

## Modal Verbs Of Obligation Exercise Autoenglish

Colloquial Albanian provides a step-by-step course in Albanian as it is written and spoken today. Combining a user-friendly approach with a thorough treatment of the language, it equips learners with the essential skills needed to communicate confidently and effectively in Albanian in a broad range of situations. No prior knowledge of the language is required. Key features include: • progressive coverage of speaking, listening, reading and writing skills • structured, jargon-free explanations of grammar • an extensive range of focused and stimulating exercises • realistic and entertaining dialogues covering a broad variety of scenarios • useful vocabulary lists throughout the text • additional resources available at the back of the book, including a full answer key, a grammar summary and bilingual glossaries

Balanced, comprehensive and rewarding, Colloquial Albanian will be an indispensable resource both for independent learners and students taking courses in Albanian. Course components: The complete course comprises the book and audio materials. These are available to purchase separately in paperback, eBook, CD and MP3 format. The paperback and CDs can also be purchased together in the great-value Colloquials pack. Paperback: 978-0-415-59795-1 (please note this does not include the audio) CDs : 978-0-415-59797-5 eBook: 978-0-203-83996-6 (please note this does not include the audio, available from [www.tandfebooks.com](http://www.tandfebooks.com)) MP3s: 978-0-415-47111-4 (available from [www.tandfebooks.com](http://www.tandfebooks.com)) Pack : 978-0-415-59796-8 (paperback and CDs)

A Self-Study Grammar Book for Engineers és un llibre d'autoaprenentatge de la llengua anglesa en l'àmbit de les carreres tècniques i, d'una manera especial, per a l'alumnat universitari dins el camp de les enginyeries. Està dividit en tres mòduls ben diferenciats per a facilitar la seva utilització i ordenar les unitats a estudiar en funció de les necessitats específiques de l'alumne en cada moment. En un primer mòdul s'han inclòs 31 unitats de gramàtica i documents específics amb explicacions i exemples bilingües (en català i en castellà), així com exercicis complementaris i les seves solucions respectives. El segon mòdul conté un total de 13 unitats bàsiques, relacionades amb l'anglès per a finalitats específiques: anglès per a la banca i les finances, anglès comercial, anglès per a la producció i el transport, anglès per a la construcció, etc. També en aquest mòdul s'han afegit 6 unitats extres, molt útils com a referència bàsica i sòlida sobre l'anglès americà i l'anglès britànic, friends and false friends, phrasal verbs i opposites. En el tercer i últim mòdul d'aquest llibre hi ha un apèndix amb material essencial per a l'aprenent avançat de la llengua anglesa, com per exemple: abreviacions típiques angleses, taules de conversió i càlcul, els verbs irregulars anglesos traduïts al català i al castellà, el sistema de puntuació anglès, un quadre sinòptic dels temps verbals en anglès, etc. Al final del llibre s'hi pot trobar la bibliografia i una sèrie de webs i enllaços recomanats per ambdues autores per tal de facilitar el procés d'aprenentatge de l'alumne en l'anglès com a llengua estrangera i per a finalitats específiques.

What are word classes? How can we recognize them? What role do they play in regards to punctuation? Grammar in Theory and in Practice was written for those who want straight answers, in plain English, to these crucial, yet rarely asked, questions. This essential guide empowers students to identify parts of speech rapidly, to employ punctuation marks confidently, and to examine syntax precisely, in four popular GCSE texts: Lord of the Flies, Animal Farm, Frankenstein, and 1984. Grammatical categories are neatly defined in the glossary, and each chapter is packed with practical and demanding exercises, testing your knowledge of nouns, verbs, adjectives, adverbs, conjunctions, and prepositions. Topics range from the relatively simple, such as common pronoun errors or subject-verb agreement problems, to the somewhat complex, such as appositives, participles, or rhetorical devices. At the end of the course, there is a large punctuation section that revises the usage of commas, colons, semicolons, hyphens, and apostrophes.

The English in Mind Combos offer flexibility in a contemporary English course for teenagers. Each Combo contains eight Student's Book units with the corresponding Workbook material grouped into two modules, and offers approximately 40 to 45 hours of classwork. Clear learning objectives at the beginning of each module, plus 'Check your Progress' sections at the end, help students and teachers plan learning more effectively. There are free Audio CDs/CD-ROMs combining an interactive CD-ROM and audio material. The English in Mind Combos can be used with mixed-ability classes. Combo Starter A is for complete beginners. Combos 1A and 1B are for elementary students; 1A contains a 16-page starter section to review key language. Combos Levels 2A, 2B, 3A and 3B take students from pre-intermediate to intermediate level.

