SPOTTING THE ERRORS

VERBS

A Self-Help Booklet for CDS Aspirants

Workman-like English · Discovery-Based Learning · Self-Assessment

What's inside this booklet

- Step up your Success — your motivation and goals
- How Spotting-Errors Questions Look — 10 solved examples each (Verbs)
- What Do You Understand by Verbs? — a discovery-based lesson
- Would You Assess Yourself as You Learn? — 30 practice questions
- Check Your Target Learning Performance — answers & explanations

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Step up your Success

Dear CDS Aspirants,

Welcome aboard! Every year, the General English paper quietly decides who moves a step closer to that uniform — and 'Spotting the Errors' on verbs is one of its favourite battlegrounds. Here is the good news: verb errors follow patterns, not surprises. Once your eye is trained to notice subject-verb agreement, tense-shifts, and modal misuse, these questions turn from traps into free, predictable marks.

By the end of this booklet, you will be able to recognise the twelve tense structures at a glance, apply the golden rules of subject-verb agreement instantly, and solve a spotting-errors item calmly and correctly — without translating it in your head first.

Remember: speed comes after accuracy, never before it. So read slowly today, and race tomorrow. Let's begin!

Your target learning goals for this booklet

✓ Recognise verb errors on sight, without translating rules in your head.

✓ Understand *why* an option is wrong — not just *which* option is wrong.

✓ Build exam speed: aim for under 30 seconds per question.

✓ Self-check your progress with two full practice sets before test day.

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How Do Spotting-Errors Questions on Verb Look?

Every question in this section gives you one sentence, broken into three underlined parts — (a), (b) and (c). One of these parts may carry a noun error. If the sentence is completely correct, you choose (d), 'No error'. Here are ten real-life inspired examples to warm up your eye before we go into the concept notes.

Q1. Each of the candidates **(a)**/ have submitted **(b)**/ their application forms before the deadline. **(c)**/ No error **(d)**

Q2. By the time the examiner arrived, **(a)**/ the students already finished **(b)**/ writing their answer sheets. **(c)**/ No error **(d)**

Q3. Neither the coach nor the players **(a)**/ was aware **(b)**/ of the sudden change in the schedule. **(c)**/ No error **(d)**

Q4. She insisted on **(a)**/ me to complete **(b)**/ the assignment before the weekend. **(c)**/ No error **(d)**

Q5. If I would have known **(a)**/ about the exam pattern earlier, **(b)**/ I would have prepared differently. **(c)**/ No error **(d)**

Q6. He has not attended **(a)**/ and will not attending **(b)**/ the workshop next week. **(c)**/ No error **(d)**

Q7. A number of students **(a)**/ was absent **(b)**/ due to the heavy rains yesterday. **(c)**/ No error **(d)**

Q8. Since the results were declared, **(a)**/ he is celebrating **(b)**/ with his friends every evening. **(c)**/ No error **(d)**

Q9. Every teacher and every student **(a)**/ were asked **(b)**/ to submit feedback about the new curriculum. **(c)**/ No error **(d)**

Q10. I would rather to stay **(a)**/ at home today **(b)**/ than travel in this storm. **(c)**/ No error **(d)**

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Answers & Explanations

Q	Ans	Explanation
1	(b)	**Correction: "has submitted".** "Each of" is always followed by a singular verb, no matter how many nouns follow it. So 'have' must become 'has'.
2	(b)	**Correction: "had already finished".** Two past actions are being compared, and one (finishing) was complete before the other (arriving) happened. The earlier action needs the Past Perfect tense — "had already finished".
3	(b)	**Correction: "were aware".** When subjects joined by 'neither...nor' differ in number, the verb agrees with the subject nearer to it — here, "players" (plural). So 'was' becomes 'were'.
4	(b)	**Correction: "my completing".** A gerund following a preposition ('on') must be governed by a possessive pronoun, not an infinitive. "me to complete" becomes "my completing".

