

SENTENCE CORRECTION

1. SUBJECT VERB AGREEMENT

Rule 1: subject and Verb must make sense

Eg: After being shut down, **the production plant** in a small town of Tokyo **resulted** in severe loss of jobs and hence severe economic degradation of the local community.

Yellow – Subject, **Green** = verb, **Grey** = prepositional modifier

The production plant alone can not result in the loss of jobs. Hence, need to rephrase it.

Rephased sentence:

Shutdown of the production plant in a small town of Tokyo **resulted** in severe loss of jobs and hence severe economic degradation of the local community.

Here, the shutdown results in the loss of jobs, which makes sense.

Steps:

1. Remove prepositional phrases
2. Identify the subject and verb pair
3. Check if the S-V pair make sense together
4. Rewrite if it does not make sense

Rule 2: Subject-verb must agree in number

Singular Subject = Singular Verb

Plural Subject = Plural Verb

Eg: Not surprisingly, **folks** in the land of Jefferson **are taking** a stand against an **approach** that stand to make an indebted citizenry yet more dependent on an already immerse federal.]

S-V pairs:

1. Folks – Are taking (**Correct**)
2. Approach – Stand (**Incorrect**) → Since the subject is Singular, change the verb to '**stands**'

Rule 3: Countable & Non-Countable subjects

Certain words are ALWAYS **singular** in nature:

1. A Pronoun subject that ends with: -one, body, thing or ever

Pronouns	one	body	thing
Any	Anyone	Anybody	Anything
Every	Everyone	Everybody	Everything
No	No one	Nobody	Nothing
Some	Someone	Somebody	Something

ever
Whatever
Who ever

2. EACH

- a. When acted as a subject, it will always be singular

Eg: **Each** of the students **is** supposed to be attentive in the class (*each as singular*)

- b. When acted after the main subject, it takes the verb according to the subject.

Eg: **John and Antony** each **boost** voting stakes in general growth of the company
(*here each is present after the subject and hence Subject decides the nature of the verb*)

3. Phrases or Clauses when acts as Subject are ALWAYS Singular

Eg: **Eating healthy foods** **is** good for physical health.

Here, 'foods' can not be taken as a subject, rather whole phrase acts as a subject

Eg: **whoever wants this book** **is** welcome to take it from the stage

Here, yellow highlighted is a clause and hence must be followed by singular verb

4. Collective Nouns: a group of items ALWAYS take Singular verb

Example:

Army	Crowd	Fruit	Jury
Society	Orchestra	Navy	Class
Family	Flock	Citrus	Furniture
Baggage	Department	Team	Company

Rule 4: Words that change number of the subject

1. AND

- a. Only word that can change singular word to plural

- b. Combine two or more entity

Eg: **Jack and Jill** **are going** up the hill. (*Jack and Jill combine to make it plural subject*)

2. EACH/EVERY is used **BEFORE** AND, to make the subject **Singular**.

- a. EACH or EVERY used before the subject

Eg: **Each** condiment and herb **brings** a distinctive flavour to the dish.

Every boy and girl **has** to participate in annual function

(*use of 'each' and 'every' in the above examples, make the subject singular*)

3. EACH/EVERY is used **AFTER** the subject created **No Effect** on the subject.

- a. The four largest truck **fleets** **each** **account** for at least 20% of market share.

(*'each' comes after the subject 'fleets', which is plural, and hence the verb 'account' is plural*)

4. Either/Neither is used **Before** the subject, always makes it **Singular**.

- a. **Neither** of the **two lights** on the main street **is** functional. (*singular verb used for plural subject*)

5. When or/nor/Either...or/neither....nor is used, verb must agree with closed subject.
- a. **Neither** the manager **nor the employees** **were** present in the office today morning.
(Neither-nor is used so the verb 'were' agrees with closest subject 'employees')
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2. VERBS

1. Past Perfect Tense

It is used when an earlier event is given, and something happened after that event in past.

Eg 1: **She had slept** [when her **phone rang**] – *in this example, she slept first and then her phone rang.*

Eg 2: **She slept** [when her **phone rang**] – *this sentence implies, she slept **at the same** time when her phone rang.*

Usage of perfect tense changes the meaning of the sentence in that it changes the time frame for the clause it is used in.