American English in Mind is an integrated, four-skills course for beginner to advanced teenage learners of American English. The American English in Mind Level 3 Teacher's Edition provides an overview of course pedagogy, teaching tips from Mario Rinvolucri, interleaved step-by-step lesson plans, audio scripts, Workbook answer keys, supplementary grammar practice exercises, communication activities, entry tests, and other useful resources.

This important study of semantic change examines how new meanings arise through language use, especially the various ways in which speakers and writers experiment with uses of words and constructions in the flow of strategic interaction with addressees. There has been growing interest in exploring systemicities in semantic change from a number of perspectives including theories of metaphor, pragmatic inferencing, and grammaticalization. Like earlier studies, these have for the most part been based on data taken out of context. This book is a detailed examination of semantic change from the perspective of historical pragmatics and discourse analysis. Drawing on extensive corpus data from over a thousand years of English and Japanese textual history, Traugott and Dasher show that most changes in meaning originate in and are motivated by the associative flow of speech and conceptual metonymy.

Written in a deliberate and concise manner, devoid of United States colloquialisms, Drafting Contracts in Legal English: Cross-border Agreements Governed by U.S. Law is designed for classroom use as well as self-study. Teaching a strategic approach and sequential steps to drafting contracts, the text includes examples and exercises based on cross-border agreements such as distribution agreements, licensing, franchises and equipment leases. Special drafting issues in cross-border agreements are also considered: choice of language clauses, choice of forum clauses, indemnification provisions, force majeure clauses, counterpart clauses, international alternative dispute resolution clauses, and the choice to opt in or out of the CISG. By providing appropriate explanations of United States law, the text increases student comprehension as suggested drafting approaches are placed in legal context. This unique guide discusses the purpose of and provides drafting tips for contract parts, contract organization and formatting, basic contract provisions, letters of intent, and the craft of reviewing and revising contracts. End-of-chapter exercises test overall comprehension and apply drafting concepts presented in the chapter. To increase the non-native speakers lexical range, vocabulary is derived from a statistical analysis of thousands of authentic contracts. To help with contract sentence structures that are challenging for non-native speakers, syntax structures are based on comparison to databases with authentic contracts. A glossary of contract terms is based on frequency counts from thousands of authentic contracts and usage in text, contextualized and cross-referenced with most common collocations.

Challenge and inspire your teenage learners to think beyond language. Think is a fresh, vibrant and upbeat course designed to engage teenage learners and make them think. The Teacher's Book provides full lesson support for this level, including teacher's notes, audio scripts, answer keys, suggestions for extra activities and lesson options for mixed ability classes, plus tips on how to get the best out of Think's array of digital tools and components.





intermediate levels. Visit [www.cambridge.org/elt/liu](http://www.cambridge.org/elt/liu) or contact your local Cambridge University Press representative.

This second edition updates a course which has proven to be a perfect fit for classes the world over. English in Mind 3 Combo A with DVD-ROM features the Welcome Unit and Units 1-7 from the full Student's Book renumbered as Units 1-8, together with the corresponding pages from the Workbook. Thought-provoking topics motivate teenage students. Content-rich photostories present contemporary spoken English in realistic contexts. 'Culture in mind' sections give insight into different aspects of English-speaking life. The DVD-ROM features stimulating grammar exercises, games, video, unit tests, Workbook audio and selected Student's Book audio. The videos feature the photostory characters and include 'Videoke', which allows students to record and hear their voices in portions of the video dialogues.

This practical coursebook introduces all the basics of modern syntactic analysis in a simple step-by-step fashion. Each unit is constructed so that the reader discovers new ideas, formulates hypotheses and practises fundamentals. The reader is presented with short sections of explanation with examples, followed by practice exercises. Feedback and comment sections follow to enable students to monitor their progress. No previous background in syntax is assumed. Students move through all the key topics in the field including features, rules of combination and displacement, empty categories, and subcategorization. The theoretical perspective in this work is unique, drawing together the best ideas from three major syntactic frameworks (minimalism, HPSG and LFG). Students using this book will learn fundamentals in such a way that they can easily go on to pursue further study in any of these frameworks.

