

Modal Verbs Of Obligation Exercise Autoenglish

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. "

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. The New Cambridge English Course is a course teachers and students can rely on to cover the complete range and depth of language and skills needed from beginner to upper-intermediate level. Each level is designed to provide at least 72 hours of class

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work using the Students Book, with additional self-study material provided in the Practice Book. The course has a proven multi-syllabus approach which integrates work on all the vital aspects of language study: grammar, vocabulary, pronunciation, skills, notions and functions. Teacher support Free photocopiable placement tests for Levels 1 and 2 are available, with teachers' notes in French, Spanish and Polish and answer sheets to help allocate students to the appropriate level. Please contact your local Cambridge University Press representative for details.

Updated to reflect questions found on the most recent ESL tests, this book presents 400 common phrasal verbs as they are used in everyday English. Phrasal verbs are verbs combined with prepositions or adverbs. Familiarity with phrasal verbs and understanding their use as nouns (breakup, showoff, etc.) or adjectives (spaced-out, broken-down, stressed-out, and many others) is essential to ESL students. Updated information includes: the most commonly used phrasal verbs; activities and examples that reflect our current technology and the world around us; an expanded introduction for the teacher with a thorough breakdown and explanation of phrasal verbs; and, a discussion of separable and inseparable phrasal verbs in Unit I, and more. This book's hundreds of examples in context and hundreds of exercises will be extremely useful to ESL students who are preparing for TOEFL or who simply wish to improve their English.

We may all speak the same language, but getting to grips with grammar is the ultimate

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challenge. You could be puzzled by prepositions, confused by comparatives, or muddled over modals. Thankfully, this complete visual aid to everything in the English language sets you straight with a clear and concise format for easy understanding. The rules of English grammar are beautifully presented with eye-catching illustrations, step-by-step graphics, and straightforward explanations to help you learn. Suitable for English language learners at all levels, including experienced English speakers looking for a recap of key language points, English for Everyone: English Grammar Guide covers basic, intermediate, and advanced grammar. There is no stone left unturned when it comes to the English language. All kinds of problems are solved, including tenses, verbs, adverbs, clauses, superlatives, and questions. You are encouraged to spot patterns and sequences in language to see the similarities and develop greater understanding. After an intensive review, test yourself with a range of speaking, reading, and writing exercises to see how far you have come. This essential grammar e-guide is part of DK's English for Everyone series, an exciting and educational self-study course to build up confidence and fluency. Whether you want to improve your grammar for school, study, exams (including TOEFL and IELTS), work, or travel, this is the perfect reading companion. Series Overview: English for Everyone series teaches all levels of English, from beginner to advanced, to speakers of English as a second language. Innovative visual learning methods introduce key language skills, grammar, and vocabulary, which are reinforced with a variety of speaking, reading, and writing

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exercises to make the English language easier to understand and learn. Visit www.dkefe.com to find out more.

The Cambridge Advanced Learner's Dictionary gives the vital support which advanced students need, especially with the essential skills: reading, writing, listening and speaking. In the book: * 170,000 words, phrases and examples * New words: so your English stays up-to-date * Colour headwords: so you can find the word you are looking for quickly * Idiom Finder * 200 'Common Learner Error' notes show how to avoid common mistakes * 25,000 collocations show the way words work together * Colour pictures: 16 full page colour pictures On the CD-ROM: * Sound: recordings in British and American English, plus practice tools to help improve pronunciation * UNIQUE! Smart Thesaurus helps you choose the right word * QUICKfind looks up words for you while you are working or reading on screen * UNIQUE! SUPERwrite gives on screen help with grammar, spelling and collocation when you are writing * Hundreds of interactive exercises

The purpose of this book English, like all languages, is full of problems for the foreign learner. Some of these points are easy to explain - for instance, the formation of questions, the difference between since and for, the meaning of after all. Other problems are more tricky, and cause difficulty even for advanced students and teachers. How exactly is the present perfect used? When do we use past tenses to be polite? What are the differences between at, on and in with expressions of place? We

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can say a chair leg - why not * a cat leg? When can we use the expression do so? When is the used with superlatives? Is unless the same as if not? What are the differences between come and go, between each and every, between big, large and great, between fairly, quite, rather and pretty? Is it correct to say There's three more bottles in the fridge? How do you actually say $3 \times 4 = 12$? And so on, and so on. Practical English Usage is a guide to problems of this kind. It deals with over 600 points which regularly cause difficulty to foreign students of English. It will be useful, for example, to a learner who is not sure how to use a particular structure, or who has made a mistake and wants to find out why it is wrong. It will also be helpful to a teacher who is looking for a clear explanation of a difficult language point. There is very full coverage of grammar, as well as explanations of a large number of common vocabulary problems. There are also some entries designed to clarify more general questions (e.g. formality, slang, the nature of standard English and dialects) which students and teachers may find themselves concerned with.