Q	Ans	Explanation
5	(a)	**Correction: "If I had known".** In a Past Conditional ('if' clause referring to an unreal past), the 'if' clause takes the Past Perfect ('had known'), while 'would have' belongs only in the main clause.
6	(b)	**Correction: "will not attend".** In a compound sentence, each auxiliary verb must be completed with its own correctly-formed main verb. "will not" must be followed by the base form — "attend", not "attending".
7	(b)	**Correction: "were absent".** "A number of" means "many" and always takes a plural verb (contrast this with "the number of", which takes a singular verb). So 'was' becomes 'were'.
8	(b)	**Correction: "has been celebrating".** A clause beginning with 'since' pairs with the Present Perfect (Continuous) in the main clause, not the Present Continuous. "is celebrating" becomes "has been celebrating".
9	(b)	**Correction: "was asked".** Any noun qualified by 'every' or 'each' takes a singular verb — even when two such nouns are joined by 'and'. So 'were' becomes 'was'.
10	(a)	**Correction: "would rather stay".** Expressions like 'would rather', 'had better' and 'rather than' are followed directly by the base form of the verb, without 'to'.

What Do You Understand by Verb?

Before we hand you a single rule, we want you to find it yourself. Read each short example, sit with the "Can You Spot the Pattern?" question for a moment, and only then look at the "Rule Unlocked" box. Grammar you discover sticks far longer than grammar you're told.

Let's begin with a mystery

Can You Spot the Pattern?

Read these two word-groups aloud:

"The bright orange sun over the quiet hills."
"The sun rises over the quiet hills."

Only one of these actually tells you something is happening. Which one — and what single word makes the difference?

You probably spotted it instantly: the word *'rises'*. Remove it, and the sentence is just a pretty label for a picture — it does not report an event. Add it back, and suddenly time starts moving; something occurs. That one small but powerful job — reporting an action, an occurrence, or a state of being — is what a verb does. It is, quite literally, the engine of every sentence.

Rule Unlocked

A verb is a word that expresses an action ("runs"), an occurrence ("happens"), or a state of being ("is", "seems").

Sorting the Verb Family

Can You Spot the Pattern?

Look closely at these three sentences and ask yourself: what is each verb doing differently?

(i) Meera drew a portrait.

(ii) The audience laughed.

(iii) The soup tasted delicious.

In sentence (i), '*drew'* reaches out and grabs something — a portrait. Take away a *'portrait'* and the sentence feels incomplete ("Meera drew..." drew what?). In sentence (ii), *'laughed'* needs nothing else — *'The audience laughed'* is already a complete thought. In sentence (iii), '*tasted'* is not describing an action at all; it is quietly connecting '*soup'* to the quality '*delicious'*, like an equals sign. Three verbs, three different jobs.

Rule Unlocked

Main verbs fall into three working categories:

- Transitive — passes its action onto a direct object (*'Meera drew a portrait.'*)
- Intransitive — the action is complete in itself, no object needed ('*The audience laughed.'*)
- Linking — connects the subject to information about it, rather than showing action ('*The soup tasted delicious.'*)

