the pronoun may not imply that the sentence is incorrect.

must make sense


pronoun - antecedent pair



*Understand the meaning of the sentence.
 *Logical antecedent of pronoun must exist.

must agree in no.

pronoun - antecedent pair



Summary

Modified entity Modifiers	Nouns	Verbs	Clauses
Words	Adjective i swift, red, good	Adverb i swiftly, correspondingly	
Phrases	Prepositional phrases i Adjective phrases Noun phrase Verb-ing & verb-ed phrases on the table red in color author who writes fiction colored in red	Prepositional phrase i on Thursday evenings	Verb-ing phrases To verb phrases
Clauses	Relative pronoun clauses i that is kept on the table	Clauses beginning with i when, because, if, etc. when it rains	
Placement Rules	<u>close</u> to Nouns	anywhere in the sentence	

Summary



modifiers in a sentence

- worded correctly
- placed correctly



three methods to correct modifier errors

reposition

modifier \longleftrightarrow close to modified entity

reword

change modifier or modified entity

change voice

modifier \longleftrightarrow close to modified entity

Summary



rule ✓ intended meaning *-----makes-----* logical sense ✓ no ambiguity in modification

verb-ing modifier

noun entity ✓

- e.g. #1 | **Wearing** a black shirt, Joe played with the puppy.
- e.g. #2 | Joe, **wearing** a black shirt, played with the puppy.
- e.g. #3 | Joe played with the puppy **wearing** a black collar.

- ✓ modifier , noun
 - ✓ noun , modifier ,
 - ✓ noun modifier
- (no comma)

generic description ✓

- E.g. 4 | Amy skipped school, **giving** the excuse of stomach ache.
- E.g. 5 | The startup closed all its operations, **citing** political instability as the primary reason.

modified action → same doer
 ✓ modifier action

describe ✓

how aspect of action ✓

- E.g. 6 | **Arranging** rare exotic flowers in a symmetric pattern, Mary made a beautiful bouquet.
- E.g. 7 | **Singing** a beautiful song, Sam mesmerized everyone present in the room.

✓ action , modifier

✓ modifier , action

(depends on sentence context)

