
Modal Verbs Of Ability And Permission Exercise At Auto English

May, Might, Can, Could, Will, Would, Shall, Should, Must, Need

Evidence from Minor Finnic

Intermediate to Upper-intermediate ; Clear Explanations for Real Situations

The Fate of Mood and Modality in Language Death

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A Concise Reference

An ESL/EFL Teacher's Course

Tasks for Teachers of English

Functional and Formal Perspectives

Development of Modality in First Language Acquisition

A Study of Variation and Change in the Modal Systems of World Englishes

The modal verbs can and may in English and Spanish

Modal Verbs in Marlowe and Shakespeare

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JENNINGS ZAYDEN

May, Might, Can, Could, Will, Would,
Shall, Should, Must, Need John
Benjamins Publishing

This handbook offers an in depth and
comprehensive state of the art survey of
the linguistic domains of modality and
mood. An international team of experts
in the field examine the full range of

methodological and theoretical
approaches to the many facets of the
phenomena involved. Following an
opening section that provides an
introduction and historical background to
the topic, the volume is divided into five
parts. Parts 1 and 2 present the basic
linguistic facts about the systems of
modality and mood in the languages of
the world, covering the semantics and
the expression of different subtypes of
modality and mood respectively. The
authors also examine the interaction of

modality and mood, mutually and with other semantic categories such as aspect, time, negation, and evidentiality. In Part 3, authors discuss the features of the modality and mood systems in five typologically different language groups, while chapters in Part 4 deal with wider perspectives on modality and mood: diachrony, areality, first language acquisition, and sign language. Finally, Part 5 looks at how modality and mood are handled in different theoretical approaches: formal syntax, functional linguistics, cognitive linguistics and construction grammar, and formal semantics.

Evidence from Minor Finnic

Foundation Books

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.

*Intermediate to Upper-intermediate ;
Clear Explanations for Real Situations*
Cambridge University Press

Explores the language behaviour of speakers of English as a Lingua Franca (ELF), through the lens of Gricean pragmatics. It will be of interest to a

wide range of scholars across the fields of pragmatics, language contact, world Englishes, second language acquisition, and English as a second language.

The Fate of Mood and Modality in Language Death Cambridge Scholars Publishing

In *Corpus Linguistics and Sociolinguistics*, Beke Hansen provides an in-depth analysis of variation and change in the expression of modality in second-language varieties of English by adopting an integrated sociolinguistic and corpus-based approach.

Complete PET Student's Book Without Answers with CD-ROM

Cambridge University Press

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.

A Concise Reference Cambridge University Press

This book provides a formal analysis of both main and embedded modality in the modern Greek language. By reassessing the main arguments of the classical semantic and syntactic literature related to modality, this study offers a new account of its interpretation in modern Greek in terms of non-veridicality and non-monotonic principles. It is argued that the interpretation of modality in modern

Greek depends on semantic and discourse components which are regulated by contextual information, evidentiality, causation, and inference. The analysis offered implies a greater significance of modality, the components of which can be distinguished in the incorporation of the inferential model of an individual.

An ESL/EFL Teacher's Course GRIN Verlag

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. Tasks for Teachers of English Walter de Gruyter English Auxiliary Verbs - May, Might, Can, Could, Will, Would, Shall, Should,

Need, Dare, Used (to), Ought (to) May And Might Are Used To Denote Possibility, Compulsion, Obligation, Probability (In 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 And Should Are Used To Express - Action In Future, Suggestion, Surprise, Importance Or Purpose Different Patterns For Using These Verbs. Here Is The Sample For Denoting Possibility/Probability In Past, You Should Use Pattern - Might + Have + Verb 3rd Form - Examples -- He Might Have Had Links. He Might Have Come Here. I Might Have Gone. It Might Have Been He. I Might Have Sent Him. We Might Have Fainted. The Leopard Might

Have Got Hurt During A Fight - And Had Torn Half Of Its Upper Eyelid. He Might Have Continued. You Might Have Known It. He Might Have Stolen Some Pieces With The Help Of Others. Fire Tender Might Have Got Stuck While On Their Way To Colony. His Story Might Easily Have Ended Here. I Might Not Have Gone. One More Sample - To Express Obligation In Past You Should Use Pattern - (SHOULD + HAVE + VERB 3rd FORM), Examples -- I Should Have Renewed License. (But I Didn't Renew License.) I Should Have Indicated It. (But I Didn't Indicate It.) You Should 'Certainly' Have Told Us The Truth. (But You Didn't Tell Us The Truth.) PM Should Have Sought An Apology For The Carnage. (But PM didn't Sigh An Apology.) It Should Have Done So Before The Session

Began.They Should Have Got Used To These Showrooms.Volcker Should Have Had The 'Courtesy' To Send Him A Notice.Judge Should Have Had No Compunction.You Should Have Let Me Die.Should The Government Have Allowed The Situation To Fester? I Should Have Dropped My Stuff, Dashed Back And Told Him Everything.Should Ministers Have Given A Clean Chit To Warring Companies?

