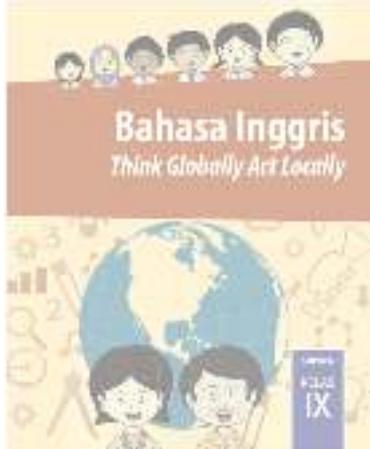
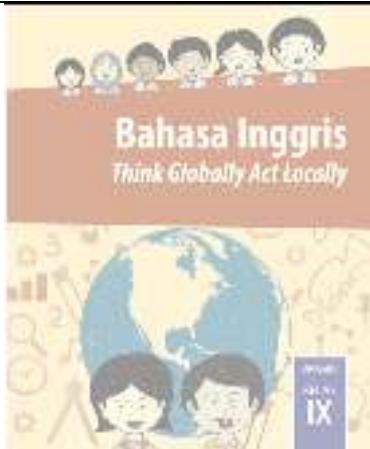


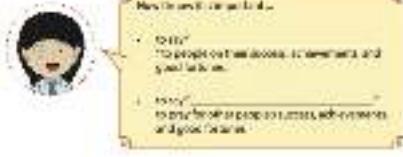
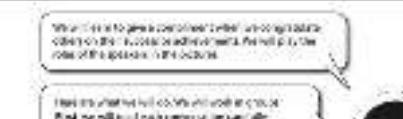
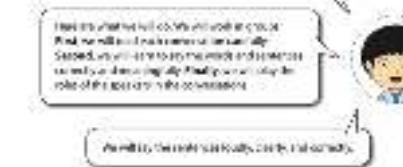
APPENDIX

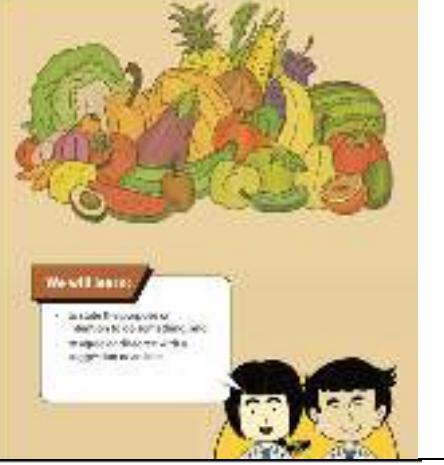
Evidence of Visual Images in the Ninth Grade ELT Textbook

Page	Picture
Cover	
I	
V	
vi	

1	<p>Story Telling Competition, August 17, 2014</p> <p>Wanted:</p> <p>You wanted people and you wanted persons and you wanted characters that have nice and nice stories. In order to keep good personal you should not tell lies.</p>
2	<p>1. I am going to tell a story about my parents. They are what we call Broken all the time. As far back as I can remember, they have been fighting. They fight because the other person always does something wrong. This happens every day. One day, my mom got angry with my dad because he was not doing his job well. My dad got angry with my mom because she was not doing her job well. They both started shouting at each other. I was scared. I ran away from home. I told my teacher about what happened. She said that I did the right thing. She said that I should tell my parents that I love them and that I want them to be happy. I did that. My parents stopped fighting after that. They are now happy.</p>
3	<p>1. I am going to tell a story about my parents. They are what we call Broken all the time. As far back as I can remember, they have been fighting. They fight because the other person always does something wrong. This happens every day. One day, my mom got angry with my dad because he was not doing his job well. My dad got angry with my mom because she was not doing her job well. They both started shouting at each other. I was scared. I ran away from home. I told my teacher about what happened. She said that I did the right thing. She said that I should tell my parents that I love them and that I want them to be happy. I did that. My parents stopped fighting after that. They are now happy.</p>