action ✓

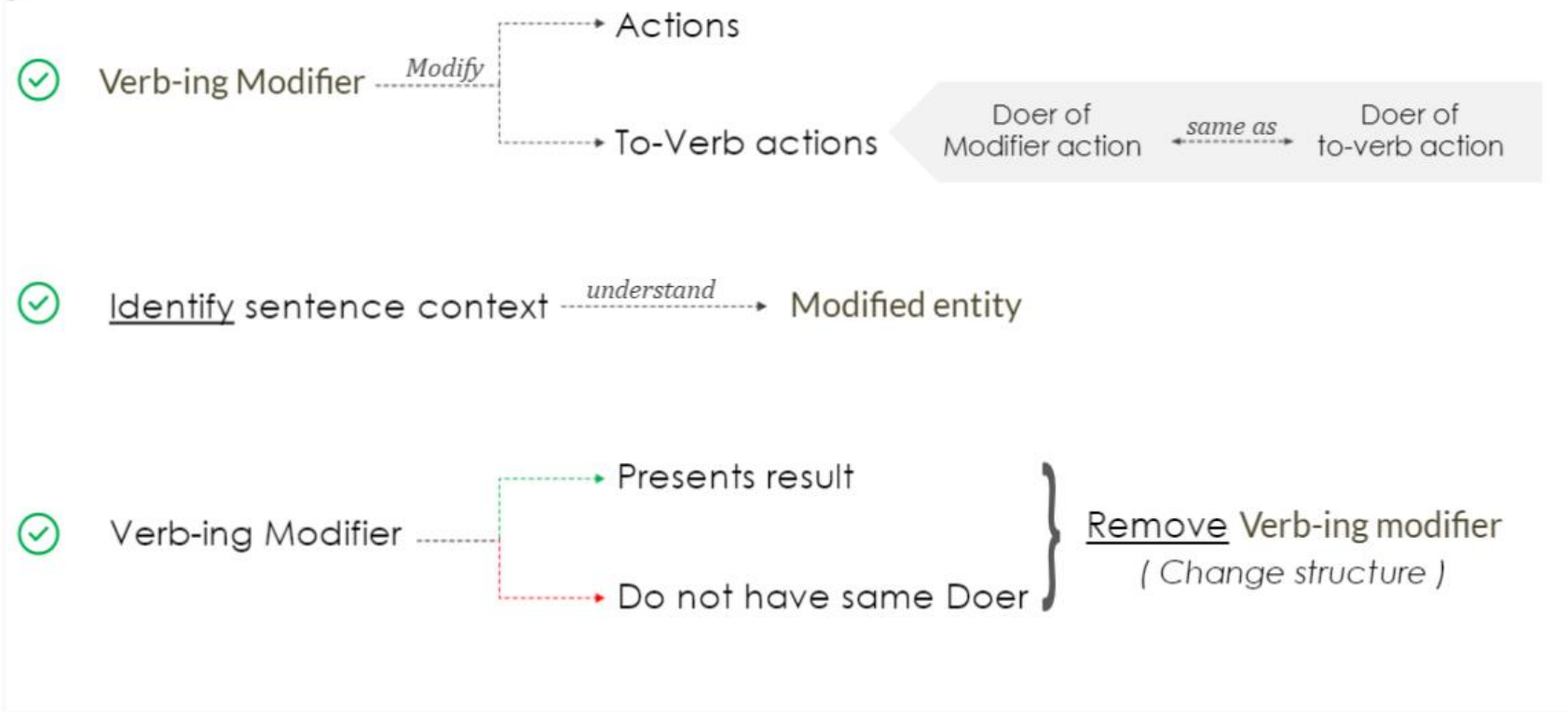
Result ✓

- E.g. 8 | Mary made a beautiful bouquet, **winning** accolades from everyone.
- E.g. 9 | BP Corporation drilled deep sea oil wells, **destroying** the coral reefs.