Functional and Formal Perspectives John Benjamins Publishing

Grammar reference and practice for the Cambridge PET exam.

Development of Modality in First Language Acquisition Springer Nature

The book series Linguistische Arbeiten (LA) publishes high-quality work in linguistics that addresses current issues

in synchrony and diachrony, theoretically or empirically oriented.
A Study of Variation and Change in the Modal Systems of World Englishes

Springer

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 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 'May' and 'Might' are used to show Possibility and Probability 'May' and 'Might' are used to ask for Permission 'May' is used to give or refuse Permission

Some Important Uses of 'May' and 'Might' To say what the purpose of something is We eat that we may live. Her prayer was that the child might live. That he might be well fed his

mother starved herself. To admit that something is true before introducing another point, argument, etc. You may not return to past glory, but don't stop believing. City may not have the roads to drive sports car, but it has excellent infrastructure. It may not be wise, but using force may be lawful. I may not have deserved the house I bought, but I'm glad I own it. He may not have been loved, but he was respected. We may have had to go without food, but he is very considerate. 'May' is used to express wishes and hopes May you live prosperous life! 'May' is used to give or refuse Permission [In Informal and Polite Way] You may contact us for queries regarding donations. When you have finished your work you may go home. Note: Never use 'might' to give

permission. [Always use 'may']Never use 'might not' to refuse permission. [Always use 'may not']Difference between 'May' and 'Might'Note: 'Might' is the past equivalent of 'may' in indirect speech.But it is used in the same way as 'may' to talk about the present or future.'May' denotes more possibility/probability'Might' denotes less possibility/probabilityIt may rain tomorrow (Perhaps a 75% chance) - More possibleIt might rain tomorrow (Perhaps a 50% chance) - Less possible'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 frequently used in conditional sentencesIf I pursued studies further, I might learn more.If I had

pursued studies further, I might have learned more.'Might' has limitations while 'asking permission''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.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

The modal verbs can and may in English and Spanish Cambridge University Press Research into the “grammar of language death” is often biased toward formal processes (e.g. paradigmatic levelling).

In this study the author changes the perspective and shows that the relative susceptibility of linguistic elements to loss, change and innovation in language death circumstances can be dependent on meaning and thus organized along semantic notions rather than along structure.

Modal Verbs in Marlowe and Shakespeare Oxford University Press

This book presents a systematic and relatively comprehensive account of the system of MODALITY in Modern Chinese and the functions that realizations of modality serve in the clause and clause complex. Grounded in SFL, the research begins by introducing the system of types of modality in Modern Chinese, investigating the subtypes of modality and their realizations. The study then

explores the systems of Orientations that characterize the realization of modalization and modulation in Chinese. After establishing the complete system of modality in Modern Chinese, the research finally examines the functions that realizations of modality serve in the textual structure of the clause and in the clause complex. The study finds that the system of MODALITY is an important interpersonal clause system at the lexicogrammatical stratum of Chinese. There are two distinct types of modality in Chinese: modalization and modulation. Modalization concerns the assessment of probability of the proposition; modulation is concerned with the assessment of the proposal in terms of obligation, inclination, and ability. The systems of ORIENTATIONS

make a basic distinction between subjective and objective modality, and between the explicit and implicit realizations. The research also reveals that in the thematic structure of the clause, realizations of modality can serve as the interpersonal Theme in the clause, in the information structure of the clause, realizations of modality can function as the unmarked information focus of the clause or introduce the marked information focus, and in the clause complex, realizations of modality can encode modal meanings and simultaneously construct clauses into a clause complex.