4	<p>A: Good morning, I am going to present about the effects of the plastic pollution on marine life.</p> <p>B: That's great! I am excited to learn more about it!</p>
5	<p>A: We will have a presentation tomorrow morning.</p> <p>B: That's great! I am excited to learn more about it!</p> <p>A: Well, today, I want to tell you about the plastic pollution. It is very bad for our environment. It causes many problems like global warming, loss of habitat, etc. It also affects the marine life. Many animals die because of plastic pollution.</p> <p>B: That's true. I think we should take steps to reduce plastic usage. For example, we can use reusable bags instead of plastic ones. We can also use cloth bags instead of plastic ones.</p>
6	<p>A: Today, I will tell you about the plastic pollution. It is very bad for our environment. It causes many problems like global warming, loss of habitat, etc. It also affects the marine life. Many animals die because of plastic pollution.</p> <p>B: That's true. I think we should take steps to reduce plastic usage. For example, we can use reusable bags instead of plastic ones.</p> <p>A: Well, today, I will tell you about the plastic pollution. It is very bad for our environment. It causes many problems like global warming, loss of habitat, etc. It also affects the marine life. Many animals die because of plastic pollution.</p> <p>B: That's true. I think we should take steps to reduce plastic usage. For example, we can use reusable bags instead of plastic ones.</p>
7	<p>A: We will have a presentation tomorrow morning. We will discuss the effects of plastic pollution on marine life. Finally, we will play a quiz about the environment.</p> <p>B: That's great! I am excited to learn more about it!</p> <p>A: Well, today, we will discuss the effects of plastic pollution on marine life. We will also learn about the importance of recycling. Recycling helps to reduce waste and protect the environment. It is a simple way to make a difference. Finally, we will play a quiz about the environment. It will be fun and informative.</p> <p>B: That's great! I am excited to learn more about it!</p>

10	 <p>Mrs. Brown is used as a role model for learning about discipline to reinforce the skills needed for the test.</p>  <p>Mrs. Brown can help us do...</p> <ul style="list-style-type: none"> - To do our work properly and accurately. - To do our work quickly and accurately. <p>...to prepare for the test successfully, with confidence and without stress.</p>
11	 <p>What I can do to give a good impression before the competition is to make sure that I have a good attitude and behaviour. The following is the role of the speaker in the competition:</p>  <p>I need to make sure that my voice is clear and strong. I also need to make sure that my words and sentences are clear and meaningful. Finally, I need to make sure that my body language is appropriate.</p>  <p>Hurry up! It's time for the competition to start!</p> <p>I am ready!</p>
12	 <p>This is the last time we will be together in school. Let's make the most of it.</p> <p>I am so happy to be here with you.</p>  <p>Goodbye! See you next year!</p> <p>Goodbye! See you next year!</p> <p>Many people have come to our school. They have come from other countries.</p> <p>I like to have a good relationship with them.</p> <p>Don't worry about me. You don't have to do anything for me.</p> <p>You have to help me prepare for the test.</p>

13	 <p>We will have some other students to work to complete the conversations for them.</p> <p>Second, we will discuss one student who has spoken to each person in each group. Then, every one of us will have to tell the others what he or she has said. Finally, we will sing the roles of the speakers in the conversations.</p> <p>We will do it this way. We will use the words and the materials introduced by Mr. Brown and we will try to continue clearly and correctly. If we have any problems, we will go to our teacher for help.</p>
16	 <p>In our journal, everyone of us will write our reflections on our learning process. We will use big letters and draw illustrations.</p>
17	 <p>We will learn:</p> <ul style="list-style-type: none"> - to take the initiative to do our best and manage our time well in our learning activities.
18	 <p>We will play the roles of the speakers. Listen carefully. Today Gita, Iman, and Ida will be the speakers. Let's begin! Listen, Ida, Gita, and Ida, you three children.</p> <p>Please say what you will do. First, we will listen and read the conversation after the speaker has finished his or her speech. Then, it is our turn to play the role of the speaker in the conversation.</p> <p>We will say the words clearly, loudly, and correctly.</p>

20

The oil used for frying the eggplant should be natural oil such as olive oil, mustard oil or ghee.

In the next 10 minutes after the oil has been heated, we will start the process of the eggplant being fried. This is done to ensure that the oil does not burn at the end of cooking.

We must say that it is better to fry the eggplant in oil at low heat.



We should never eat vegetables that are overcooked, as they will lose their nutritional value. We should avoid overcooking the vegetables. Overcooked vegetables should not be eaten as they can cause indigestion.

21



Keep the oil temperature low so that the taste of the eggplants does not change. We can also add some salt to the oil to help the oil to cook faster. This will also help to prevent the oil from getting too hot.

