

Grade 6

BEYOND LANGUAGE

- 
- A photograph of two young boys playing soccer in a grassy field. One boy in a green shirt is jumping high to reach for a yellow soccer ball, while another boy in a red shirt is also jumping below him. The background is a soft-focus field of tall grass and trees.
- Reading Comprehension
 - Language Development
 - Communication of Ideas
 - Writing Expressions

Language Use Workbook

Grade 6

BEYOND LANGUAGE



Name: _____

Class: _____

Language Use Workbook



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Beyond Language

Language Use Workbook Grade 6

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Grammar Focus

The correct use of tense tells us when something takes place: present, past or future. We use the **simple past tense** when we talk about events that occurred in the past.

Let's recap how the past tense of verbs are formed.

- Ending "d"

Simple present tense	Simple past tense
hear	heard
tingle	tingled
celebrate	celebrated

- Ending "ed"

Simple present tense	Simple past tense
toss	tossed
scream	screamed
distract	distracted

- If a short verb ends with a vowel-consonant-vowel, **double the last letter** and then add "ed".

Simple present tense	Simple past tense
rib	ribbed
clap	clapped
slam	slammed

- We replace "y" with "ied" for some verbs that end with "y".

Simple present tense	Simple past tense
cry	cried
carry	carried
worry	worried

- Some irregular verbs change their spelling completely in their past tense forms.

Simple present tense	Simple past tense
run	ran
is	was
feel	felt

- Other irregular verbs do not change their spelling at all in their past tense forms.

Simple present tense	Simple past tense
put	put
cut	cut
hurt	hurt



Verbs that change or do not change their spelling in the past tense forms are known as irregular verbs.



Look for verbs in their past tense forms in the first three paragraphs of the passage, "Yuuki and the Tsunami".

Which rules do these verbs follow:

- add "d",
- add "ed",
- double the last letter and adding "ed",
- replace "y" with "ied",
- change spelling completely,
- do not change spelling at all.

Create a table to classify these verbs.

Exercise 1 Grammar in Context

All excerpts and sentences in the following questions are from the passage, “Yuuki and the Tsunami”.

- 1 Read the following excerpt. Write down all the past tense verbs.

“Look! I see something strange on that side of the sea today,” Haru said. Yuuki slowed his steps and stood alongside Haru, peering in the direction he was pointing. Indeed, the sea was odd, as Haru had indicated. The waves were not crashing as much against the rocks as they were slamming into them.

- 2 Read the following excerpt.

Yuuki tossed the Frisbee with all his might at his friend, Haru, who wasn't paying attention to the game at all. “Haru! Catch!”

Haru screamed in pain as the Frisbee smashed into the back of his head.

*“Haru, you **are** distracted! You **didn't** even hear me call you! What **are** you looking at?” Yuuki complained with an annoyed look on his face as he ran towards Haru.*

- (a) Look at the words in bold print. Different tense forms are used. Explain what Yuuki is saying here in your own words.

- (b) Write down all other past tense verbs you see in this excerpt.

- 3 Read the following.

*"I **am** sorry for burning the fields," said Yuuki finally, in a quivering voice. "It **was** the only way to get all of you up the mountain."*

*"No, my son, you **are** the one who **saved** us all," Yuuki's father turned to him, tears streaming down his face.*

- (a) Different tense forms are used in the dialog. Explain how this tells us about the sequence of events mentioned in the dialog.

- (b) Write down all other past tense verbs you see in this excerpt.

Exercise 2

Rewrite each of the following sentences, using the simple past tense.

1 Yuuki throws the Frisbee with all his might.

2 I see something strange on that side of the sea.

3 The celebration is about to take place and everyone looks forward to it.

4 The sea darkens and pushes toward the horizon.

5 Yuuki remembers his grandfather's words.

6 Many people flock to the beach to see the massive growth of the ribbed beach.

7 The villagers scream and run from the tsunami in panic.

Grammar Focus

We use the **present perfect tense** when we talk about events that have taken place recently, or started in the past and continued to the present.

The present perfect tense is formed this way:

has / have + **past participle**

Read the following examples.

- **occurred recently**

I **have called** the doctor.

The boy **has taken** all his medicine.

His father **has assumed** he is feeling better.

- **started in the past and continued to the present**

I **have left** a message for the doctor and is expecting him to call me back.

He **has taken** the medicine and is feeling much better now.

His father **has assumed** he is feeling better and decides to bring him out for some fresh air.

Let's recap how past participles of verbs are formed.