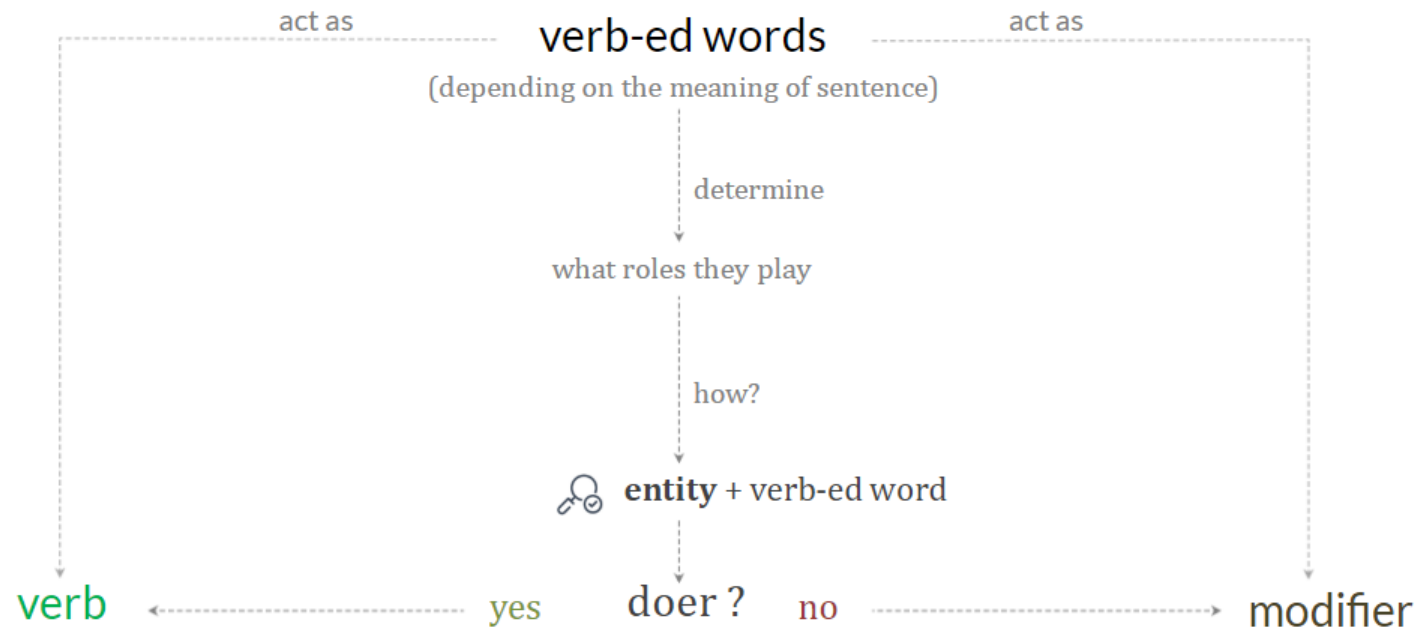
✓ cause -----> result


while writing cause and effect

Summary



Example 1	Example 2	Concept	Example 3	Example 4	Summary
-----------	-----------	---------	-----------	-----------	----------------



 how verb-ed modifiers are formed?

grammar enthusiast [Click Here](#)

Summary

modify nouns

e.g. #1 A company **founded** on sound business principles achieves much higher success.

e.g. #2 **Designed** to withstand low earth orbit radiation for 20 years, the space ship cannot be made with poor quality materials.

e.g. #3 Mayan polychrome vases, **painted** with courtly scenes, present intimate glimpses into the Mayan world.

e.g. #4 Artist Leonardo Da Vinci is revered as a genius for his painting Mona Lisa, **viewed** by about six million people at the Louvre every year.

modify actions

e.g. #1 **Motivated** by the excellent performance of the marketing team, the CEO decided to double its allotted financial goal for the quarter.

e.g. #2 **Excited** about her first job, Joanne threw a big party for all her friends and family.

Takeaway

placement

noun
S + v-ed modifier + V + O

v-ed modifier, noun
S + V + O

noun
S, v-ed modifier, V + O

noun
S + V + O, v-ed modifier

v-ed modifier, action
S + V + O

thumbs up icon

no ambiguity

clear modification

thumbs up icon

comma or no comma
(does not have an impact)

different

verb-ing modifier

thumbs up icon

stringent grammatical rules

thumbs up icon

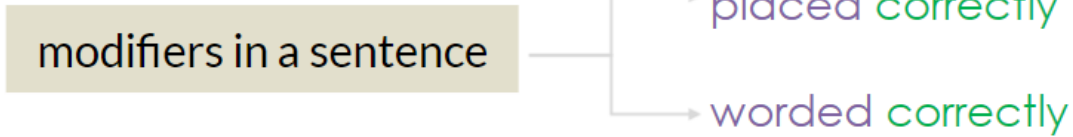
modification

logical — clear

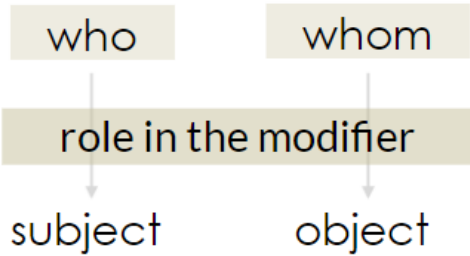
thumbs up icon

context of sentence
determine
what makes logical sense

Summary



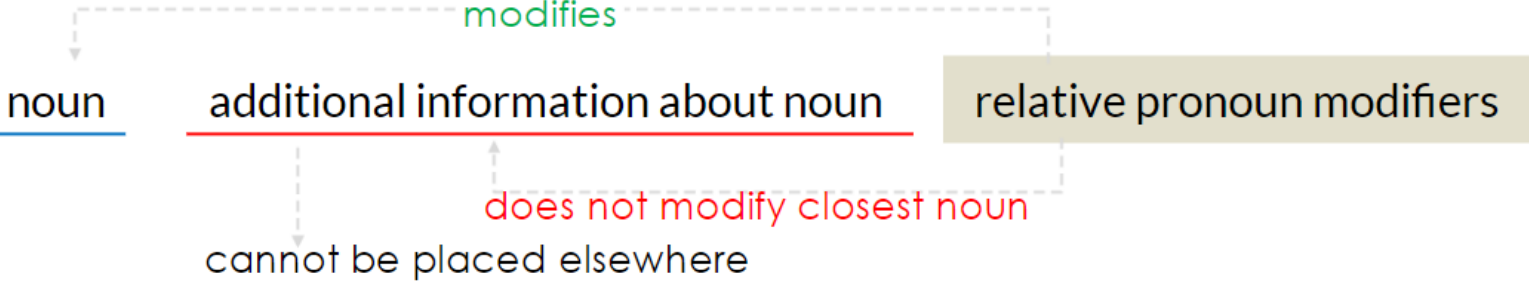
Relative Pronoun	Who	whom	Whose	Which	That
people	✓	✓	✓	✗	✗
things	✗	✗	✓	✓	✓



