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I'm not robot


reCAPTCHA

Next

Exercise to practise modal verbs

Fill the gaps with the correct modal verb. Use the correct form. Sometimes more than one option is possible.

1. That woman _____ the Spanish but I don't see any. She speaks Spanish though.

2. When _____ I said to you that I should go to the party with Michael?

3. How _____ the book? You said you were going to read it.

4. How _____ the book? You said you were going to read it.

5. I _____ Spanish English when I was young but now I _____.

6. How _____ your mother? Is she a teacher?

7. Really? _____ go to Rome next year but she is not sure.

8. How _____ the party? _____ about it if the organizers give you _____.

9. How _____ the party? _____ about it if the organizers give you _____.

10. How _____ the party? _____ about it if the organizers give you _____.

11. How _____ the party? _____ about it if the organizers give you _____.

12. How _____ the party? _____ about it if the organizers give you _____.

13. How _____ the party? _____ about it if the organizers give you _____.

14. How _____ the party? _____ about it if the organizers give you _____.

15. How _____ the party? _____ about it if the organizers give you _____.

16. How _____ the party? _____ about it if the organizers give you _____.

17. How _____ the party? _____ about it if the organizers give you _____.

18. How _____ the party? _____ about it if the organizers give you _____.

19. How _____ the party? _____ about it if the organizers give you _____.

20. How _____ the party? _____ about it if the organizers give you _____.

21. How _____ the party? _____ about it if the organizers give you _____.

22. How _____ the party? _____ about it if the organizers give you _____.

23. How _____ the party? _____ about it if the organizers give you _____.

24. How _____ the party? _____ about it if the organizers give you _____.

25. How _____ the party? _____ about it if the organizers give you _____.

26. How _____ the party? _____ about it if the organizers give you _____.

27. How _____ the party? _____ about it if the organizers give you _____.

28. How _____ the party? _____ about it if the organizers give you _____.

29. How _____ the party? _____ about it if the organizers give you _____.

30. How _____ the party? _____ about it if the organizers give you _____.

31. How _____ the party? _____ about it if the organizers give you _____.

32. How _____ the party? _____ about it if the organizers give you _____.

33. How _____ the party? _____ about it if the organizers give you _____.

34. How _____ the party? _____ about it if the organizers give you _____.

35. How _____ the party? _____ about it if the organizers give you _____.

36. How _____ the party? _____ about it if the organizers give you _____.

37. How _____ the party? _____ about it if the organizers give you _____.

38. How _____ the party? _____ about it if the organizers give you _____.

39. How _____ the party? _____ about it if the organizers give you _____.

40. How _____ the party? _____ about it if the organizers give you _____.



Name _____ Date _____

6 TIMES TABLE - SPEED TEST

See how quickly you can complete these facts.

1) 6 x 3 =	21) 4 x 6 =
2) 6 x 1 =	22) 6 x 7 =
3) 6 x 5 =	23) 10 x 6 =
4) 6 x 4 =	24) 6 x 2 =
5) 6 x 10 =	25) 0 x 6 =
6) 6 x 2 =	26) 3 x 6 =
7) 6 x 7 =	27) 6 x 8 =
8) 6 x 6 =	28) 6 x 5 =
9) 6 x 9 =	29) 9 x 6 =
10) 6 x 0 =	30) 1 x 6 =
11) 6 x 8 =	31) 6 x 10 =
12) 3 x 6 =	32) 6 x 6 =
13) 10 x 6 =	33) 8 x 6 =
14) 2 x 6 =	34) 6 x 4 =
15) 5 x 6 =	35) 6 x 9 =
16) 7 x 6 =	36) 5 x 6 =
17) 1 x 6 =	37) 2 x 6 =
18) 6 x 6 =	38) 6 x 0 =
19) 4 x 6 =	39) 7 x 6 =
20) 8 x 6 =	40) 6 x 3 =