Eg 3: **The paintings** that **were stolen** from the museum this year **were bought** by the **curator of the museum** in a coveted action in Paris.

In this example two verbs are given and the use of simple past in both means that both the events happened at the same time, i.e. the painting was stolen at the same time when it was bought the curator. Which does not make sense. Clearly, the painting needs to be bought first for them to get stolen later. So, the error can be fixed as below:

The paintings that **were stolen** from the museum this year **had been bought** by the **curator of the museum** in a coveted action in Paris.

Eg 4: **By the time** the world war II ended, **America had dropped** two atomic bombs on Japan. *One may notice that this sentence has only 1 verb i.e. 'had dropped' but the phrase 'By the time...' is also giving another timeframe which happened later. So, even though it doesn't seem like it, but two events are happening here one after another. And hence his sentence is correct.*

1.1 Exception to past perfect tense

eg 1: **The scientists** **learned** about the changes in earth that happened **after** the last **ice age** **had destroyed** the life on earth.

Notice the use of word 'after' here. It already states the timeframe of one event with respect to other and hence the use of past perfect is OPTIONAL in this case.

Same is the case if word 'before' etc.

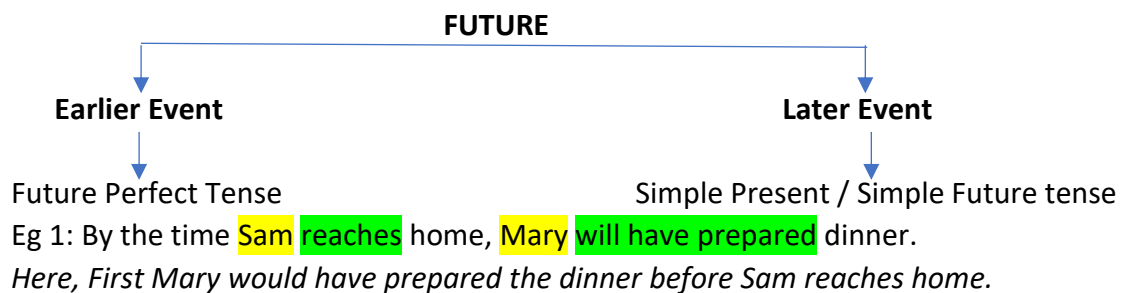
Eg 2: Recently **scientists** **learned** about the **changes** in the earth that **had happened** during the last ice age.

*Here, even though two separate events are shown and one may tend to use past perfect to arrange the sequence of the event, but these two are **independent events**. And hence, one must use a past simple tense here.*

Recently **scientists** **learned** about the **changes** in the earth that **happened** during the last ice age.

2. Future Perfect Tense

It refers to the two events are will take place in future at two different time frames.



Eg 2: When Sam gets home, Mary will prepare dinner.
This sentence is not using a perfect tense, and hence the meaning intends that Mary will start preparing the dinner at the same time when Sam gets home. 2 events will take place at 1 time.

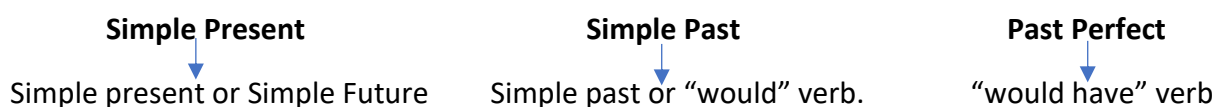
3. If – Then Construction (used to express conditions)

Construction:

- If + Clause 1 (condition), Then + Clause 2 (outcome), or
- If + Clause 1 (condition), Clause 2 (outcome), or
- Clause 1 (outcome), If Clause 1 (condition)

eg: If you exercise regularly, then you will stay healthy,
if you exercise regularly, you will stay healthy,
You will stay healthy if you exercise regularly.