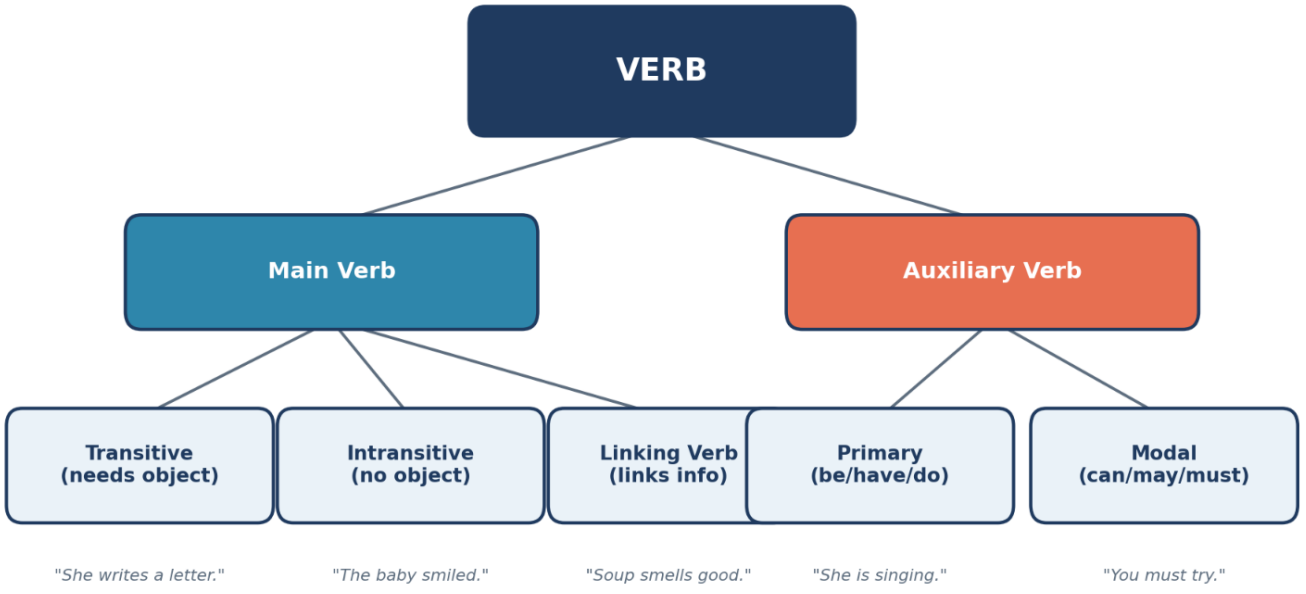

Figure 1: The Verb family tree

The Helpers Backstage Verbs

Can You Spot the Pattern?

Compare: "She sings." and "She is singing." and "She has been singing for an hour." — the main verb 'sing' hasn't changed meaning much, so what are 'is' and 'has been' doing there?

They're not lazy extras — they are *auxiliary (helping) verbs*, and they do real grammatical work: fixing the tense, building the passive voice, or forming questions and negatives. A separate group of helpers — can, could, may, might, must, should, will, would, shall — are called *modal auxiliaries*, and instead of marking tense, they add a shade of meaning: possibility, permission, obligation, or willingness.

- Primary auxiliaries — forms of "be" (is, am, are, was, were), "have" (has, have, had), and "do" (do, does, did)
- Modal auxiliaries — can, could, may, might, shall, should, will, would, must, ought to, need, dare, used to

✗ Notice This	✓ Now This
He can to swim very well.	He can swim very well.
Why: A modal is always followed by the bare infinitive — never 'to'.	

Mapping the Twelve Tenses

Can You Spot the Pattern?

Here's a quick experiment. Say these four sentences about the same verb 'study' out loud and time-stamp each one in your head: 'I study.', 'I am studying.', 'I have studied.', 'I have been studying.' Which one is simply a fact, which one is happening right now, which one is a finished result, and which one is an ongoing stretch of time?

You just discovered the logic behind English tense-building on your own. Every tense is really an answer to two questions: WHEN did it happen (past / present / future). and HOW is it being viewed (simple fact / continuous action / completed result / ongoing-and-unfinished action). Multiply 3 time-zones by 4 'views' and you get exactly twelve tenses — no more, no less.