Taiwanese Grammar GRIN Verlag

This book deals with the development of modality from a crosslinguistic perspective and is closely related to two

earlier volumes on the development of verb and nominal inflection in first language acquisition (SOLA 21 and 30) both methodologically and theoretically. Each of the fourteen contributions studies the early development of the form and function of expressions of deontic and dynamic agent-oriented modality or epistemic and evidential propositional modality in one of fourteen languages belonging to different morphological types and language families (seven Indo-European and seven non-Indo-European). The analyses are mainly based on longitudinal observations of children in their 2nd and 3rd years of life in conversational interaction with their caregivers, mostly the mothers. Main issues addressed are the development of directives and

modulations of information in terms of certainty and evidentiality, also taking into account children's developing social-pragmatic and cognitive skills. One of the main findings is that agent-oriented and propositional modality may develop in parallel depending on the typological characteristics of the language acquired. The decisive factor is whether notions of propositional modality are grammaticized and obligatorily expressed in the language. The findings are interpreted within non-nativist theoretical frameworks (Usage-based theories, Natural Morphology). *A Grammar of Alto Perené (Arawak)* The modal verbs can and may in English and Spanish Palmer investigates the category of modality, drawing on a wealth of

examples from a wide variety of languages.

Language Education Today Oxford University Press

This book provides a historical insight into the use and meanings of modal verbs in the language of the Early Modern English period. It investigates how William Shakespeare and Christopher Marlowe employ these verbs in their tragedies and history plays dating back to the end of the 16th century. Comparative analyses add to the clarity of the book and fill a gap in the research on Marlovian language, which so far has been under-investigated in contrast to the language of William Shakespeare. The findings offered here shed light on the history of modal verbs and constitute a valuable

contribution to contemporary Early Modern English studies. As such, the book represents an important resource for students, teachers, and researchers involved in the study of Early Modern English language and language change.

Mood, Modality, and Propositional Attitudes Manik Joshi

The Language of Outsourced Call Centers is the first book to explore a large-scale corpus representing the typical kinds of interactions and communicative tasks in outsourced call centers located in the Philippines and serving American customers. The specific goals of this book are to conduct a corpus-based register comparison between outsourced call center interactions, face-to-face American conversations, and spontaneous

telephone exchanges; and to study the dynamics of cross-cultural communication between Filipino call center agents and American callers, as well as other demographic groups of participants in outsourced call center transactions, e.g., gender of speakers, agents' experience and performance, and types of transactional tasks. The research design relies on a number of analytical approaches, including corpus linguistics and discourse analysis, and combines quantitative and qualitative examination of linguistic data in the investigation of the frequency distribution and functional characteristics of a range of lexico/syntactic features of outsourced call center discourse.

Mood and Modality Routledge

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 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. **English Modal Auxiliary Verbs: May, Might, Can, Could, Will, Would, Shall, Should, Must, Need, Used To** Cambridge University Press Taiwanese Grammar: A Concise Reference is an unprecedented guide

delivering clear, straightforward explanations of Taiwanese grammar while offering insightful comparisons to Mandarin. Designed to be both functional and accessible, the text makes searching for topics quick and easy with fully cross-referenced entries and a comprehensive index. Topics covered range broadly from parts of speech (nouns, verbs, adverbs, etc.) to grammatical topics (aspect, negation, passive voice, etc.) to special topics (terms of address, pronunciation, time, etc.). This text is ideal for self-study and enables students at all levels to learn Taiwanese by building a solid foundation in grammar. Taiwanese (also known as Hokkien, Fookien, Amoy, Southern Min, or Fukienese) along with its variants is spoken by over 40 million people

worldwide and is a member of the Chinese language family. Features of this text include:

- Easy-to-use reference guide with cross-referenced entries and a comprehensive index
- 1000+ example sentences using everyday vocabulary rendered in Taiwanese, Mandarin Chinese, and English
- Character script for Taiwanese in accordance with the official selection of Taiwanese Characters by the Taiwanese Ministry of Education (2007)
- Romanization provided for both Taiwanese (Pêh-ōe-jī) and Mandarin Chinese (Hànyǔ Pīnyīn)
- In-depth guide to pronunciation using English approximations and full explanations on rules for changing tones (tone sandhi)

Tags: learn Taiwanese, learning Taiwanese, Taiwanese language,

Taiwanese grammar, Taiwanese,
Hokkien, learning Hokkien, Amoy,
Southern Min, Fukienese, Fookien, Min
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Business Grammar Builder Cambridge

University Press
A detailed account of the many uses and
functions of these verbs. The nature of
modality, and some controversial issues,
are also discussed.

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