Rules for if-then construction:



A. Simple present

eg: 1. If Sam plays with any toy, it is his remote-controlled airplane

*Here, in the outcome clause simple present (is) is used, which states Sam’s **habit or a fact**.*

2. If Sam plays with any toy, it will be his remote-controlled airplane

*Here, in the outcome clause simple future (will be) is used, which states a **Certainty**.*

3. If Sam plays with any toy, it may be his remote-controlled airplane

*Here, in the outcome clause ‘may be’ is used, which states a **Possibility**.*

B. Simple Past

eg: 1. If Sam played with any toy, it was his remote-controlled airplane

*Here, in the outcome clause simple past (was) is used, which states Sam’s **habit or a fact**.*

2. If Sam played with any toy, it would be his remote-controlled airplane

*Here, in the outcome clause simple future (will be) is used, which states a **Uncertainty**.*

3. If Sam plays with any toy, it may be his remote-controlled airplane

Here, in the outcome clause 'may be' is used, which states a **Possibility**.

C. Past Perfect

eg: 1. If Sam had played with any toy, it would have been his remote-controlled airplane

Here, in the outcome clause simple past (was) is used, which states **an event not occurred**.

4. Subjunctive Verb

Subjunctive verb same as regular verb but it will always be **Plural**

eg: The company board of directors demanded that CEO resign immediately.

Here, as per the normal S-V agreement, the verb should have been 'resigns' since it belongs to the subject 'CEO', but notice the presence of verb 'Demanded' and hence the verb (resign) becomes subjective and is to be used in plural form

The subjunctive verb is **ALWAYS** used with '**THAT**'. The construction is as follows:

Demand/request/Recommended word + That + Subject + Subjunctive verb

Eg: The recommendation THAT each division submit the sales figures by end of each month will be provided in next division meeting.

Here, the trigger word 'recommendation' (to use subjunctive verb) is given followed by THAT and the subjunctive verb 'submit'. Note that even though the subject 'division' is singular in nature, still plural verb form is to be used.

Subjunctive words required for Demand, Recommendation or Request verbs			
Demand	Dictate	Insist	Suggest
Propose	Recommend	Request	Mandate
Stipulate			

Some of the verbs do not follow subjunctive construction but follow construction "**To verb**" for example:

To Verb' Required		
Advise	Allow	Forbid
Persuade	Want	

Some of the verbs follow both **subjunctive construction** and "**To verb**" construction, for example:

Use either 'subjunctive' or 'To verb'		
Ask	Beg	Desire
Intend	Order	Prefer
Require	Urge	

3. PRONOUNS

Pronouns are the word used in the place of nouns, which is known as the antecedent of the pronoun.

Eg: Amy likes to keep fit, so she goes for jogging every morning.

Here, *she* is the pronoun used for its Antecedent/noun 'Amy'

Each pronoun MUST refer to ONLY 1 NOUN

Rule 1: Wherever there is an ambiguity, use Noun instead.

Eg: In the accident, the car hit the tree, but it was not damaged.

We are not sure what the pronoun 'it' refers to. And hence, avoid using pronoun here and use 'car' instead.

Rule 2: Avoid Prepositional phrase to check clearly what the pronoun refers to.

Eg 1: The teacher included the pronoun handout in the grammar folder so that the students can refer to it later.

What does 'it' refer to? The Handout or the Folder? Clearly, by eliminating the prepositional phrase we get to know that the focussed subject here is the Handout and hence the placement of pronoun is correct.

Eg 2: Jennie selected Pink colour from the palette, since she thought it would match the furniture.

Here two pronouns are given:

1. She – Clearly, she refers to Jennie, with the verb 'thought'
2. It – It refers to the 'Pink colour' and not 'the palette' since palette is in prepositional phrase.

Rule 3: The Pronoun and its Antecedent MUST agree in number (Singular/Plural)

Eg 1: The biggest economic advancement that US and South Korea have attempted – a free trade agreement signed in April 2007 – has not been completed because it awaits ratification from its respective lawmakers.

Here, 'it' refers to A Free Trade agreement and hence agreeing in number.

While, 'its' refers to US and South Korea and hence the use of 'Its' is incorrect and 'Their' must be used a pronoun.

4. MODIFIERS

- Modifiers in a sentence provides additional information about a Noun / Verb or a Main Clause.
- A modifier can either be a word, phrase, or a clause.