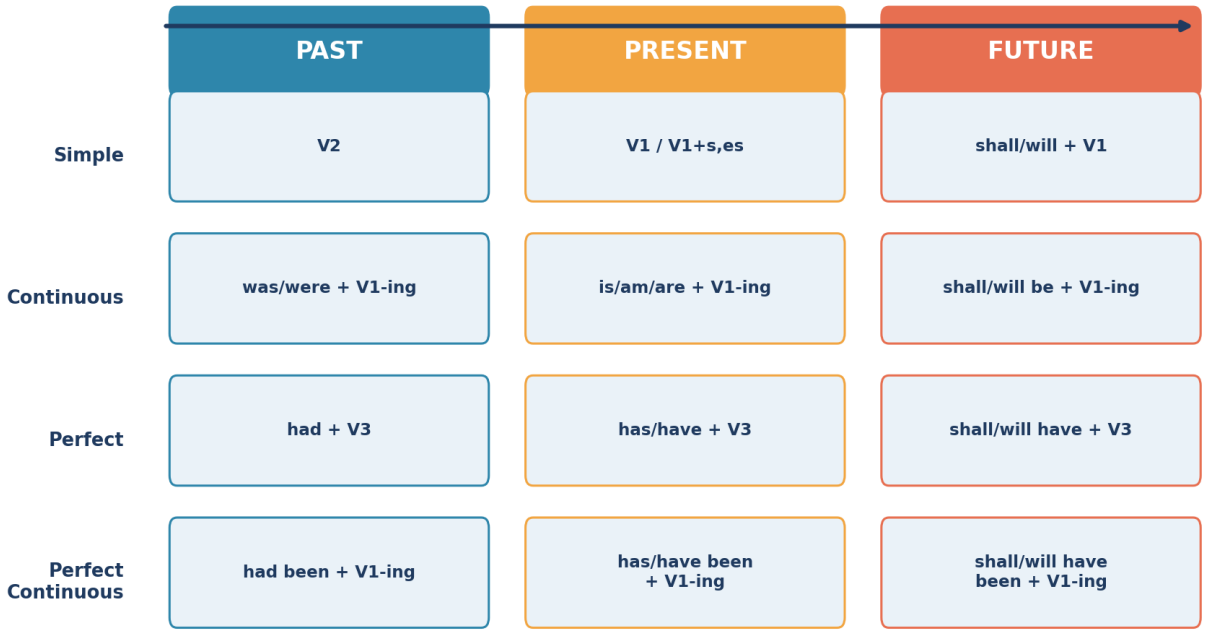

Figure 2: The twelve-tense map

Caveat: Two traps students fall into again and again

Can You Spot the Pattern?

Which of these sounds more natural to a fluent ear — 'I am knowing the answer.' or 'I know the answer.?' And why might 'I have lived here since 2015.' feel right, while 'I am living here since 2015.' feels slightly off (in formal exam English)?

Verbs like *know*, *believe*, *want*, *love*, *own*, *belong*, *seem*, and *recognise* describe a mental state, a feeling, or a permanent condition rather than an ongoing activity — so they usually resist the continuous form and stay in the simple form (*'I know'*, not *'I am knowing'*). And the word *'since'* always points to a fixed starting moment (since 2015, since Monday), which pulls the sentence toward the Present Perfect family (*'have lived'*), while *'for'* simply measures a stretch of duration (for six years) and can pair with several tenses.

Rule Unlocked

- Verbs of perception, emotion, possession, and thinking (*know*, *want*, *own*, *believe*, *seem*...) are not normally used in the continuous form.
- *'Since'* pairs with a point in time and the Present/Past Perfect family; *'for'* pairs with a duration.

When One Action Elbows Past Another

Can You Spot the Pattern?

Read: 'When the manager arrived, the meeting started.' ***vs.*** *'When the manager arrived, the meeting had already started.' Do both sentences describe the same order of events?*

Not at all — the first says the two events happened one right after the other; the second tells you the meeting was already underway before the manager walked in. That shift in meaning is entirely the job of the Past Perfect tense: it reaches back to mark whichever of two past actions happened first.

Rule Unlocked

Use the Past Perfect only to show that one past action was completed before another past action began. Never use it for a single, standalone past event.

✗ Notice This	✓ Now This
Ravi had walked two miles by lunch time.	Ravi had walked two miles by lunch time. (correct — a clear earlier deadline "by lunch time")
Why: Compare with: "I had gone to Mumbai." — incorrect alone, since there is no second past action to compare it with.	

Because grammar cares about meaning, not just word-count. When *'bread and butter'* is treated as one combined dish (one idea), the verb stays singular. The golden thread running through subject-verb agreement is this: find out whether the subject is functioning as ONE unit or as MANY separate units, and let the verb match that.

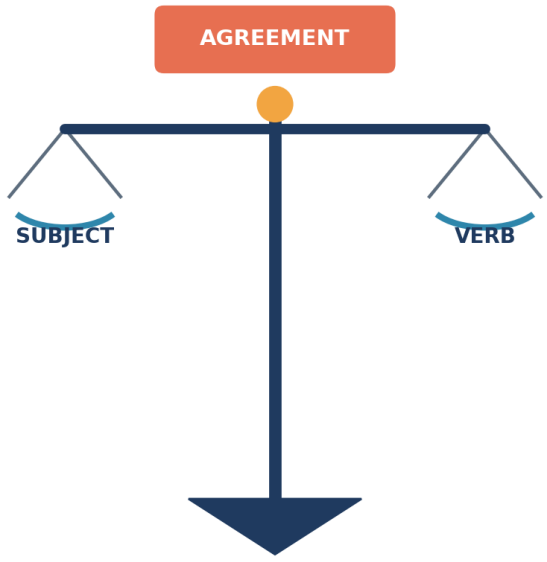

Figure 3: Subject and Verb must always balance

Let's discover the recurring patterns through paired examples — read the incorrect version first, feel why it jars, then check the fix.