First Certificate Avenues has been completely revised to meet the new 1996 syllabus.

Presents a five-level course for adults, which focuses on contemporary themes, language and learning styles that are relevant to adult learners. This title includes photocopiable worksheets, tests and videos, and the ready-made lessons can be used as they stand, or adapted using the optional activities suggested in the Teacher's Book.

Section A : First Flight (Prose and Poetry) Paper I – Prose 1.A Letter to God, 2 .Nelson Mandela : Long Walk To Freedom, 3. Two Stories About Flying (i) His First flight, (ii) Black Aeroplane, 4. From The Diary of Anne Frank, 5. The Hundred Dresses- I, 6. The Hundred Dresses –II, 7. Glimpses of India, 8.Milbil The Otter, 9.Madam Rides the Bus, 10. The Sremon At Benares, 11.The Proposal, Paper II – Poetry 1.Dust of Snow, 2. Fire Andice, 3. A Tiger The Zoo, 4. How To Tell Wild Animals, 5. The Ball Poem, 6. Amanda, 7. Animals, 8.The Treesm, 9. Fog, 10. The Tale of Custard The Dragon, 11. For Anne Gregory, Section B : Footprints Without Feet (Supplementary Reader) 1.A Triumph Of Surgery, 2. The Thiefs Story, 3. The Midnight Visitor, 4. A Question of Trust, 5. Footprint Without Feet, 6. The Making of a Scientist, 7.The Necklace, 8. The Hack Driver, 9. Bholi, 10. The Books That Saved The Earth, Section C : Grammar (Reading and Writing) 1.Reading Section, 2. Grammar ( Teness, Modals, Passive Voice, Subject-Verb Concord, Reporting, Clauses, Determiners, Preposition), 3. Letter Writing. Board Question Paper

Routledge Language Workbooks provide absolute beginners with practical introductions to core areas of language study. Books in the series provide comprehensive coverage of the area as well as a basis for further investigation. Each Language Workbook guides the reader through the subject using 'hands-on' language analysis, equipping them with the basic analytical skills needed to handle a wide range of data. Written in a clear and simple style, with all technical concepts fully explained, Language Workbooks can be used for independent study or as part of a taught class. History of English: • examines the history of the English language in order to explain the English that is used today • introduces key linguistic concepts • provides 'discussion points' to generate debate • encourages readers to think critically about the subject • involves readers in collecting and analysing their own data • contains a 'mini-corpus' of texts, used for exercises and to illustrate points raised in the commentary Revised throughout, this updated edition integrates the latest research on the history of English, including an additional chapter on English letters and punctuation, and an updated bibliography. History of English, 3rd edition provides an essential introduction and workbook for students coming to this subject for the first time.

This volume presents strongly empirical, corpus-based studies of a range of English modal auxiliaries and modal constructions in specific uses. It also approaches some of the classic issues in the field of modality from new perspectives, notably that of the Theory of Enunciative Operations developed by the French linguist Antoine Culioli and his colleagues. "

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Modal Auxiliary Verb (or 'Modal Verb' or 'Modal Auxiliary') is a verb that is used with another verb (not a modal verb) to express ability, intention, necessity, obligation, permission, possibility, probability, etc. English modal auxiliary verbs - may, might, can, could, will, would, shall, should, must, need, used(to), ought(to), dare | different patterns and examples | may and might are used to express- possibility, compulsion, obligation, probability (in the present and future) | can, could are used to express- ability, probability, possibility, suggestion, request, condition | will, would are used to express- action in future, present habit, compulsion, obligation | shall, should are used to express- action in future, suggestion, surprise, importance or purpose | need is used to express necessity | used(to) is used to express- past habit | ought(to) is used to express- probability, recommendation, obligation, advise | dare is used to express– be brave enough to Sample This: Modal Auxiliary Verb -- May and Might Uses of 'May' and 'Might' (1).