- Regular verbs

Present tense	Past tense	Past participle
ask	asked	asked
walk	walked	walked
dress	dressed	dressed
reply	replied	replied
say	said	said

- Irregular verbs

Present tense	Past tense	Past participle
see	saw	seen
find	found	found
overcome	overcame	overcome
give	gave	given
take	took	taken
put	put	put
read	read	read



- The past participles of regular verbs are the same as their past tense forms.
- Notice that “put”, an irregular verb, does not change in any tense form.
- The verbs “read” is spelled the same in the past tense and past participle, but they are pronounced differently as “*rad*”.



Do you remember the past tense forms of these irregular verbs?

- **wake**
- **know**
- **fly**
- **dig**
- **beat**

What are their past participles?

Exercise 1 Grammar in Context

All excerpts, phrases and sentences in the following questions are from the passage, “A Day’s Wait”.

Underline all the verbs in each of the following excerpts. Then write down the present tense (root verb), past tense, and present perfect tense of the verbs. The first one has been done as an example for you.

- ① *I got dressed quickly.*

get — got — has gotten

- ② *I asked, when I saw the nine-year-old boy, so white and frail, as if walking was breaking every bone in his body,*

- ③ *I walked up to him and placed my hand on his forehead.*

- ④ *The doctor came in as soon as I had called. He took the boy’s temperature and read the reading on the thermometer.*

- ⑤ *Downstairs, the doctor revealed more to me.*

- 6 *“There is no danger if we avoid pneumonia,” said the doctor as he put down three different colored medicine on the table.*

- 7 *I took the medicine upstairs. I gave one for that moment. I noted the temperature and time to keep the timing of the doses in place.*

- 8 *As I sat near the bed, I observed Schatz, who seemed to be lost in deep thought.*

- 9 *I read aloud from Howard Pyle’s “Book of Pirates” but he did not show the faintest interest, just like a limb detached from its body.*

- 10 *When I came back, my servant complained that he had refused to let anybody go inside his room.*

Exercise 2

All excerpts, phrases and sentences in the following questions are from the passage, "A Day's Wait".

Briefly explain the context of each of the following. Then rewrite the underlined phrase in the present perfect tense. Explain how the change in tense affects the context. The first one has been done as an example for you.

1 "I am fine. I'm just going to get dressed for the evening," he said.

- The speaker was feeling fine and was just about to get dressed for the evening.

"I am fine. **I have just gone** to get dressed for the evening."

- The speaker was feeling fine and was already dressed for the evening.

2 "Should I read a story to you?" I suggested.

-

-

3 "No, I mean you don't have to stay if it is going to bother you."

-

-

4

"I'm not bothered, dear," I responded.

•

•

5

"I'm not worrying. I just can't stop thinking about all this," he said as tears rolled down his eyes.

•

•

6

"Will the water do any good?" he asked.

•

•

Exercise 3 Functional Grammar

Fill in the blanks with the present perfect tense form of the verb given in the brackets.

- 1 Tammy _____ (place) the laptop on the teacher's table.
- 2 My parents _____ (speak) to the principal.
- 3 The children _____ (go) to the playground.
- 4 Some water _____ (seep) through the cracks in the wall.
- 5 James _____ (give) up trying to solve the word puzzle.
- 6 The campers _____ (set) up all the tents.
- 7 The boys _____ (fight) over this matter several times.
- 8 The rangers _____ (trudge) up the hill to rescue the deer.
- 9 I _____ (learn) to be more patient with my siblings.
- 10 My father _____ (succeed) in setting up his own business.
- 11 Mr. Lee _____ (quit) his job at the garment factory.
- 12 We _____ (tell) the librarian about the missing pages in the book.

- 13 He _____ (**decide**) to stop traveling this month.
- 14 The books _____ (**fall**) off the shelf.
- 15 The chef _____ (**add**) salt and pepper to the soup.
- 16 Peter _____ (**hurt**) his sister with his rude behavior.
- 17 My classmates _____ (**win**) the volleyball competition.
- 18 She _____ (**find**) a box of photographs in the old cupboard.
- 19 We _____ (**break**) the rusty lock on the gate with a hammer.
- 20 The people _____ (**leave**) to go to another store because they do not want to wait in line.
- 21 I _____ (**sit**) near the emergency exit on the plane.
- 22 The guests _____ (**take**) their seats at the tables.
- 23 Lisa _____ (**cut**) the apples and pears.
- 24 This is the strangest story we _____ (**hear**) so far.
- 25 The children _____ (**come**) home for dinner.

Grammar Focus

We use the **past perfect tense** when we talk about events that had taken place *before* another event in the past.

The past perfect tense is formed this way:

had + **past participle**

Read the following examples.