✗ Notice This	✓ Now This
Each of the players have been warned.	Each of the players has been warned.
Why: 'Each of' / 'Every one of / 'None of' (formal) → singular verb.	
The mother as well as her children were questioned.	The mother as well as her children was questioned.
Why: With 'as well as', 'along with', 'besides', 'together with' — the verb agrees only with the first-named subject.	
Intelligence, as well as hard work, are needed for success.	Intelligence, as well as hard work, is needed for success.
Why: Same rule as above — first subject decides the verb.	
Six miles are not a long distance.	Six miles is not a long distance.
Why: A quantity, distance, sum, or duration treated as a single measurement takes a singular verb.	
The number of applicants have doubled this year.	The number of applicants has doubled this year.
Why: 'The number of' → singular; but 'A number of' (=many) → plural.	
Many a soldier have won medals.	Many a soldier has won medals.
Why: 'Many a' + singular noun + singular verb — even though the meaning is plural.	
A great many students has passed this year.	A great many students have passed this year.
Why: 'A great many' always takes a plural noun and a plural verb.	
Not only the officer but also the soldiers was awarded.	Not only the officer but also the soldiers were awarded.
Why: With 'not only...but also' and 'either...or / neither...nor', the verb agrees with the nearer subject.	
Every boy and every girl were given a certificate.	Every boy and every girl was given a certificate.
Why: 'Each' / 'Every' before nouns joined by 'and' still forces a singular verb.	
Our only guide were the stars.	Our only guide was the stars. / The stars were our only guide.
Why: The verb agrees with the grammatical subject, not the complement — except when the sentence opens with 'The', where it follows the complement.	

Rule Unlocked

- each of / every one of / none of / either of / neither of → singular verb
- as well as / along with / besides / together with / with / and not → verb follows the FIRST subject
- either...or / neither...nor / not only...but also → verb follows the NEARER subject
- a number of + plural noun → plural verb | the number of + plural noun → singular verb
- many a + singular noun → singular verb | a great many + plural noun → plural verb
- collective distance/amount/time treated as one unit → singular verb
- collective nouns (committee, panel, jury, family) acting as one unit → singular verb

Shall, Will, and the Fine Print

Can You Spot the Pattern?

A century-old exam trick: 'I shall be punished.' ***vs****. 'You shall be punished.' — both use 'shall', yet the feeling behind each is completely different. Can you sense why?*

For plain future fact, the traditional rule pairs 'shall' with I/we, and 'will' with you/he/she/they. But the moment you want to express a promise, a threat, a command, or strong determination, the pattern flips: 'will' carries that emotional weight in the first person ('I will succeed!'), while 'shall' carries it in the second and third person ('You shall not pass.').

Rule Unlocked

Plain future: I/We shall — You/He/They will.

Promise, threat, command, determination: I/We will — You/He/They shall.

Infinitives and Gerunds — Choosing the Right Verb-Form

Can You Spot the Pattern?

'I enjoy to read novels.' Does that sound complete, or is something quietly wrong? Now try: "I enjoy reading novels."

Certain verbs (*enjoy*, *avoid*, *dislike*, *mind*, *finish*, *risk*, *stop*, *suggest*) are simply wired to be followed by the '*-ing'* form (a gerund) rather than a *'to+verb'* infinitive. Likewise, many fixed phrases — *accustomed to*, *fond of*, *keen on*, *looking forward to*, *used to* (meaning habituated), *with a view to* — are followed by a gerund because the *'to'* here is a preposition, not part of an infinitive.