Possibility/Probability It may rain the day after tomorrow. [= Perhaps it will rain the day after tomorrow. OR It is possible that it will rain the day after tomorrow.] He may have caught the train. [= Perhaps he caught the train. OR It is possible that he caught the train.] (2). To say what the purpose of something is Many people flatter that they may win favor. [= Many people flatter in order to win favor.] They ran so that they might arrive in time. [= They ran in order to arrive in time.] (3). To admit that something is true before introducing another point, argument, etc. It may not be wise, but using force may be lawful. [= Although it is not wise, using force may be lawful.] (4). To express wishes and hopes May you live prosperous life! May you have a good time! My teacher blessed me that I might succeed in my exams. (5). To give or refuse Permission [In Informal and

Polite Way] You may not withdraw money from your bank account. [= You are not allowed to withdraw money from your bank account.] (6). To seek Permission [In Informal and Polite Way] May I borrow your book for two days? (Yes, you may.) May I come in? (No, you may not.) Difference between 'May' and 'Might' 'Might' is the past equivalent of 'may' in indirect speech. 'Might' is very polite and formal. It is not common. It is mostly used in indirect questions. I wonder if I might work on your computer. But it is used in the same way as 'may' to talk about the present or future. 'Might' is used as a less positive version of 'May' 'May' denotes more possibility/probability 'Might' denotes less possibility/probability May I use your mobile phone? Might I use your mobile phone? (= A diffident way of saying 'May I use your mobile phone?') 'Might' also denotes 'would perhaps' You might attract President's attention later. [= Perhaps you would attract.] He might have to go [= Perhaps he had to go.] 'Might' is also used to express a degree of dissatisfaction or reproach; as, You might pick up an argument with him! You might have picked up an argument with him! 'Might' has limitations while 'asking permission' Note: Avoid using 'might' to seek or give permission. [Prefer to use 'may'] | Avoid using 'might not' to refuse permission. [Prefer to use 'may not']. Using 'might' to seek or give permission is very formal and is not used very often. Might I ask your address? Might I offer you something to eat? [Exception: You can use 'might' to give permission or 'might not' to refuse permission in "indirect speech"] He asked me whether he might stay in my house. Note: 'Maybe' is an adverb. ['Maybe' means 'perhaps'] -- Maybe he came to know something secret and was removed from the post. ALSO NOTE: Difference between 'May' and 'Can' 'May' is more formal than 'Can' 'May' is mostly used in 'formal' English. 'Can' is mostly used in 'informal' (or spoken) English 'Can' is used to show ability/capability/capacity, while 'may' is never used in this sense.

Business Benchmark Second edition is the official Cambridge English preparation course for Cambridge English: Business Preliminary, Vantage and Higher (also known as BEC), and BULATS. This Teacher's Resource Book includes a wide range of supplementary photocopiable material with answers, including complete extra lessons and case studies. It provides information about how the activities in each unit relate to the Business Preliminary exam and BULATS test. There are notes on each unit with advice and suggestions for alternative treatments and information about how this course corresponds to the CEF, with a checklist of 'can do' statements. A complete answer key to both the Business Preliminary and BULATS versions of the Student's Book is provided as well as complete transcripts of the listening material with answers underlined.

??????American English in Mind Level 3 Teacher's EditionCambridge University Press

You've come to the right place for learning English quickly and easily! Easy English Step-by-Step for ESL Learners is based on the idea that the quickest route to learning this subject is building a solid foundation in the basics. You won't find a lot of pointless discussion; instead, you get an original, step-by-step approach to mastering English, with important concepts linked together by clear explanations, appropriate exercises, and helpful answers. The first steps introduce you to the everyday expressions of the English language, allowing you to communicate in a variety of everyday situations almost immediately. Gradually, a series of interconnected steps takes you from simple to more challenging concepts at your own pace, with a variety of increasingly difficult exercises to practice what you've learned. After working through these exercises, you'll have a better grasp of the subject along with the knowledge and skills you need to handle English with confidence. Easy English Step-by-Step for ESL Learners features: Easy-to-understand grammar explanations with multiple examples Realistic conversations for practical situations, from Shopping to Getting Around Town and Making Friends Helpful communication strategies, including the use of gestures and body language Exercises to help test what you've learned and measure progress Online audio recordings to improve pronunciation and fluency Danielle Pelletier is the president of English League, a translation and workforce training company that provides English and foreign-language training and cross-cultural education to international students and professionals working in universities and corporations.

This book is intended to support students in learning business vocabulary development, grammar, and the skills of listening, speaking, reading, and writing. At the end of this book, the students will be capable of getting either a B1 (intermediate level) or a B2 (upper intermediate level) in business standardized tests such as the Business English Certificate, Lingua Skills, etc.

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