1. When I got home, I realized that I **had forgotten** my keys.
2. She **had fallen** asleep before the movie ended.
3. The children were not home because they **had left** for art class.



To make the present perfect or past perfect tenses negative, add “not” before the past participles.

- I **have not called** the doctor.
- He **has not taken** the medicine and is feeling unwell.
- He was sure I did not have my keys, but I **had not forgotten** to take them.
- She **had not fallen** asleep before the movie ended.
- The children were home as they **had not left** for art class.



Use the **past tense** to talk about actions or events that have already happened.

Use the **past perfect** tense to relate a sequence of events in the past.

Exercise 1 Grammar in Context

All excerpts, phrases and sentences in the following questions are from the passage, "The Covid-19 Story".

Underline all the verbs in each of the following excerpts. Then write down the present tense (root verb), past tense, and present perfect tense of the verbs. The first one has been done as an example for you.

- 1 A new form of the coronavirus began getting individuals sick with flu-like symptoms at the end of 2019.

begin —began — had begun
get —got — had gotten

- 2 COVID-19 is the name of the illness it causes.

- 3 The virus has harmed millions of people all around the world.

- 4 We hear many cases of the elderly helplessly suffering alone.

- 5 Hannah is determined to discover new methods to be happy and occupied despite being separated from her friends.

- 6 *Meanwhile, Keya, who is 13, is living at home in New Delhi, India, one of the world's most densely populated cities.*

- 7 *"If you and your family like doing something together, now is definitely the greatest time to do it," she says.*

- 8 *Despite having to stay mostly indoors, like the rest of us, this seven-year-old keeps enough humor to be thinking about when the ice-cream van will be able to return to his street.*

- 9 *He also takes part in the neighborhood's regular round of applause for those working at the frontline in essential sectors.*

- 10 *"Every evening, I wait for 7 o'clock so I can applaud for all the people who help us fight against coronavirus."*

Exercise 2

Read the following excerpt from the passage, “The Covid-19 Story”. Some verbs are underlined.

There are certainly many simple and practical ways to support the essential workers. Wash your hands thoroughly and frequently to avoid the transmission of germs. Hands should be washed for at least 20 seconds with soap and water or with a hand sanitizer containing at least 60% alcohol. Clean and sanitize often the items that are used or touched frequently, such as phones, doorknobs, tables, computers, and so on. Avoid being in crowded places for a prolonged period of time. Let’s stay safe and encourage one another together!

Write down all the underlined verbs in the correct columns. Then fill in the other columns. One has been done as an example.

Present tense	Past tense	Past perfect tense
are	were	had been

Exercise 3 Functional Grammar

(A) Fill in each blank with the past perfect tense of the verb in the brackets.

- 1 I _____ (work) at a law firm before I started my own company.
- 2 I _____ (star) in many films before I became a martial arts teacher.
- 3 My interest in aviation _____ (start) a long time before I got my pilot licence.
- 4 By the time my new coach arrived, I _____ (give) up hope of ever being able to play soccer professionally.
- 5 The group of men _____ (bind) me with a thick rope and, as a result, I was unable to escape.
- 6 My family _____ (move) from Hong Kong to America before I was born.
- 7 Since I _____ (fail) to register for the music course on time, my teacher encouraged me to join the art program instead.
- 8 For years, I was unable to walk unaided because I _____ (break) my leg in an accident.
- 9 A well-known director _____ (cast) Lindsay in the lead even before she was ten years old.
- 10 We stayed behind to clean up the hall because the guests _____ (throw) confetti all over the floor.

(B) Fill in each blank with the simple past tense or the past perfect tense of the verb in the brackets.

- 1 After the seeds _____ (**grow**), we _____ (**replant**) mango trees outside our house.
- 2 I _____ (**see**) the terrible effects of war so I _____ (**make**) sure my children never experienced it.
- 3 We _____ (**clean**) the farmhouse and the barn even before the sun _____ (**rise**).
- 4 The tribes _____ (**hear**) of me even before I _____ (**arrive**) in the coastal town.
- 5 My father _____ (**teach**) me how to hunt before he _____ (**bring**) me to the jungle with him.
- 6 I _____ (**refuse**) to speak to her for she _____ (**hurt**) me many years ago.
- 7 My grandmother _____ (**use**) herbs to cure many illnesses before we _____ (**introduce**) her to western medicine.
- 8 Before I _____ (**start**) the hospital, none of the soldiers _____ (**receive**) proper treatment for their illnesses.
- 9 Although she _____ (**forgive**) me for getting her into trouble, I still _____ (**feel**) bad.
- 10 Everyone _____ (**look**) distracted until the star _____ (**come**) on stage.