Approach to solve Modifier errors:



Eg: **Black** **bookcase** **contains** all the books that **Amy** **likes** to read, **an avid reader**.

Note the 2 modifiers here: 1. **Black**, and 2. '**An avid Reader**'

Let us do the checklist to see if all the above boxes are fixed or not.

Black

- Spot the modifier: Black
- What is being modified: Bookcase
- Is it placed correctly? Yes
- Is it worded correctly? Yes
- Correct modifier errors: Not required

An avid Reader

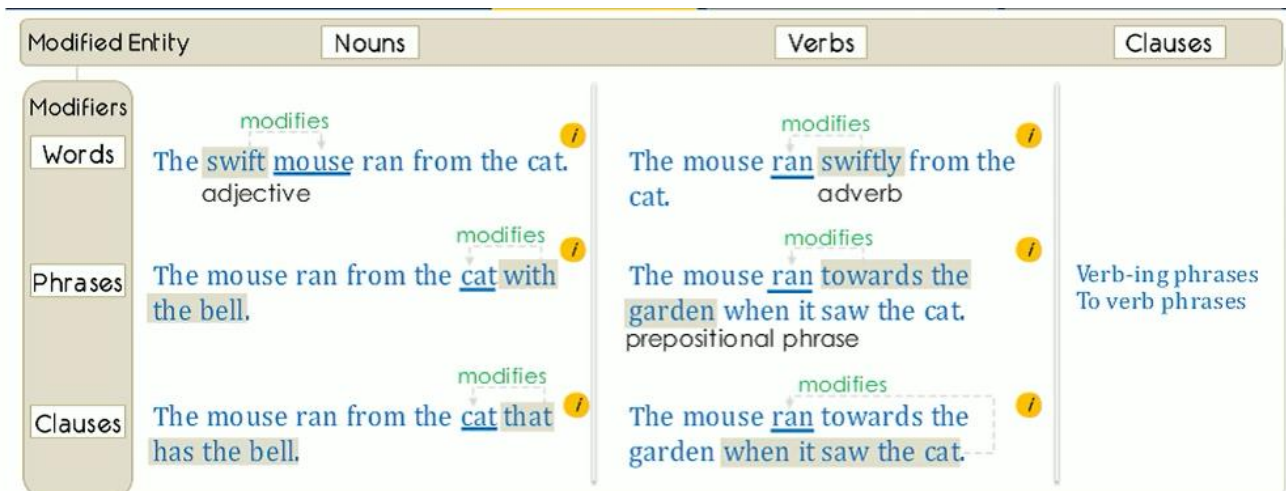
- Spot the modifier: An avid reader
- What is being modified: Amit
- Is it placed correctly?: No
- Is it worded correctly?: Yes
- Correct modifier errors: Misplaced error

Fix the sentence:

Black **bookcase** **contains** all the books that **Amy**, **an avid reader**, **likes** to read

Look how the placement of the 2nd modifier is changed to move it closer to the noun that it modifies.

Types of Modifiers:



<i>Takeaway</i>	Modifier	<ul style="list-style-type: none"> → <u>MUST Be Placed Close to the NOUN that it modifies.</u> → <u>NEED NOT be Placed Close to the VERB that it modifies.</u> → <u>MUST MAKE SENSE with the ENTITY that it modifies.</u> 	Placed correctly Worded correctly
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CORRECTING MODIFIER ERRORS

1. Reposition

In some cases, the modifier is placed far away from the noun/pronoun/entity it tends to modify. As a rule, the modifier shall be placed as close as possible to the noun it modifies.

Eg: Rural dwellers can get satellite internet, but it is far slower than the ambitious satellite services that were being developed a decade ago, with longer lag times.

Here, the modifier 'with longer lag times' is wrongly modifying decade ago. And neither it modifies 'the ambitious satellite services' but it does make sense to use it with 'satellite internet'. Make it closer to it:

Rural dwellers can get satellite internet, but with longer lag times, it is far slower than the ambitious satellite services that were being developed a decade ago.

2. Reword

Eg: Based on eating high calorie food, Joe gained 20 pounds.