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

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

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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.

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In this highly acclaimed revision, grammatical descriptions and teaching suggestions are organized into sections dealing with Form, Meaning, and Use. THE GRAMMAR BOOK, Second Edition helps teachers and future teachers grasp the linguistic system and details of English grammar, providing more information on how structures are used at the discourse level.

Modals and Quasi-modals in English reports the findings of a corpus-based study of the modals and a set of semantically-related 'quasi-modals' in English. The study is the largest and most comprehensive to date in this area, and is informed by recent developments in the study of modality, including grammaticalization and recent diachronic change. The selection of the parallel corpora used, representing British, American and Australian English, was designed to facilitate the exploration of both regional and stylistic variation.

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.

Challenge and inspire your teenage learners to think beyond language. American

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Think is a vibrant course designed to engage teenage learners and make them think. As well as building students' language skills, it offers a holistic approach to learning: developing their thinking skills, encouraging them to reflect on values and building their self-confidence. Topics are chosen to appeal to and challenge teenagers, firing their imagination and ensuring effective learning. Exam-style exercises and tips help students prepare for Cambridge English Key, Preliminary and First. Informed by the Cambridge English Corpus, the course reflects real language usage and 'Get it right' sections help students avoid common mistakes. Swahili Grammar and Workbook provides a practical and comprehensive companion to Swahili grammar, filling in gaps left by other textbooks. Presenting the essentials of Swahili grammar in a highly accessible fashion, it reduces complex language topics to helpful rules and mnemonic aids, enabling maximum grammar retention and accurate usage. Grammar points are followed by multiple examples and exercises, allowing students to consolidate and practice their learning. No prior knowledge of linguistic terminology is required. Key features include: Twenty five language notes covering key topics such as: personal pronouns; the Swahili noun class system; special class combinations; the imperative, the subjunctive, and the conditional moods; the use of comparatives; the use of monosyllabic verbs; the passive form and various other forms of verb

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extensions; the relative clause Clear, detailed and jargon-free grammatical explanations supported by an assortment of helpful diagrams, charts and tables and many relevant and up-to-date examples A wide range of communication-oriented exercises to reinforce learning and develop students' ability to use Swahili actively Audio files to support pronunciation practice, clearly linked to relevant sections of the book and available for free download at <http://www.routledge.com/books/details/9781138808263/> Four appendices, Swahili-English and English-Swahili vocabulary lists, a bibliography and an index presented at the back of the book for easy access to information. Written by a highly experienced instructor, Swahili Grammar and Workbook will be an essential resource for all students and teachers of Swahili. It is suitable for use both as a companion reference text in language courses and as a standalone text in independent grammar classes.

George Orwell set out 'to make political writing into an art', and to a wide extent this aim shaped the future of English literature – his descriptions of authoritarian regimes helped to form a new vocabulary that is fundamental to understanding totalitarianism. While 1984 and Animal Farm are amongst the most popular classic novels in the English language, this new series of Orwell's essays seeks to bring a wider selection of his writing on politics and literature to a new

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readership. In *Politics and the English Language*, the second in the Orwell's Essays series, Orwell takes aim at the language used in politics, which, he says, 'is designed to make lies sound truthful and murder respectable, and to give an appearance of solidity to pure wind'. In an age where the language used in politics is constantly under the microscope, Orwell's *Politics and the English Language* is just as relevant today, and gives the reader a vital understanding of the tactics at play. 'A writer who can – and must – be rediscovered with every age.' — Irish Times

True to Life is a five level course designed specifically for adult learners.

Druhé vydání u?ebního textu, který je ur?en student?m Farmaceutické fakulty. Autorky této praktické p?íru?ky kladou d?raz na procvi?ení a profesionální zvládnutí anglické farmaceutické terminologie a frazeologie. Každá z 30 lekcí obsahuje odborný text a praktická cvi?ení, zam??ená na porozum?ní psanému slovu, konverzaci a procvi?ování gramatiky. P?ipojen je i anglicko-?eský slovník s transkripcí slovní zásoby a rejst?ík.

This Book Covers The Following Topics: VERB – 'TO HAVE' PART (A).

Ordinary Verb -- 'HAVE' PART (B). Auxiliary Verb -- 'HAVE' 1. Have/Has/Had

+ Third Form of Verb 2. Have/Has/Had + Been + Third Form of Verb 3.