Unit 14 Encouragement

Grammar Focus

We learned homophones, homographs and homonyms in **Unit 12**. These words may be similar in spelling and/or pronunciation, but have very different meanings. **These words are often confused.**



It is important to recognize and learn the meanings of confusing words in order to use them correctly.

Make a list of these words on your own to help to you remember how to use them in your writing.

Exercise 1 Grammar in Context

Read the following poem “A Friend in Need is a Friend Indeed” by Bea Williams. Some words have been printed wrongly intentionally. Circle them. One has been done as an example.

A Friend in Need is a Friend Indeed

Friends are far, friends are near.
Friends will be their to land an year.
They listen, laugh, end care,
Butt most of awe, their always there.
Thorough thick and thin, up and down,
Your're true friends are always around.
Four treats, hugs, and reel big smiles,
They'll travel to ewe from several miles.
They'll always bee there to hole you tight.
Anytime, know matter if its day or night.
You really no when your friends are sincere
When they always show up to lend their ear.

- 1 How many wrong words did you identify? Compare your words with your friends'.

- 2 Write down the words you have circled. Correct the mistake. Explain why they are easily confused.

Wrong word used	Correct word	Explanation
their	there	- sound alike; their – possessive form of “they” there – refers to a place or spot (not “here”)

Exercise 2 Functional Grammar

(A) Fill in the blank with the correct word from the brackets.

- 1 The new minister will _____ the press sometime next week. (**meat, meet**)
- 2 We can have an informal meeting this afternoon _____ tomorrow morning. (**ore, or**)
- 3 It is said that this type of herbal medicine can quickly _____ burns and wounds. (**heel, heal**)
- 4 A manager's good image has _____ influence on the general staff. (**grate, great**)
- 5 Time flies. The _____ inter-school sports meet is around the corner. (**forth, fourth**)
- 6 With the _____ of her child, she has to stop work temporarily. (**berth, birth**)
- 7 My badly _____ hair looks unnatural and awful. (**dyed, died**)
- 8 The _____ of the problem is that the authorities have not respected old staff. (**core, corps**)
- 9 You need a big truck to _____ the shipment of heavy machines. (**haul, hall**)
- 10 A shopping _____ featuring a hundred stores is planned for this town. (**maul, mall**)
- 11 Those cattle have been specially _____ to grow faster for commercial purposes. (**bread, bred**)
- 12 _____ crucial to keep an accurate list of regular customers. (**It's, Its**)
- 13 The government plans to _____ both wages and taxes. (**raze, raise**)
- 14 Jason _____ so well that his books are in great demand. (**writes, rites**)
- 15 This product _____ to be better than that one. (**seams, seems**)

(B) The following words are similar in sound. Form a sentence for each of the following to show the correct use of the word.

1	air	
	heir	

2	bare	
	bear	

3	birth	
	berth	

4	bored	
	board	

5	break	
	brake	

6	bred	
	bread	

7	sell	
	cell	

8

buy	
bye	

9

fair	
fare	

10

hall	
haul	

(C) The following words are often confused. Form a sentence for each of the following to show the correct use of the word.

1

access	
excess	

2

latter	
later	

3

expand	
expend	

4

moral	
morale	

5

lose	
loose	

6

aboard	
abroad	

7

childish	
childlike	

8

insist	
persist	

9

every day	
everyday	

10

sometime	
sometimes	

Grammar Focus

These are **modal verbs**: **must, will, shall, should, would, can, could, may, might, ought to**, and **all their negatives**.

We use modal verbs to show that something is certain.

- They **can** go to the theatre tomorrow.
- He **must** wear a helmet when riding on a motorbike.
- She **cannot** meet you now.
- Lisa **will** send the package to you shortly.
- You **mustn't** be rude to your parents.

We also use modal verbs to express that something is possible or impossible.

- The shirts **might** be in the cupboard.
- The groceries **should** be delivered today.
- It **may** rain later.
- They **ought to** know the school rules.
- We **could** still make it on time.

Modals verbs are also used to express ability, seek permission or make requests.

- Zac **can** sing very well.
- **May** I enter the room now?
- **Could** I have more hot chocolate?
- **Would** your friends like to join us?
- **Might** Penny be interested in watching the movie with us?



It is important to use the right modal verbs in context.

Read the following. Do they have the same meaning?

- | | |
|-----------------|-------------------|
| • I must eat. | • I will eat. |
| • I should eat. | • I would eat. |
| • I can eat. | • I could eat. |
| • I may eat. | • I ought to eat. |

Exercise 1 Grammar in Context

Read the following extract from the “*The Comedy of Errors*” adapted for young readers, from a play by William Shakespeare.