The verb+ed modifier clause is supposed to modify the verb 'gained' but it is modifying 'Joe' in this case, which is incorrect.

Solution 1: Modified entity + helping verb + Modifier

Joe +is+ Based on eating high calorie food, gained 20 pounds. It doesn't make sense, so move to solution 2.

Solution 2: Use verb+ing form in the Modifier + modified entity.

Eating high calorie food, Joe gained 20 pounds. Here, because of verb+ing form, it now modifies the whole clause.

3. Change Voice

Eg: Kept on the top-most shelf of the rack, John Snow wrote these books.

Here, the modifier seems to be modifying 'John Snow', rather it should modify 'these books'. It can be solved by changing the voice of the modified entity from active to passive.

Kept on the top-most shelf of the rack, these books were written by John Snow.

(John Snow knows nothing, still writing books huh?) :P

Verb-ed MODIFIERS

The Verb-ed modifiers, modify the closest noun.

Eg: Designed to withstand low earth orbit radiation by 20 years, the spaceship can not be made with poor quality materials.

Here the modifier correctly modifies the intended noun 'the spaceship', and hence this sentence is correct.

Verb-ing & MODIFIERS

1. Without comma

S+V + noun + verb-ing modifier

In this case, the modifier **modifies only the preceding noun.**

Eg: Joe killed the snake sleeping behind the house. There modifier modifies only the noun 'snake' here

2. With comma

Construction 1: S+V + noun , verb-ing modifier.

In this case, the modifier **modifies the complete clause** before it, and **not the noun**.

eg: Joe killed the snake, using the stick

The modifier 'using the stick' modifies the complete clause before comma and the sentence intends that 'Joe killed the snake by a stick'

Construction 2: verb-ing modifier , S+V + noun

Here the modifier can modify the **either the complete clause** after comma or **the immediate subject**, depending on the meaning intended.

Eg: Using the stick, Joe killed the snake.

The construction 1 can do two things"

a. Describing the clause, it modifies



1. Eg: Joe killed the snake, using the stick. – *It explains how the snake was killed*

b. Showing Result of the clause

1. Eg: Joe killed the snake, ending its misery – Here, it explains the result of killing the snake

RELATIVE PRONOUN MODIFIERS

1. People vs Things:

Relative Pronoun		Who	Which	That	Whose
 People		✓	✗	✗	✓
 Things		✗	✓	✓	✓

Eg 1: The detective who solved the sniper case will be interviewed by CNBC new channel.

The word 'who' correctly refers to the detective. We can not use 'which' and 'that' for people.



Eg 2: The knife who was used in the sniper murders is part of the evidence kit.

The usage of the word 'who' is incorrect here. For non-living things, 'which' or 'that' is more appropriate here.

Eg 3: The phone whose battery died is of no use now. | The girl whose purse was stolen is upset.

The word 'whose' can be used to both People and Things.

2. Who vs Whom

Relative Pronoun		Who	Whom
 People		✓	✓
 Things		✗	✗
Role in the modifier		Subject	Object

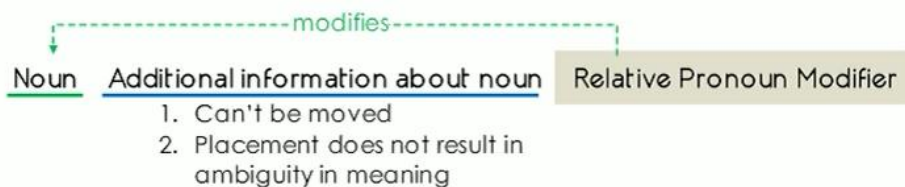
Eg 1: Susie will offer employment to the girl who she interviewed last Friday.

The modifier is modifying 'the girl' but in the modifying clause 'she' acts as **subject** and 'the girl' as **object**, therefore, instead of 'who', **whom** should be used.

Eg 2: Susie will offer employment to the girl who works in another department.

The modifier is modifying 'the girl' and in the modifying clause 'the girl' acts as **subject**, therefore, 'who' is correct.

3. Exceptions for usage



Eg: I killed the snake with eggs, which lived in the burrow behind my house.