general rule



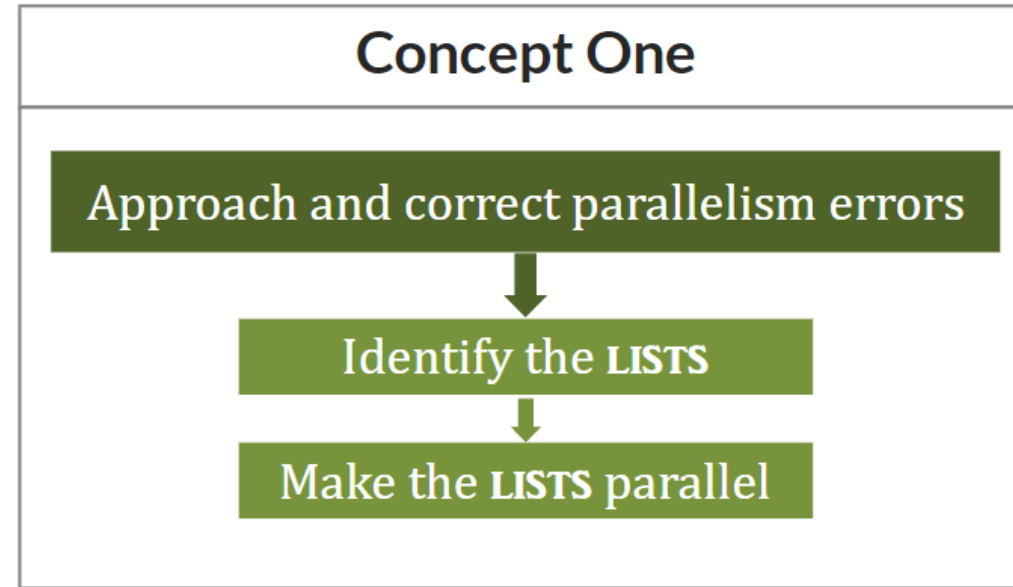
exception



Phrase should not create any ambiguity in the meaning.

Parallelism Errors

Course Structure

**Concept Two**

- Identifying and correcting **LISTS**

Concept Three

- Identifying and correcting **LISTS**
using some helpful tips

Summary



Step 1
Are there any markers?

indicate

LISTS

words as markers		
and	or	but
either..or	neither..nor	not..but
rather than	from..to	both..and

verbs as markers
is
represents
appears

**Not an exhaustive list*

Step 2
Do all elements of the LIST talk about a common topic?

Refer

Meaning of the sentence

ensures

LIST

- Element 1
- Element 2
- :
- Element n

talk about
same topic/
theme/idea



Always Remember!

Step 3
Do all elements of the LIST maintain the same structure?



Must be Consistent



The order of appearance of words should be same

Should play the same role:

- All nouns
- All verbs
- All modifiers



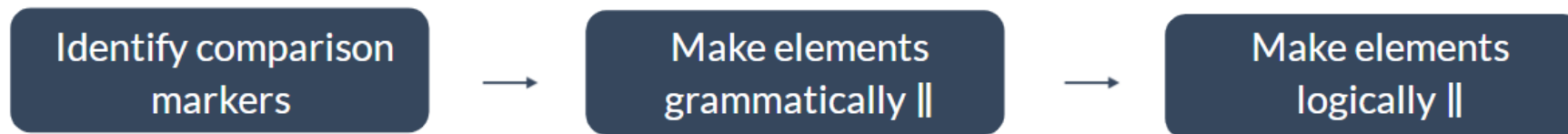
Summary

- 1 Comparison/contrast sentences should be parallel.