Have/Has/Had + Been + -ING Form of Verb 4. Have/Has/Had + Been 5.

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Have/Has/Had + Had PART (C). Modal Verb -- 'HAVE' 1A. [Have/Has + To + First Form of Verb] 1B. [Have/Has + To + Be + Third Form of Verb] 2A. [Had + To + First Form of Verb] 2B. [Had + To + Be + Third Form of Verb] 3A. [Have/Has + Had + To + First Form of Verb] 3B. [Have/Has + Had + To + Be + Third Form of Verb] 4A. [Had + Had + To + First Form of Verb] 4B. [Had + Had + To + Be + Third Form of Verb] 5A. [Having + To + First Form of Verb] 5B. [To + Have + To + First Form of Verb] Exercises: 1(A) and 1(B) Exercises: 2(A) and 2(B) Exercises: 3(A) to 3(C) Sample This: VERB – 'TO HAVE' VERB – 'HAVE' Verb 'HAVE' is used as an AUXILIARY VERB as well as a MAIN (ORDINARY) VERB. It also does the function of 'MODAL VERB'. MAIN VERB: When used as the main verb, the verb 'have' is followed by an object. AUXILIARY VERB: When used as an auxiliary verb, it forms the perfect and perfect continuous tenses. [Note: 'Auxiliary verb' is a verb which is used with the main verb to show tenses, etc.] MODAL VERB: 'Modal verb' is a verb that is used with the main verb to express intention, permission, possibility, probability, obligation, etc. Following patterns are possible: "have to, has to, had to, have had to, has had to, had had to, having to" FORMS OF VERB 'HAVE': Present form – Have or Has Past form – Had Past Participle form – Had IMPORTANT POINTS ABOUT VERB 'HAVE' 'Have' Is Used With Subject 'I, We, You and They' + All Plural

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Subjects 'Has' Is Used With Subject 'He and She' + All Singular Subjects
'Had' Is Used With All Subjects (Singular or Plural) USE OF 'HAVE GOT' In some senses, you can also use 'have got'. 'have got' is especially used in 'British English'. She has got a loose temper. (= She has a loose temper.) I have got a backache. (= I have a backache.) He has got a management degree (= He has a management degree.) PART (A). Ordinary Verb -- 'HAVE' As a Main Verb, 'Have' is used to express different kinds of thoughts: Some of them are as follows: to possess, to own, to show quality, to show a feature, to suffer from illness, to perform a particular action, to produce a particular effect, to trick, to cheat, to hold, to experience, to receive, to allow, to put in a position, etc. When used as the main verb, 'have' is followed by an object. I have an American passport. He has an American passport. She had an American passport. Negative Forms Of Main Verb 'Have': Have – Do not have (Don't have) Has – Does not have (Doesn't have) Had – Did not have (Didn't have) I don't have an American passport. He doesn't have an American passport. She didn't have an American passport. NOTE– Instead of using do/does/did, you can also use modal verbs (may, can, must, should, etc.) in negative sentences to show possibility, intention, obligation, etc. I may not have an American passport. He may not have an American passport. She may not have an American

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passport. You can also use 'Never have/Never has/Never had' to emphasize negative statements. I never have my breakfast at 7 am. This park never has any trace of greenery. We never had the guts to question him. Interrogative Patterns Of Main Verb 'Have': Have – Do + Subject + Have Has – Does + Subject + Have Had – Did + Subject + Have Do I have an American passport? Does he have an American passport? Did she have an American passport? NOTE– Instead of using do/does/did, you can also use modal verbs (may, can, must, should, etc.) in interrogative sentences to show possibility, intention, obligation, etc. Can I have an American passport? Can he have an American passport? Can she have an American passport? Interrogative-Negative Patterns Of Main Verb 'Have': Have – Don't + Subject + Have Has – Doesn't + Subject + Have Had – Didn't + Subject + Have Don't I have an American passport? Doesn't he have an American passport? Didn't she have an American passport?