Here, the modifier already refers to 'the snake'. Also, after comma 'which' is mentioned as another modifier. It will not make sense if 'which modifier' modifies 'the eggs', rather, it will make sense for it to modify 'snake'. The example states that, 'which' does not always modifies the closed noun.

5. COMPARISON

1. THAN



Comparative words require use of **THAN**

- Less ..Than More ..Than Smaller ..Than Better ..Than

e.g.



She is taller than other girls in the class. ✓

as compared to ✗

Takeaway



Comparative words

Always Use →

'THAN'

less more smaller better larger

2. COMPARISON/CONTRAST

Correct Usage

In + Comparison/Contrast + With/To

- In Comparison With/To In Contrast With/To

Compared/Contrasted + With/To

- Compared With/To Contrasted With/To

e.g.1

The economists' assessment stands in stark contrast with Mr. Obama's popularity with the public. ✓



Incorrect Usage

When + Compared/Contrasted + To



- When Compared To When Contrasted To

As + Contrasted + With



- As Contrasted With

As contrasted with Mr. Obama's popularity with the public, the economists' assessment is critical of him. ✗

3. DISTINGUISH/DISTINCTION

Correct Usage	Incorrect Usage
Distinguish/ Distinction + between + X + and + Y <input type="checkbox"/> Distinguish between X and Y <input type="checkbox"/> Distinction between X and Y	<input type="checkbox"/> Distinction from <input type="checkbox"/> Distinction with <input type="checkbox"/> Distinction to <input type="checkbox"/> Distinguish between X from Y <input type="checkbox"/> Distinguish between X or Y <input type="checkbox"/> Distinguish X from Y

e.g.1 The central bank should **distinguish between** guiding inflation expectations during the global financial crisis **and** doing so during normal economic periods. ✓

from

4. LIKE

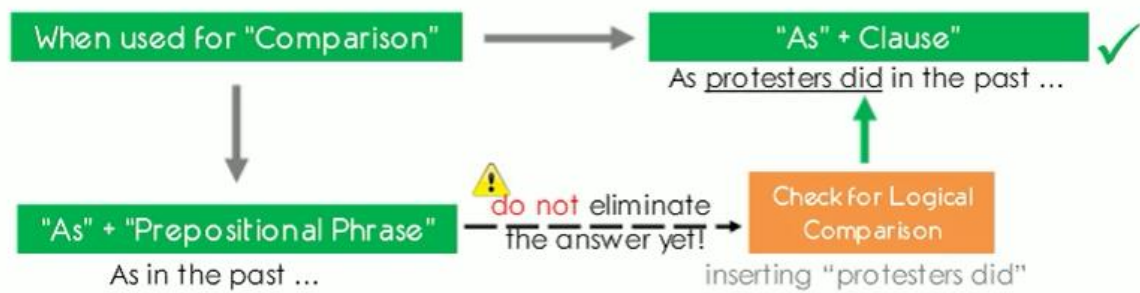
Correct usage of like:

- i. Shows similarities between two entities.
- ii. Present Logical comparison
- iii. Conveys intended meaning of the sentence
- iv. Always followed by either Noun or Pronoun

Incorrect Usage of Like	
<div style="display: flex; align-items: center;"> Incorrect </div> <ol style="list-style-type: none"> 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 	<div style="display: flex; align-items: center;"> Correct </div> <ol style="list-style-type: none"> 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 Place like at the correct place to show intended comparison

5. AS

When used in comparison, 'As' can not be followed by just a noun.



Various Functions of "AS"



6. COMPARISON

1. AS

a. AS X AS

Eg: Life can be as fun as you want.

b. AS MUCH X AS Y (used for comparison)

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

The clause before and after the second 'as' should follow parallelism.

c. AS LONG AS (means provided that)

eg: Marie will go on the cruise as long as Harry is coming.

'Harry' is coming is a condition which has been put by Marie to come on the cruise.

d. AS X SO Y (same way)

eg: As you sow, so shall you reap.

Show how once action is done in a similar way as the other.

2. SO

a. SO X THAT Y (X leads to Y)

Eg: The test was so difficult that I could not complete it on time.