✗ Notice This	✓ Now This
She is looking forward to meet her mentor.	She is looking forward to meeting her mentor.
Why: 'to' after 'look forward' is a preposition — it needs a gerund.	
I would rather to walk than wait for the bus.	I would rather walk than wait for the bus.
Why: 'would rather' / 'had better' / 'rather than' → bare infinitive, no 'to'.	
Please excuse me being late.	Please excuse my being late.
Why: The noun/pronoun governing a gerund should be in the possessive case.	

Rule Unlocked

Verbs like enjoy, avoid, mind, finish, risk, suggest, and phrases ending in a preposition (fond of, keen on, accustomed to, looking forward to) take a gerund, not a *'to+verb'* infinitive.

The Imaginary World — Subjunctive Mood

Can You Spot the Pattern?

'If I was the Principal, I would extend the library hours.' Does this describe a real possibility, or an imagined, contrary-to-fact situation? Now say it as: 'If I were the Principal...' — which one do formal exams expect?

When a sentence expresses *a wish*, *a hypothetical situation*, or *something contrary to present fact*, English quietly switches into the *subjunctive mood* — and the tell-tale sign is that '*was*' becomes '*were*' for all persons (I were, he were, she were), and that verbs shift one step into the past even though we are not really talking about the past.

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✗ Notice This	✓ Now This
I wish I was taller.	I wish I were taller.
Why: Wishes about the present use 'were', not 'was', for every subject.	
It is high time the school starts a coding lab.	It is high time the school started a coding lab.
Why: 'It is (high) time' is followed by a simple past verb, even though the meaning is present/future.	
He behaves as if he is the owner of this place.	He behaves as if he were the owner of this place.
Why: 'As if / as though' describing an unreal situation → subjunctive 'were'.	

Rule Unlocked

Use '*were*' (not '*was*') after '*if*', '*wish*', and '*as if*' / '*as though*' when the situation is hypothetical or contrary to fact. Use a simple past verb after '*it is (high) time*'.

Putting it all together

Notice what just happened across these nine discoveries: you were not handed a wall of rules to memorise — you noticed a pattern, tested it against your own instinct for English, and only then did we name the rule. That is exactly the mental habit *Spotting the Errors* rewards. In the exam, don't hunt for the *difficult-looking* word. Instead, quietly ask yourself: does the *subject* and *verb* agree? Is the *tense* logically consistent with the time clues in the sentence? Is the correct *verb-form* (infinitive/gerund/bare form) being used after this particular word? Ninety percent of verb errors hide inside those three questions.

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Would You Assess Yourself as You Learn?

Time to test the instincts you've just built. Both sets below are freshly written, proficiency level items — the kind you'll meet in a genuinely tough paper. Attempt Set A in one sitting (aim for 12 minutes), take a short break, then attempt Set B. Resist the urge to peek at the answer key in Section 5 until you've marked every question.

Set 1: Spotting Errors of Verb (15 questions)

Directions: Which part of the given sentence has an error? In case there is no error, choose option (d).

Q1. No sooner had the results been declared **(a)**/ than the toppers began **(b)**/ receiving congratulatory messages from their teachers. **(c)**/ No error **(d)**

Q2. Had she practised regularly **(a)**/ she would have topped **(b)**/ the merit list this year. **(c)**/ No error **(d)**

Q3. The panel of interviewers **(a)**/ were impressed **(b)**/ by his confident body language. **(c)**/ No error **(d)**

Q4. I have been waiting for you **(a)**/ since the last two hours **(b)**/ but you never turned up. **(c)**/ No error **(d)**

Q5. Hardly had the manager left the office **(a)**/ than the fire alarm started **(b)**/ ringing throughout the building. **(c)**/ No error **(d)**

Q6. Each of the teachers present at the meeting **(a)**/ were requested to share **(b)**/ their views on the new curriculum. **(c)**/ No error **(d)**

Q7. The Principal, along with the senior teachers, **(a)**/ are visiting the district office **(b)**/ to discuss the annual calendar. **(c)**/ No error **(d)**

Q8. It is high time the government took **(a)**/ serious steps to improve **(b)**/ the quality of public education. **(c)**/ No error **(d)**

Q9. If I was you, I would apply **(a)**/ for the scholarship before **(b)**/ the applications close next week. **(c)**/ No error **(d)**