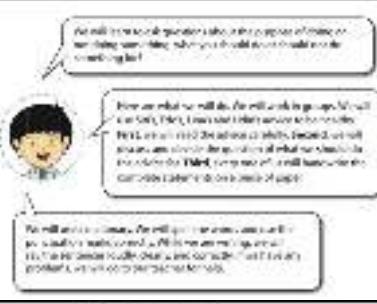
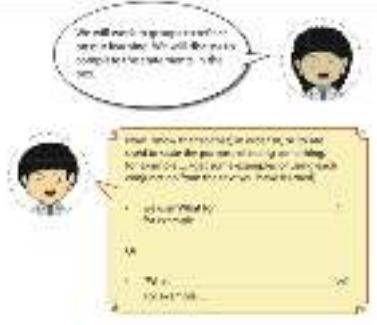


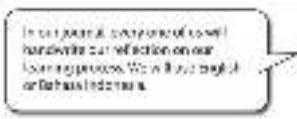
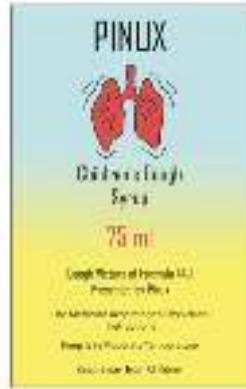
People who eat fried eggplants are at risk for heart disease. They contain dangerous trans fats, which increase the risk of heart disease. We should eat fried eggplants in moderation. If you eat fried eggplants, it is important to eat them in moderation in order to stay healthy. We should also eat fried eggplants in moderation to stay healthy.

22



In order to keep the oil from getting too hot, we should keep the temperature of the oil at a safe level. We should always keep the oil at a safe level of 350 degrees Fahrenheit. It is important to keep the oil at a safe level in order to prevent the oil from catching fire.

23	 <p>The teacher is a good listener and asks lots of questions. She likes to remember all the answers given by students and uses them.</p> <p>From the teacher's point of view, it is important to know what the students say so that she can make the process of learning easier for them.</p> <p>We will say the following in our class and complete:</p>
24	 <p>We will work in groups to discuss the purpose of listening and what we can do when we are listening.</p> <p>We will also discuss what we will do if we are working in groups. We will work in pairs, threes and in larger groups to complete the task. We will also work individually to complete the task. We will also work in small teams to complete the task. We will also work in large groups to complete the task.</p> <p>We will work in groups. We will work in pairs and then work together to complete the task.</p>
27	 <p>We will work in groups to discuss the purpose of listening and what we can do when we are listening.</p> <p>We will also discuss what we will do if we are working in groups. We will work in pairs, threes and in larger groups to complete the task. We will also work individually to complete the task. We will also work in small teams to complete the task. We will also work in large groups to complete the task.</p> <p>We will work in groups to discuss the purpose of listening and what we can do when we are listening.</p>
28	 <p>We will work in groups to discuss the purpose of listening and what we can do when we are listening.</p> <p>We will also discuss what we will do if we are working in groups. We will work in pairs, threes and in larger groups to complete the task. We will also work individually to complete the task. We will also work in small teams to complete the task. We will also work in large groups to complete the task.</p> <p>We will work in groups to discuss the purpose of listening and what we can do when we are listening.</p>
29	 <p>We will work in groups. We will have to agree on a topic and complete the task.</p> <p>We will start by writing down the topics and then the teacher will read each conversation carefully. Second, we will respect the contributions of other students and take turns. Then, we will continue with the role of the questioner in the conversations.</p> <p>We will begin the task by writing down the topics.</p>

31	 <p>My teacher has been nice to help us learn. He gave us a lot of time to work on our own. We will use what we have learned.</p> <p>We are not good at writing yet. We will practice more and more. Step by step, we will improve. I like to learn new things. They are very interesting.</p> <p>At first, I didn't know what to do. But now, I can do it. I am improving every day. If there are any difficulties, we will go to our teacher for help.</p>
32	 <p>In my journal, I wrote one of my goals. I will write down my reflection on our learning process. We will think about our goals and reflect on them.</p> 
33	 <p>Nutrition</p> <p>What is Nutrition?</p> <p>It is the study of how our body uses food to grow, protect itself, and stay healthy.</p> 
34	 <p>We are learning to make healthy choices. It is a lot of fun! We are learning to eat healthy foods. This is good for our health. We are learning to eat healthy foods.</p> <p>I am learning to eat healthy foods. When I eat healthy foods, I feel better. I am learning to eat healthy foods. This is good for my health. I am learning to eat healthy foods. This is good for my health.</p> 
35	 <p>PINUX</p> <p>Breath Deep</p> <p>75 ml</p> <p>Google Pictures of Formula 1. Preparing to Run.</p> <p>An Unbiased Look at the Benefits of Yoga</p> <p>Deep Breathing for Stress Relief</p> <p>Deep Breathing for Stress Relief</p>