Here, 'I could not complete the test' is the result which is explained by X (i.e. test was difficult)

b. SO THAT (shows purpose of X)

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

The later part after 'so that' is the purpose of 'him speaking slowly.'

c. SO LONG AS (means provided that)

eg: Marie will go on the cruise so long as Harry is coming.



'Harry' is coming is a condition which has been put by Marie to come on the cruise.

d. SO TOO (means as well)

eg: Google grows, so too do its antitrust virus.

Here, the growth of virus is shown in same way as that of Googles'

3. AND

Expressions	Examples
Between X and Y	 The competition is between the Republicans and Democrats. ✓ <i>Note: 'or' is crossed out with a red X above the word 'and'.</i>
Both...And	 Both Mary and Sally are cooking in the potluck this weekend. ✓ <i>Note: 'or' is crossed out with a red X above the word 'and'.</i>

4. OR/NOR

Expressions	Examples
<p style="text-align: center;">⇄ ⇄</p> <p style="text-align: center;">Either X or Y</p>	<p style="text-align: center;">and ✗</p> <p>Tonight, I can wear either black dress or white dress. ✓</p>
<p style="text-align: center;">⇄ ⇄</p> <p style="text-align: center;">Neither X Nor Y</p>	<p style="text-align: center;">and ✗</p> <p style="text-align: center;">or ✗</p> <p>Tonight, I can wear neither black dress nor white dress. ✓</p>
<p style="text-align: center;">⇄ ⇄</p> <p style="text-align: center;">Whether X or Y</p>	<p>I have not decided whether I should wear black dress or I should wear white dress. ✓</p> <p style="text-align: right;">and ✗</p>

5. NOT

Expressions	Examples
<p style="text-align: center;">⇄ ⇄</p> <p style="text-align: center;">Not X but Y (= Not X but rather Y)</p>	<p style="text-align: center;">but also ✗</p> <p>He is not a permanent teacher but a substitute teacher. ✓</p> <p style="text-align: center;">but rather ✓</p>
<p style="text-align: center;">⇄ ⇄</p> <p style="text-align: center;">Not only X but also Y</p>	<p style="text-align: center;">pecans ✗</p> <p>Sally not only likes almonds but also likes pecans. ✓</p> <p style="text-align: center;">likes pecans ✗</p> <p>Sally likes not only almonds but also pecans. ✓</p> <p style="text-align: center;">as well ✗</p> <p style="text-align: center;">and also ✗</p>
<p style="text-align: center;">⇄ ⇄</p> <p style="text-align: center;">Not X but rather Y (= Not X but Y)</p>	<p style="text-align: center;">it is a fruit ✗</p> <p>Tomato is not a vegetable but rather a fruit. ✓</p> <p style="text-align: center;">but ✓</p>
Takeaway	Use of rather lays more emphasis on the difference between X and Y

5. MISC.

Expressions	Examples
<p style="text-align: center;">⇄ ⇄</p> <p style="text-align: center;">X rather than Y</p>	<p style="text-align: center;">to sleep → ← to wake ✓</p> <p>Marie likes sleeping late rather than waking up early in the morning. ✓</p>
<p style="text-align: center;">⇄ ⇄</p> <p style="text-align: center;">X instead of Y</p>	<p style="text-align: center;">to wake ✗</p> <p>Marie likes sleeping late instead of waking up early in the morning. ✓</p>
<p style="text-align: center;">⇄ ⇄</p> <p style="text-align: center;">From X to Y</p>	<p style="text-align: center;">to 800 points from 1000 points ✓</p> <p>The stock market plummeted from 1000 points to 800 points today. ✓</p> <p style="text-align: center;">upto ✗</p>