Q10. The number of dropouts in rural schools **(a)**/ have increased alarmingly **(b)**/ over the last five years. **(c)**/ No error **(d)**

Q11. She would not agree **(a)**/ to lending her notes **(b)**/ unless I promised to return them by evening. **(c)**/ No error **(d)**

Q12. Two-thirds of the students in that class **(a)**/ has already opted **(b)**/ for the science stream this session. **(c)**/ No error **(d)**

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Q13. By the time she completes her B.Ed., **(a)**/ she will have taught **(b)**/ in three different schools as a guest faculty. **(c)**/ No error **(d)**

Q14. He is one of those officers who always insists **(a)**/ on completing paperwork **(b)**/ well before the deadline. **(c)**/ No error **(d)**

Q15. Not only the coordinator but also the volunteers **(a)**/ was responsible **(b)**/ for the smooth conduct of the sports meet. **(c)**/ No error **(d)**

Set 2: Spotting Errors of Verb (15 questions)

Directions: Which part of the given sentence has an error? In case there is no error, choose option (d).

Q1. I wish I had more time **(a)**/ to prepare for the interview, **(b)**/ but the notice period was too short. **(c)**/ No error **(d)**

Q2. The teacher explained that the earth **(a)**/ revolved around the sun **(b)**/ and that this fact never changes. **(c)**/ No error **(d)**

Q3. He is smelling the flowers **(a)**/ near the school garden **(b)**/ every morning before assembly. **(c)**/ No error **(d)**

Q4. My colleague, as well as her students, **(a)**/ were preparing enthusiastically **(b)**/ for the annual cultural fest. **(c)**/ No error **(d)**

Q5. Having finished the syllabus early **(a)**/ the teacher decided to began **(b)**/ a revision series for the weaker students. **(c)**/ No error **(d)**

Q6. I am looking forward to **(a)**/ receive my results **(b)**/ next Monday morning. **(c)**/ No error **(d)**

Q7. The old man used to walking **(a)**/ five kilometres every day **(b)**/ before his knees started troubling him. **(c)**/ No error **(d)**

Q8. She is fond of **(a)**/ read mystery novels **(b)**/ during her summer vacations. **(c)**/ No error **(d)**

Q9. Had the school informed us earlier **(a)**/ we would have arranged **(b)**/ alternative transport for the students. **(c)**/ No error **(d)**

Q10. Ravi had already left for the airport **(a)**/ when I reached his house **(b)**/ to say goodbye. **(c)**/ No error **(d)**

Q11. The syllabus, together with the sample papers, **(a)**/ have been uploaded **(b)**/ on the school website since Monday. **(c)**/ No error **(d)**

Q12. By next April, the construction team **(a)**/ will complete **(b)**/ the new science block for the junior wing. **(c)**/ No error **(d)**

Q13. It is time the board revises **(a)**/ its outdated evaluation pattern **(b)**/ to match global standards. **(c)**/ No error **(d)**

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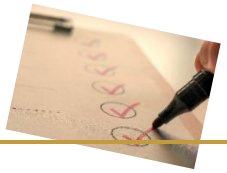
Q14. The captain, and not the other players, **(a)**/ were blamed **(b)**/ for the team's shocking defeat. **(c)**/ No error **(d)**

Q15. Neither of the two candidates **(a)**/ were able to answer **(b)**/ the examiner's tricky question confidently. **(c)**/ No error **(d)**

Check Your Target Learning Performance



Mark your answers honestly before reading further. For every question you got wrong, re-read the explanation twice — once for the rule, and once for the sentence pattern, so you recognise it faster next time.

Score yourself against the table below, then read every explanation — even for the ones you got right. Understanding why the correct answer works is what makes the next unfamiliar sentence solvable too.

Scoring Inference

13–15 correct: Excellent command over verb errors.

9–12 correct: Good grasp — revisit the rules behind your missed items and retry them tomorrow.

Below 9 correct: Return to the Noun concept notes, rebuild each rule from its example, then reattempt this set.