36

Drug Facts

Active ingredients and their amounts:
Paracetamol…………….
Purposes/indications: To relieve pain and fever.
Usage: Take as directed by your doctor.
Instructions: Take one tablet every 4 hours for pain relief or fever. Do not exceed 8 tablets in 24 hours.
Side effects: If you experience any side effects, stop taking the medicine and see your doctor or pharmacist immediately.
Storage: Store in a cool, dry place away from direct sunlight and out of reach of children.

Other information:
Product of: India
Manufactured by: AstraZeneca
Expiry date: 01/01/2018
Batch number: 1234567890
Storage conditions: Store in a cool, dry place away from direct sunlight and out of reach of children.

SIPALAS

Author: Rajesh
Unit: Unit 1
Mobile: +91 9876543210

Alcohol Free
Sophora Extract
Sugar Free

Size: 100 ml
Expiry Date: 01/01/2018
Batch No.: 1234567890
Storage: Cool, dry place away from direct sunlight and out of reach of children.

37

We are going to discuss about our health. What are the things that help us to stay healthy? Let's talk about the types of food that are good for our health.

Food is fuel for our body. We eat food to grow. When we eat healthy food, it helps us to stay healthy. If we eat junk food, it makes us sick.

I will eat healthy food. I will eat fruits, vegetables, whole grains, lean protein, and healthy fats. I will avoid junk food. If I feel sick, I will go to see a doctor for help.

37

ANIDAM

Product Name: ANIDAM
Lot No.: 123456
Country of origin: India
Manufacturer: AstraZeneca
Address: Plot 123, Sector 10, Noida
Phone: 01234567890

Product Information:
Description: This is a suspension syrup.
Indication: It is used to relieve pain and fever.
Usage: Take 15 ml twice daily.

Product Name: ANIDAM
Lot No.: 123456
Country of origin: India
Manufacturer: AstraZeneca
Address: Plot 123, Sector 10, Noida
Phone: 01234567890

Product Information:
Description: This is a suspension syrup.
Indication: It is used to relieve pain and fever.
Usage: Take 15 ml twice daily.

SNA-SNITZ

Author: Rajesh
Unit: Unit 1
Mobile: +91 9876543210
Expiry Date: 01/01/2018
Batch No.: 1234567890

SAFETY INFORMATION

Product Name: SNA-SNITZ
Lot No.: 123456
Country of origin: India
Manufacturer: AstraZeneca
Address: Plot 123, Sector 10, Noida
Phone: 01234567890

Product Information:
Description: This is a suspension syrup.
Indication: It is used to relieve pain and fever.
Usage: Take 15 ml twice daily.

38

We will learn to present the different types of information in our daily lives. We will learn to present information in a clear and simple way.

How can we make our presentation clear and simple? We will learn to make our presentation clear and simple by using simple language. Then, we can express our ideas in a clear and simple way.

Wow! They like my presentation clearly and correctly.

39

Name of drug: The name of the drug is ANIDAM.

Brand name: The brand name of the drug is ANIDAM.

Description: It is a suspension syrup.

Content/Content: The package contains one bottle of 100 ml of suspension.

Use: It is used to relieve pain and fever.

Directions for use & storage:
 Directions for use:
 1) Take 15 ml twice daily.
 2) Do not take more than 60 ml in 24 hours.
 3) Do not take more than 15 ml at a time.
 Storage:
 Store in a cool, dry place away from direct sunlight and out of reach of children.

Expiry date: The drug is valid until 01/01/2018.
Product of: India
Manufactured by: AstraZeneca
Address: Plot 123, Sector 10, Noida
Phone: 01234567890

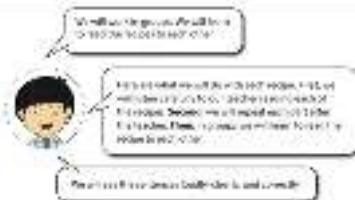
Registration date: The drug is registered with the Central Drugs Standard Control Organization.