6. QUANTITIES

a. Countable/Uncountable Nouns

Countable Nouns	Uncountable Nouns
Few	Less
Number of	Amount
Numerous	Little
Many	Much
	Great
	Equal
More	More
Most	Most
Enough	Enough
All	All

b. Comparison

Comparison between 2 items	Comparison between >2 items
Between	Among
More	Most
Better	Best
Less	Least
Bad	Worse

c. Increase vs Greater

Increase/Decrease	Greater/Lesser
<p> Express change of same thing over time</p> <p>e.g.</p>  <p>INCREASE in gold price over time</p> <p>The price of gold has increased over the past 3 decades. ✓</p> <p>Better Version 😊</p> <p>The price of gold is greater now than it was in 1990.</p> <p>Not incorrect 😞</p>	<p> Express comparison between two different things</p>  <p>Price of gold = \$1000/oz Price of silver = \$17/oz</p> <p>The price of gold is several orders of magnitude greater than the price of silver. ✓</p> <p>The price of gold has increased price of silver by several orders of magnitude. ✗</p>

7. FUNCTIONAL WORDS

a. Such as vs Like

Such As is used to show **Examples**, while **Like** is used to show the **similarity**.

b. Affect vs Effect

Affect is always used as a verb, and it means 'to have an influence on'

eg: **Hot weather** **affects** my ability to enjoy outdoor activities. (*affect acting as verb*)

Effect is always used as a noun, and it means 'to have a result'

eg: **Hot weather** **has** a huge **effect** on my outdoor activities. (*effect acts as noun here*)

c. Aggravate vs Aggravating

Aggravate = To make worse (VERB)

eg: Loud noises aggravate headache.

Aggravating = Annoying (ADJECTIVE)

eg: His aggravating temperament is no longer tolerable.

Even though several republicans claim that the financial bailout **will be wasting taxpayers' money and aggravating poverty**, none of them can prove their claims with actual calculations.

a. will be wasting taxpayers' money and aggravating poverty (*wrong usage of word aggravating*)

b. would be wasting taxpayers' money and aggravating poverty (*tense and usage of word aggravating*)

c. will waste taxpayers' money and aggravate poverty

d. would have been wasting taxpayers' money and aggravating poverty (*tense and word aggravating*)

e. will be wasting taxpayers' money and aggravate poverty (*parallelism*)

d. As a Means of/To



e. AID

It can be used both as a verb and a noun.

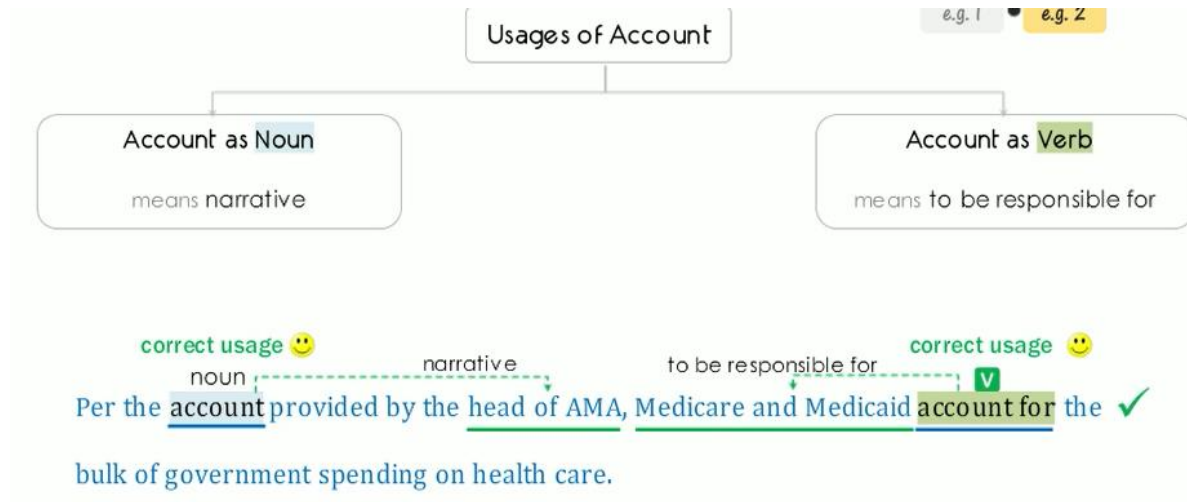
i. Aid as Verb – When used as verb then preposition is not required.

eg: Red cross aids ~~for~~ underprivileged children.

ii. Aid as Noun – When used as a noun then preposition is required.

eg: Red cross provides aid **for** the underprivileged children.

f. ACCOUNT



g. RATE