- 2 Presence of comparison/contrast words —————> indicates comparison/contrast in sentence

like as than compared to different from



Summary

1 Comparative words require use of 'THAN'

Less..Than

More..Than

Smaller..Than

Better..Than

2 Usage of Comparison/Contrast Words

Correct Usage	Incorrect Usage
<input type="checkbox"/> In Comparison/Contrast With/To	<input type="checkbox"/> When Compared/Contrasted To
<input type="checkbox"/> Compared/Contrasted With/To	<input type="checkbox"/> When Compared/Contrasted With
<input type="checkbox"/> As Compared/Contrasted To	<input type="checkbox"/> As Compared/Contrasted With

3 Usage of Distinguish/Distinction Words

Correct Usage	Incorrect Usage
<input type="checkbox"/> Distinguish between X and Y	<input type="checkbox"/> Distinction From/With/To
<input type="checkbox"/> Distinction between X and Y	<input type="checkbox"/> Distinguish between X From/Or Y

Summary

We use **LIKE** to present comparison between two logical entities.



Incorrect usage of LIKE in GMAT

1	Like followed by a clause
2	Like used to present examples
3	Like presents illogical comparison
4	Like presents ambiguous meaning
5	Incorrect placement of like changes intended meaning

Correct usage of LIKE in GMAT

Always followed by a Noun/Pronoun
Replace “like” with “such as” to present examples
Must present comparison between logical entities
MUST present intended comparison for clear meaning
Placed like at the correct place to show intended comparison

Summary

1

Comparison

As + Clause

e.g. Amy takes care of the children in the day care as a mother does.

2

Two Simultaneous Actions

As + Clause

e.g. As I was traveling in the subway, I noticed attended bags underneath the seat.

AS
Four Key
functions

Identify sentence context

3

Reasoning

As + Clause

e.g. Mary has substituted green tea for coffee as she wants to cut down her caffeine consumption.

4

Role/Function of a Person or Thing

As + Noun

e.g. As an elder sister, Emma takes care of her siblings very well.

Summary



Functions		
	Like	As
Comparison	✓	✓
Function	✗	✓

Like vs. As

Usage		
	Like	As
Comparison	+ Noun	+ Clause
Function	✗	+ Noun



e-GMAT 3 - Step Process



Meaning Analysis

Understand the Intended Meaning of the sentence

Ascertain the function of As / Like

Error Analysis

Evaluate possible errors in the given sentence

Usage of As and Like

If Comparison

Like + Noun

As + Clause

If Function

As + Noun

Process of Elimination

✗
✗
✓
✗
✗

Eliminate the incorrect choices

Scan every answer choice carefully

Summary

Expressions Using 'AS'

❑ As X as

(comparison)

e.g. Life can be as fun as you want.

❑ As much X as Y

(comparison)

Sam is depressed as much because he is away from his family as because he is not doing well in his job.

❑ As long as

(provided that)

Marie will go on this cruise as long as it is not too expensive.

❑ As X so Y

(in the same way)

As you sow, so shall you reap.

Expressions Using 'SO'

❑ So X that Y

(Y explains or describes X)

e.g. The test was so difficult that I could not even complete it.

❑ So that

(purpose)

He spoke slowly so that the assistant could write everything down.

❑ So long as

(provided that)

Marie will go on this cruise so long as it is not too expensive.

❑ So too

(as well)

As Google grows, so too do its antitrust issues.

Expressions Using 'AND'

❑ Between X and Y

e.g. The competition is between the Republicans and Democrats.

❑ Both...And

Both Mary and Sally are cooking in the potluck this weekend.

Summary

Expressions Using 'OR/NOR'

□ Either X or Y

e.g. Tonight, I can wear either black dress or white dress.

□ Neither X Nor Y

Tonight, I can wear neither black dress nor white dress.

□ Whether X or Y

I have not decided whether I should wear black dress or I should wear white dress.

Expressions Using 'NOT'

□ Not X but Y

e.g. He is not a permanent teacher but a substitute teacher.

□ Not only X but also Y

Sally not only likes almonds but also likes pecans.

□ Not X but rather Y

Tomato is not a vegetable but rather a fruit.