40	<table border="1"> <tbody> <tr> <td>Best of the day:</td><td>The best of the day is for us.</td></tr> <tr> <td>Worst of the day:</td><td>The worst of the day is for us.</td></tr> <tr> <td>Illustration:</td><td>A boy who likes to run around, climb trees, and jump over stones.</td></tr> <tr> <td>Activity:</td><td>Find the best person from your class, and say why they're great.</td></tr> <tr> <td>Task:</td><td>The king is meant to choose a son to rule his kingdom. He has three sons, the youngest, and the oldest, and he wants to make sure it's a good choice.</td></tr> <tr> <td>Procedure:</td><td>There are three different ways to choose the king: 1) The old man says he can choose anyone. 2) The old man says the king must be chosen by a teacher. 3) The old man says the king must be chosen by a teacher.</td></tr> <tr> <td>Illustration:</td><td>A boy who likes to run around, climb trees, and jump over stones.</td></tr> <tr> <td>Answer:</td><td>1) The old man says the king must be chosen by a teacher. 2) The old man says the king must be chosen by a teacher. 3) The old man says the king must be chosen by a teacher.</td></tr> <tr> <td>Explanation:</td><td>1) The old man says the king must be chosen by a teacher. 2) The old man says the king must be chosen by a teacher. 3) The old man says the king must be chosen by a teacher.</td></tr> <tr> <td>Response:</td><td>"This is an interesting idea of choosing a king."</td></tr> </tbody> </table>	Best of the day:	The best of the day is for us.	Worst of the day:	The worst of the day is for us.	Illustration:	A boy who likes to run around, climb trees, and jump over stones.	Activity:	Find the best person from your class, and say why they're great.	Task:	The king is meant to choose a son to rule his kingdom. He has three sons, the youngest, and the oldest, and he wants to make sure it's a good choice.	Procedure:	There are three different ways to choose the king: 1) The old man says he can choose anyone. 2) The old man says the king must be chosen by a teacher. 3) The old man says the king must be chosen by a teacher.	Illustration:	A boy who likes to run around, climb trees, and jump over stones.	Answer:	1) The old man says the king must be chosen by a teacher. 2) The old man says the king must be chosen by a teacher. 3) The old man says the king must be chosen by a teacher.	Explanation:	1) The old man says the king must be chosen by a teacher. 2) The old man says the king must be chosen by a teacher. 3) The old man says the king must be chosen by a teacher.	Response:	"This is an interesting idea of choosing a king."
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41	<p>We will work in pairs to present this task to the class. You will be the leader of the pairable group.</p> <p>Today we will work in pairs to present this task to the class. You will be the leader of the pairable group.</p> <p>We will work in pairs to present this task to the class. You will be the leader of the pairable group.</p>																				
42	<p>We will work in groups to collect our data, and then we will discuss to complete the assessment in the box.</p> <p>We will work in groups to collect our data, and then we will discuss to complete the assessment in the box.</p> <p>Now think of what you buy in a supermarket and how much the total cost of the items you buy is.</p> <ul style="list-style-type: none"> — We have different levels of income, such as _____ — And some may say that it's _____ 																				
43	<p>Now we will have clearly seen the level of income of others. So, a supermarket can sell the same products at different levels available in other kinds of stores like Fair or Supermarkets.</p> <p>In our supermarket will be the most expensive products, and the most expensive products are the ones that are the most expensive. Some people will say that the most expensive products are the ones that are the most expensive.</p> <p>We will now calculate the total cost of the products and say what kind of stores can sell the products. We will also say what kind of stores can sell the products. We will also say what kind of stores can sell the products.</p>																				

44	
45	<p>Now we will analyse the label of Green Greek Natural Olive Oil.</p>
46	
47	<p>We will work in groups. We will have to choose one label from each group of four to five students to analyse. Natural Olive Oil.</p> <p>We will work in pairs and discuss what is best way to analyse the label of olive oil. We will also have to use the pieces of sticky pads. Then, in group we will have to present in the front the results to each other.</p> <p>We will take the samples, look, smell, taste and compare. If we have time, we can even draw a sketch of the sample.</p>
48	<p>We will work in groups. We will discuss how to analyse the label of tea. In each group there will be four students. One student will be the leader. Every one of us will analyse the label of tea. After that, there are going to be two students who will be the ones to present the results of the tea analysis to the teacher.</p> <p>We will use the concepts we have learned and we will apply them to our practical situation and get to know it better.</p>