From concept to closure, A Practical Guide to Drafting Contracts provides detailed instruction for drafting contracts. Moreover, it teaches readers how to adapt existing contracts and forms to the specific needs of their client--as is frequently done by lawyers in legal practice. Step-by-step instruction and examples unpack the purpose of each provision for a wide range of contracts and integrate the basic principles that apply to both domestic and international

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transactions. Practice exercises further develop students' drafting skills, as well as their working knowledge of the language and syntax of contract law. New to the Second Edition: Enhanced coverage of negotiating and drafting contracts in the United States Mind-mapping exercises that help learners think deeply about key contract provisions and their effect on other important aspects of the contract New contract simulations and drafting exercises Clear signposting of text and exercises specifically written for non-native speakers Professors and students will benefit from: Step-by-step instruction through the entire drafting process In-depth explanations and helpful examples Insights into the strategic decisions behind drafting contracts Hands-on exercises that: Raise awareness of commonly occurring contract provisions Encourage use of phrasing appropriate to audience and purpose Build familiarity with the legal principles of contracts Provide practice modifying forms and contracts drafted by other parties Discussion of U.S. law regarding key contract provisions and drafting issues Online Student Resources including: Additional exercises A wealth of sample APA contracts, Consulting Agreements, and Distribution Contracts that students are encouraged to mine for appropriate language and provisions in the process of drafting new contracts

Modal Auxiliary Verb (or 'Modal Verb' or 'Modal Auxiliary') is a verb that is

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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,

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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

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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.

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.

An expat's witty and insightful exploration of English and American cultural differences through the lens of language that will leave readers gobsmacked In That's Not English,

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the seemingly superficial differences between British and American English open the door to a deeper exploration of a historic and fascinating cultural divide. In each of the thirty chapters, Erin Moore explains a different word we use that says more about us than we think. For example, "Quite" exposes the tension between English reserve and American enthusiasm; in "Moreish," she addresses our snacking habits. In "Partner," she examines marriage equality; in "Pull," the theme is dating and sex; "Cheers" is about drinking; and "Knackered" covers how we raise our kids. The result is a cultural history in miniature and an expatriate's survival guide. American by birth, Moore is a former book editor who specialized in spotting British books—including *Eats, Shoots & Leaves*—for the US market. She's spent the last seven years living in England with her Anglo American husband and a small daughter with an English accent. *That's Not English* is the perfect companion for modern Anglophiles and the ten million British and American travelers who visit one another's countries each year.

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

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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.

Palmer investigates the category of modality, drawing on a wealth of examples from a wide variety of languages.

This Book Covers The Following Topics: Pattern (01) -- To + Be Pattern (02) -- To + Be + -ING Form of Verb Pattern (03) -- To + First Form of Verb Pattern (04) -- To + Be + Third Form of Verb Pattern (05) -- To + Have Pattern (06) -- To + Have + Been Pattern (07) -- To + Have + Been + -ING Form of Verb Pattern (08) -- To + Have + Third Form of Verb Pattern (09) -- To + Have + Been + Third Form of Verb Pattern (10) -- Being (Present) And Having Been (Past) Pattern (11) -- 'Verb + -ING' and 'Having + Past Participle' Pattern (12) -- Being, Having Been And Past Participle Pattern (13) – "Be" + To EXERCISE Sample This: Pattern (01) -- To + Be [PAST EVENTS] EXAMPLE 1:- He thought that he was safe there. First Part - He thought. [Main Verb In Past] Second Part - He was safe there. [Verb 'Be' – Was] Using – 'To + Be' He thought that he was safe there. Make changes in this sentence as follows: A. Remove 'that' B. Replace Subject pronoun (he) with Reflexive pronoun (himself) C. Replace Verb 'Was' With To Be He thought himself to be safe there [Main Verb In Past + To + Be] EXAMPLE 2: I believed that he was a rival. First Part - I believed. [Main Verb In Past] Second Part - He was a

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rival. [Verb 'Be' – Was] Using – 'To + Be' I believed that he was a rival. Make changes in this sentence as follows: A. Remove 'that' B. Replace Subject pronoun (he) with Object pronoun (him) C. Replace Verb 'Was' With 'To Be' I believed him to be a rival. [Main Verb In Past + To + Be] EXAMPLE 3: It was said that he was in China. First Part - It was said [Main Verb in Past] Second Part - He was in China [Verb 'Be' – Was] Using – 'To + Be' It was said that he was in China. Make changes in this sentence as follows: A. Use Subject of Second Part as the Main Subject B. Remove 'that' C. Replace Verb 'Was' (Second Part) With 'To Be' He was said to be in China. [Main Verb In Past + To + Be] MORE EXAMPLES: He appeared to be mentally disturbed. He appeared to be in the age group of 23-25 years. The family claimed it to be a case of medical negligence. Others seemed to be fast asleep. Speeding seemed to be the reason behind the accident. We never expected him to be part of the scandal. More than a dozen children were believed to be among the passengers on the plane. Samples of the body said to be of the 23-year body did not match despite the investigation agency having thrice sent the sample to a laboratory. He grew up to be a brave man. A closer look showed it to be the head of a boy neck-deep in the quicksand. The wait turned out to be long and futile. Kidnapper turned out to be none other than his own relative. They found four passengers who turned out to be thieves. Everyone wanted to be the first to be out of the hotel. [PRESENT EVENTS] EXAMPLE 1: We know that he is alive. First Part - We know. [Main Verb In Present] Second Part - He is