Miscellaneous Expressions

□ X rather than Y

e.g. Marie likes sleeping late rather than waking up early in the morning.

□ X instead of Y

Marie likes sleeping late instead of waking up early in the morning.

□ From X to Y

The stock market plummeted from 1000 points to 800 points today.

Summary

Countable Nouns

☞ CAN be counted as discrete objects

☞ Have PLURAL Form

☞ Following words are allowed -

- | | |
|---|--|
| ✓ Few
(Few <u>songs</u>) | ✓ Number
(Number of <u>songs</u>) |
| ✓ Numerous
(Numerous <u>songs</u>) | ✓ Many
(Many <u>songs</u>) |

Uncountable Nouns

☞ CANNOT be counted as discrete objects
— Need unit to quantify

☞ Do not have PLURAL Form

☞ Following words are allowed -

- | | | |
|--|---|--|
| ✓ Less
(Less <u>music</u>) | ✓ Much
(Much <u>attention</u>) | ✓ Great
(Great <u>patience</u>) |
| ✓ Amount
(Amount of <u>air</u>) | ✓ Little
(Little <u>attention</u>) | ✓ Equal
(Equal <u>justice</u>) |



Words ALLOWED with Either Nouns

- | | |
|--|---|
| ✓ More
(More <u>music</u> & more <u>songs</u>) | ✓ Most
(Most <u>patience</u> & most <u>people</u>) |
| ✓ Enough
(Enough <u>patience</u> & enough <u>songs</u>) | ✓ All
(All <u>attention</u> & all <u>songs</u>) |

Summary

When multiple items are compared, specific words are used depending upon whether -

Comparison between 2 items

- ✓ Between
- ✓ More
- ✓ Better
- ✓ Less

Comparison with > 2 items

- ✓ Among
- ✓ Most
- ✓ Best
- ✓ Least



Increase vs Greater

Increase/Decrease

Express change of same thing over time

e.g. The price of gold has increased over the past 3 decades.

Greater/Lesser

Express comparison between two different things

e.g. The price of gold is several orders of magnitude greater than the price of silver.

Summary

Such as vs. Like

Always use "such as" to introduce examples.

- ✓ Many forms of exercise exist such as walking, running, and swimming.
- ✗ Many forms of exercise exist like walking, running, and swimming.

[Learn More](#)

Affect vs. Effect

↓ ↓
Verb Noun

- ✓ The entire town was affected by the storm.
- ✓ The storm had devastating effects.

[Learn More](#)

Aggravate vs. Aggravating

↓ ↓
to make worse annoying

- ✓ It is aggravating when health insurance does not cover all treatments.
- ✓ Loud noises aggravate headaches.

[Learn More](#)

Summary

Means



Learn More

✓ Walking is a means of exercise. → Walking is a kind of exercise.

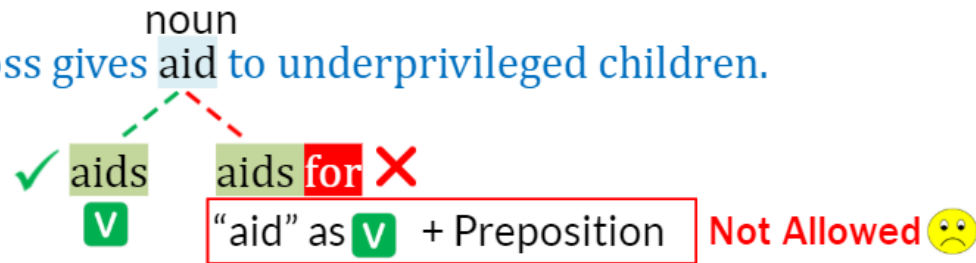
✓ Dieting is a means to reduce weight. → Dieting method to reduce weight.

Aid



Learn More

✓ Red Cross gives aid to underprivileged children.



Account



Learn More

✓ Per the account [means "narrative"] of firefighter, negligent bon fire in the campsite accounted for [means "to be cause of"] the raging forest fire.

Rate



Learn More

✓ Rates for insurance coverage have increased over the last two years. usage for Price

✓ Rate of change of stock prices indicates the extent of volatility. usage for Measure