Set 1 (Errors of Verb) - Answers & Explanations

Q	Ans	Explanation
1	(d)	The sentence is correct. "No sooner had...than" is the standard inverted structure for two closely-following past events.
2	(d)	Correct inverted form of the third conditional ("Had she practised" = "If she had practised"), paired correctly with "would have topped".
3	(b)	**Correction: "was impressed".** "Panel" is a collective noun acting here as a single unit, so it takes a singular verb — "was", not "were".
4	(b)	**Correction: "for the last two hours".** "Since" is used with a fixed point in time (since 5 o'clock, since Monday); a duration like "two hours" must be introduced by "for".
5	(a)	**Correction: "Hardly had the manager left the office when".** "Hardly / Scarcely" pairs with "when" (or "before"), not "than". Only "No sooner" pairs with "than".

Q	Ans	Explanation
6	(b)	**Correction: "was requested to share".** "Each of" always takes a singular verb, regardless of the plural noun that follows it.
7	(b)	**Correction: "is visiting".** Phrases beginning with "along with", "as well as", "together with" do not add to the subject; the verb still agrees with the first-named subject, "Principal".
8	(d)	Correct. "It is high time" is properly followed by the simple past verb "took".
9	(a)	**Correction: "If I were you".** A hypothetical, contrary-to-fact condition ("if I were you") always takes "were", not "was", for every subject.
10	(b)	**Correction: "has increased alarmingly".** "The number of" is treated as singular and takes a singular verb — unlike "a number of", which takes a plural verb.
11	(b)	**Correction: "to lend her notes".** Here "to" is an infinitive marker after "agree", so it must be followed by the base verb "lend", not the gerund "lending".
12	(b)	**Correction: "have already opted".** Fractions such as "two-thirds" take their verb from the noun that follows "of" — here "students" (plural), so the verb must be "have".
13	(d)	Correct. The Future Perfect ("will have taught") correctly marks an action that will be completed before a future point in time ("by the time she completes...").
14	(a)	**Correction: "who always insist".** "One of those [plural noun] who" takes a plural verb, because "who" refers back to "officers", not to "one".
15	(b)	**Correction: "were responsible".** With "not only...but also", the verb agrees with the nearer subject — here, the plural "volunteers".

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Set 2 (Errors of Verb) - Answers & Explanations

Q	Ans	Explanation
1	(d)	Correct. "Wish" about the present/future is followed by the past form "had", correctly used here.
2	(b)	**Correction: "revolves around the sun".** A universal or scientific truth stays in the present tense in the dependent clause, even when the main clause is in the past.
3	(a)	**Correction: "He smells the flowers".** "Smell" here is a verb of perception describing a habitual sense-action, not a deliberate ongoing activity, so it stays in the simple present.
4	(b)	**Correction: "was preparing enthusiastically".** "As well as" does not make the subject plural; the verb agrees with the first subject, "colleague" (singular).
5	(b)	**Correction: "decided to begin".** After the infinitive marker "to", the verb must be in its base form — "begin", not "began".
6	(b)	**Correction: "receiving my results".** "Look forward to" is followed by a gerund, because "to" functions here as a preposition, not an infinitive marker.
7	(a)	**Correction: "used to walk".** "Used to" (habitual past action) is followed by the bare infinitive — "walk", not "walking".
8	(b)	**Correction: "reading mystery novels".** Fixed phrases ending in a preposition, like "fond of", are followed by a gerund.
9	(d)	Correct — an inverted third-conditional structure, properly paired with "would have arranged".
10	(d)	Correct. The Past Perfect ("had already left") properly marks the action that was completed before the later past action ("reached").
11	(b)	**Correction: "has been uploaded".** "Together with" does not pluralize the subject; the verb agrees with "syllabus" (singular).
12	(b)	**Correction: "will have completed".** A deadline expression like "by next April" signals that the Future Perfect ("will have completed") is required, not the simple future.
13	(a)	**Correction: "It is time the board revised".** "It is time" is followed by a simple past verb, even though the meaning refers to the present/future.
14	(b)	**Correction: "was blamed".** "And not" introduces a subject that does not affect verb agreement; the verb follows the first subject, "captain" (singular).
15	(b)	**Correction: "was able to answer".** "Neither of" is always followed by a singular verb.

That's a wrap for this booklet — but not for your practice. Come back to here whenever a rule feels shaky, and keep timing yourself against fresh questions. Good luck, and see you at the SSB!