50	
51	
52	
53	 <p>We will have...</p> <ul style="list-style-type: none"> - more energy and feel better - have better dental health and less tooth decay - have strong bones and less chance of getting osteoporosis - less chance of getting heart disease, stroke and other serious health problems

54



55



56



57	<p>They will do a difficult exercise and then we will have a break. After that we will have a short discussion. We will then do another exercise. Finally, we will have a short discussion.</p> <p>It will be a difficult exercise, but we will be able to see results after the first few days. It's important to remember that you can't just sit and do nothing. You need to move your body every day. Finally, we will have a short discussion.</p> <p>We will have a break, and then we will have the second part of the course. There is a problem. You have some problems, so we're going to our teacher for help.</p>
58	<p>We will have a break. After that we will have a short discussion.</p> <p>I believe that we will do well in group. First, we will work in pairs and then we will have a break. Second, we will have a short discussion. Third, we will have a break. Fourth, we will have a short discussion. Finally, we will have a short discussion.</p> <p>We will have a break. After that we will have a short discussion. When we are working, we will be the most friendly people, and hopefully they will be friendly as well.</p>
59	<p>We will have a break. After that we will have a short discussion.</p> <p>I believe that we will do well in each group. First, we will work in pairs and then we will have a break. Second, we will have a short discussion. Third, we will have a break. Fourth, we will have a short discussion. Finally, we will have a short discussion.</p> <p>We will have a break. After that we will have a short discussion.</p>
62	<p>We will have you to take each step by step. While you are taking the steps, we will be able to see the results.</p> <p>Please come to my office. We will have a long session. First, we will go through the first few steps of the exercise. Second, we will go through the other steps. We will have a break, and then we will go through the first few steps again. Finally, we will have a break, and then we will go through the other steps again.</p> <p>We will have a break. After that we will have a short discussion.</p>
64	<p>We will have to say each step orally like this example:</p> <p>Here are what we will do with each step. We will work in groups. First, we will have a short discussion. Then we will have a break. Second, we will repeat the examples that the teacher gave us one. Third, everyone will copy the examples in the notebook. And, we will have a short discussion to all the class. Finally, in each group, we will have a break and then we will have a short discussion.</p> <p>We will have a break. After that we will have a short discussion.</p>

65

We will be working individually or in pairs to complete the task.

Now we have some time to work on the task. You can work individually or in pairs to complete the task.

We will now do this task together. We will spell the words and use the pictures to help us. We will also use our knowledge of the words to help us.

66

Today we will be working in pairs. We will be writing words. These words will be specific to the following situations: cooking and cleaning. We will be writing them in the right order. This will be an activity to help us remember the words. The first word of the sentence 'Sally cleaned the floor' is 'cleaned'. We will use these pairs of information to help us write the sentence 'Sally cleaned the floor'. We will be writing words in the correct order. We will be writing words in the correct order. We will be writing words in the correct order. Finally, we will answer the questions from the people in the room.

68

We will be working in pairs to complete the task. We will be writing words in the correct order.

How many? ...

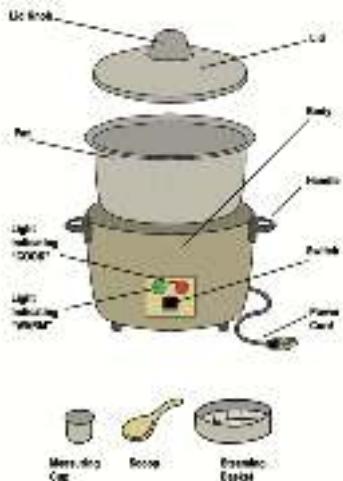
- How many cups of flour were used?
- In the OME, what was the ratio of flour to sugar?
- In the OME, what was the ratio of flour to butter?
- In the OME, what was the ratio of flour to eggs?
- In the OME, what was the ratio of flour to salt?
- In the OME, what was the ratio of flour to baking powder?
- In the OME, what was the ratio of flour to oil?
- In the OME, what was the ratio of flour to yeast?