Circle all the modal verbs. Say what it expresses: *certainty, possibility/impossibility, ability, permission, request, and so on.*

Act I, scene II.

Dromio of Syracuse, Antipholus of Syracuse and the First Merchant enter.

First Merchant

You must remember not to mention your place as Syracuse, or else you will face the same fate as the merchant who was caught this morning with the same phrase. Say you are from Epidamnum.

Antipholus of Syracuse

Take this money. Be careful, Dromio, and carry it to the Centaur Inn, where we will lodge tonight. I will see you at lunchtime. Let me just browse around the markets, admire the buildings, and stroll along the streets for some fresh air. Now, don't just stand there. Go on!

Dromio of Syracuse

Be careful, some people might be watching and thinking of taking all this money away!

Dromio of Syracuse leaves.

Antipholus of Syracuse

Do not be bothered by his words. He loves to amuse me with his jokes and melancholy sense of humor but he is a servant worthy of my trust. Now sir, will you join me for dinner at the inn this evening, and perhaps take a walk around this beautiful city?

First Merchant

Some merchants in the city asked to see me. I need to meet them as I have been invited. I hope to make some profit through them. I apologize, so please excuse me. If you don't mind, I would like to join you in the evening, say five until the end of the day. So, will you excuse me as my business requires me to leave now?

Antipholus of Syracuse

Yes, certainly. Farewell, then. I have to meet Dromio soon, too, I will just wander around the area and take in the sights.

Exercise 2 Functional Grammar

(A) Fill in the blanks with the correct requests or suggestions in the box.

- Should I answer it for you?
- Shall I switch on the fan?
- Shall we go to the beach?
- Must we go in there?
- Shall I call the school nurse here?
- Can you lend me a few dollars, please?
- Will you bring me a glass of water, please?
- Shall we go to her party together?
- Will you hurry up, please?
- Shall we join them in their game?

1 I did not bring my wallet.

2 Mary invited us to her birthday party.

3 I am very thirsty.

4 Your phone is ringing.

5 James hurt himself.

6 It is very hot in here.

7 Those boys are playing football.

8 It is a fine day.

9 The cave is very dark.

10 We are late for school.

(B) Fill in each blank with “must”, “should” or “ought”.

Travel Dos and Don'ts

- You **1** _____ find out more about the culture of the country before traveling.
- You **2** _____ not carry sharp items like knives with you on the airplane.
- You **3** _____ to wear a comfortable outfit when traveling on the airplane.

Travel Safety

Here are several rules for travelers, whether traveling alone or in a group. One of the most important things to do is to buy travel insurance. You **4** _____ buy travel insurance as it will help to pay for hefty medical expenses if you were to fall sick or meet with an accident. Besides that, you **5** _____ also make a photocopy of your passport. You **6** _____ to carry the photocopy with you at all times if you choose to leave your original passport in a safe box in the hotel room.

Another safety tip is to be wary of strangers. You **7** _____ to be careful of strangers who approach you especially if you do not understand the language they are speaking. You **8** _____ also avoid dark alleys and places with rowdy crowds.

Read up on the laws and regulations of the country you are visiting. You **9** _____ abide by their laws or you could get arrested. For example, in some national parks, you **10** _____ enter with a guide. If you enter alone, you could be fined.

(C) Choose the most suitable answer and write its number in the brackets.

- 1 Father called an hour ago and said that he _____ be home before dinner.
(1) should (2) ought (3) will (4) may ()
- 2 I _____ apologize to her if I were you.
(1) would (2) should (3) could (4) may ()
- 3 It was amazing that Albert _____ do a handstand confidently after his first gym class.
(1) would (2) could (3) should (4) may ()
- 4 Jasmine _____ turn up for the picnic as soon as she can.
(1) may (2) ought not to (3) could (4) will ()
- 5 The waitress asked us what we _____ like to have for desserts.
(1) will (2) should (3) would (4) could ()
- 6 You _____ help your younger brother when he is in trouble.
(1) could (2) would (3) ought to (4) ought not ()
- 7 Mark _____ complete the training no matter how tired he was.
(1) may (2) would (3) will (4) could ()
- 8 _____ you get me a cup of tea?
(1) Ought (2) Could (3) Should not (4) May ()
- 9 _____ I borrow your book? I promise to return it tomorrow.
(1) May (2) Should (3) Would (4) Ought ()
- 10 "I'm not sure what happened but what you said _____ be right," Mary told Sue.
(1) ought not (2) may (3) will (4) ought ()
- 11 Daniel _____ not like any sauce to go with his chicken rice.
(1) can (2) must (3) would (4) should ()