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alive. [Verb 'Be' – Is] Using – 'To + Be' We know that he is alive. Make changes in this sentence as follows: A. Remove 'that' B. Replace Subject pronoun (he) with Object pronoun (him) C. Replace Verb 'Is' With To Be We know him to be alive. [Main Verb In Present + To + Be] EXAMPLE 2: It is said that his condition is critical. First Part – It is said. [Main Verb In Present] Second Part - His condition is critical. [Verb 'Be' – Is] Using – 'To + Be' It is said that his condition is critical. Make changes in this sentence as follows: A. Use Subject of Second Part as the Main Subject B. Remove 'that' C. Replace Verb 'Is' (Second Part) With 'To Be' His condition is said to be critical. [Main Verb In Present + To + Be] MORE EXAMPLES: It appears to be a replay of the 1997 hit and run case. The ball appears to be in the finance ministry's court. Friends are known to be sympathetic during tough times. They cease to be MPs. Today happens to be your birthday. They are reported to be safe. He wants it to be a low-key affair. I want this to be more of an inspirational story. The incident seems to be the fallout of a property dispute. The shelter is expected to be ready by next week. He is considered to be close to the president. Time management is said to be the key to success. He is believed to be in a serious but stable condition. The Nile is said to be longer than all the other rivers. He has been found to be a millionaire.

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The history of English writing is, to a considerable extent, the history of instructional

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writing in English. This volume is the first collection of papers to focus on instructional writing throughout the history of the language. Spanning a millennium of English texts, the materials studied represent procedural and behavioural discourse in a variety of genres. The primary texts, from AElfric's homilies to medieval cooking recipes to seventeenth-century American conduct literature to present-day language textbooks, display a variety of linguistic devices typical of instruction. The materials nonetheless differ with respect to the explicitness of their instructive purpose. Bringing together a broad range of instructional writing from the Old, Middle and Modern English periods, this collection celebrates the sixtieth birthday of Risto Hiltunen, who has successfully combined discourse-linguistic approaches with the history of English in his research, and inspired the colleagues and former students contributing to this volume."

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.

Updated and revised with more examples and expanded discussions, this second edition continues the aim of providing teachers with a solid understanding of the use and function of grammatical structures in American English. The book avoids jargon

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and presents essential grammatical structures clearly and concisely. Dr. DeCapua approaches grammar from a descriptive rather than a prescriptive standpoint, discussing differences between formal and informal language, and spoken and written English. The text draws examples from a wide variety of authentic materials to illustrate grammatical concepts. The many activities throughout the book engage users in exploring the different elements of grammar and in considering how these elements work together to form meaning. Users are encouraged to tap into their own, often subconscious, knowledge of grammar to consciously apply their knowledge to their own varied teaching settings. The text also emphasizes the importance of understanding grammar from the perspective of English language learners, an approach that allows teachers to better appreciate the difficulties these learners face. Specific areas of difficulties for learners of English are highlighted throughout.

Practical English Usage Third Edition

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This book is a report of an investigation into the meanings of the modal auxiliaries in modern British English. The investigation took the form of a large-scale corpus-based project, looking at modal auxiliaries in both written and spoken language, and taking into account stylistic variation. The analysis of a corpus of a 'real' language brings the analyst face-to-face with a problem which has frequently been avoided or ignored in theoretical semantics: language is not an orderly phenomenon, and, as far as meaning is concerned, indeterminacy seems to be a feature of all languages. But it is one thing to recognise the existence of indeterminacy, and another to deal with it adequately. Semantic analysis conventionally consists in distinguishing one meaning from another, in recognising discrete categories, but the acknowledgement of indeterminacy explicitly denies the existence of such discrete categories. This book examines in detail this problem and its relationship to a study of modals.

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This second edition updates a course which has proven to be a perfect fit for classes the world over. Engaging content and a strong focus on grammar and vocabulary combine to make this course a hit with both teachers and students. The Teacher's Resource Book contains extra photocopiable grammar and communication activities and full pages of teaching tips and ideas specially written by methodology expert, Mario Rinvoluceri. A Testmaker Audio CD/CD-ROM which allows teachers to create and edit their own tests is also available separately, as is Classware which integrates the Student's Book, class audio and video.

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