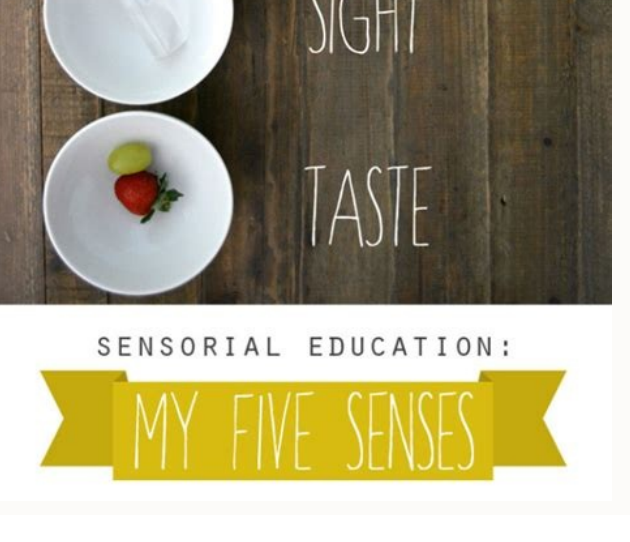
Letter J

activities for
2-year-olds













TOUCH

HEAR

SMELL

SIGHT

TASTE

SENSORIAL EDUCATION:

MY FIVE SENSES

In Year 2, your child will learn to form letters in the right size and to join cards when appropriate. Read about to discover the expectations of the National Corner Calligraphy in Year 2, and to find out how you can support your child at home. What your child will learn in year 2 (age 6-7), his son will learn to: forming minor letters of the correct size in relation to another start using some of the diagonal and horizontal traces needed Rivers to join letters and understand which lyrics, when adjacent to each other, are better left unjoined writing maías letters and dips of the correct size, orientation and relationships with each other and minor letters understand which lyrics Belong to who write letters "Families" (i.S. how to help at home there are many ways that you can help your child 2 with calligraphy. Here are our best ideas. 1. Create a book Give your child to your child to make your own book! Bend a few sheets of paper in the middle and stake the length of the fold. Suggest them filling with your own story and images. It can be based on one of your favorite stories. Alternatively, they could make a book no The fiction on something in which they are Interested, using photos if they do not like to draw. If this seems scary, you suggest that they make a scrap book and write raples and notes next to the things they collect. 2. Be astute Continue to encourage your child to draw, color, painting and doing craft activities at home using a range of different materials. All these activities offer opportunities to develop control, thin motor skills and eye-hand coordination. 3. Check calligraphy style Make sure you discover that calligraphy style your child is learning at school. Consistency is essential at this stage, so it is important not to correct something that you think is a mistake, but that is really part of the style your child is 4. Make time to write Encourage your child to keep a stream, writing one or two sentences for each day. They may be more enthusiastic about this idea © was going to if you let them decorate and customize a single notebook to make it their own. It's not a problem. It's not a problem. Lorina January 5, 2015 Print Toddlers have a greater understanding of the world around you at this stage. Your cognitive development (also © m known as intellectual development and thought capacities) continues to increase during this period. The ability to learn new skills, the understanding of concepts, begins to give meaning to current events, solves problems and the use of memory constantly improves. The Toddlers will begin to interpret the meaning of their experiences and also © have a vain imagination. Groups of Milestones of Cognitive Development group objects according to specific characteristics (color, size, shape, etc.) name and identify objects in images that enjoy simple stories and songs point to body parts when asked can repeat two numbers in a line relate what they They are doing with others to observe and imitate adult ones, for example, pretend to drive a car interested in reading books. Understand the consequences of their actions causes mechanical toys to function to correspond to an object in the hand or room to an image in a book play make-believe with dolls, animals, and people classify objects by full color puzzles with pieces 3 or 4 builds tower from five to seven objects lines on top of objects at random © same objects in the fashion of 152Yay 152; Train> Recognizes and identifies common objects and images pointing likes to play with sand, water and mass; exploits what these materials can do more than do things with them uses symbiotic game, For example, using a block as a car shows knowledge of stereotypes of nerum paper identifies the as a boy or girl engages in making believe and pretending the game begins to rely o n numbers recognize similarities and differences imitate rhythms and animal movements becoming aware of the space attracting © Physical activity can follow two or more directions understand understand From two to two combines objects and images from one to one piece make believe play (pretending to be Batman or white snow likes to draw pictures capable of completing simple puzzles and play simple board games begin to understand the concept that two halves make a whole 1 give brief details of what is happening in an image puts objects in a certain logical order, for example blocks from the largest to smallest pile tries to get more information through © 152why and 152what the minutiae activity. Children start using images as part of their thinking. This allows them to discuss objects and people, who are not in front of them and are no longer tied to just what they see. This opens up a new range of cognitive experiences. Last change on Monday, 5 of January 2015 2015

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