69

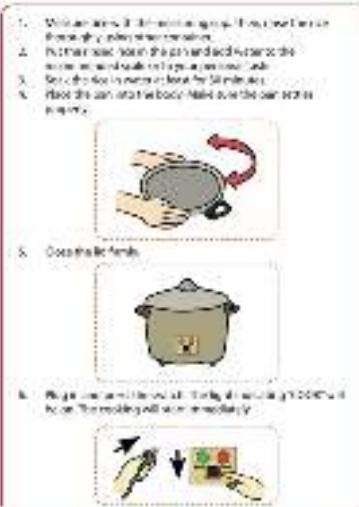
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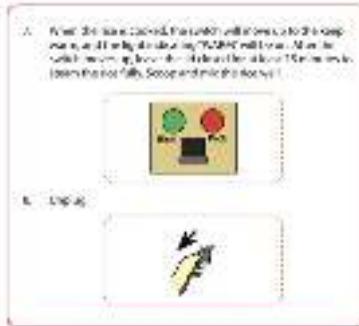
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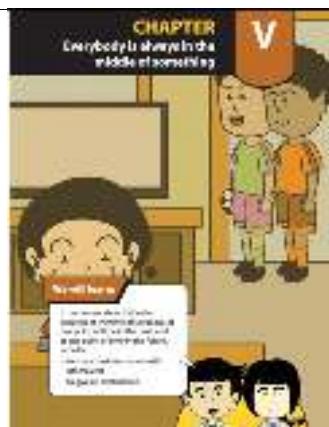


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76	 <p><i>Now I am going to make a model of our school. We have all the materials we need, so I am going to begin. First, I will draw the outline of my school. I will use blue paper.</i></p> <p><i>Then I will cut out the outline and stick it to the base board. Second, I will draw the windows and doors. Third, I will cut them out and glue them to the school. Finally, I will add some decorations. I will put a sun and a tree on the roof. I will also draw the flag of Indonesia on the wall of our school. Finally, we will hang the flag on the wall.</i></p> <p><i>After I have finished, we will use the school model to present our school to our class. We will answer the questions that our teacher asks us. If there are any problems, we can ask our teacher for help.</i></p>
78	 <p><i>In our journal, every one of us will handwritten our reflection on our learning process. We will use English or Bahasa Indonesia.</i></p>
79	 <p>CHAPTER Everybody is sharing in the middle of something</p> <p>V</p> <p><i>We will work in pairs, conversations about facilities that exist in our school. We will practice our English speaking skills. We will learn the form sentence. However, we will play the roles of the speakers in the pairs, who will check each other's pronunciation.</i></p>
80	 <p><i>We will work in pairs, conversations about facilities that exist in our school. We will practice our English speaking skills. We will learn the form sentence. However, we will play the roles of the speakers in the pairs, who will check each other's pronunciation.</i></p> <p><i>First, we will decide who will speak in groups. Then, we will practice conversation carefully. Second, we will learn to say the words and the sentences correctly and meaningfully. Finally, we will play the roles of the speakers in the conversations.</i></p> <p><i>We will take advantages. We will say the sentences clearly, clearly and correctly. If we have any problems, we will go to our teacher for help.</i></p>

81



82



83



84	 <p>Are you ringing the school bell? I am not allowed to ring the school bell myself.</p> <p>What's the reason? You must have been late and had to ring the bell all over the school.</p>  <p>What's the reason? You must have been late and had to ring the bell all over the school.</p> <p>It's because I'm looking for my backpack. I lost it at the bus stop. I'm going to tell the teacher about it.</p>
85	 <p>Please tell me the reason. I am not allowed to ring the school bell myself. I am not allowed to ring the school bell myself.</p>  <p>I am not allowed to ring the school bell myself. I am not allowed to ring the school bell myself. I am not allowed to ring the school bell myself. I am not allowed to ring the school bell myself.</p>  <p>I am not allowed to ring the school bell myself. I am not allowed to ring the school bell myself. I am not allowed to ring the school bell myself. I am not allowed to ring the school bell myself.</p>
87	 <p>Please tell me the reason. I am not allowed to ring the school bell myself. I am not allowed to ring the school bell myself.</p>  <p>I am not allowed to ring the school bell myself. I am not allowed to ring the school bell myself. I am not allowed to ring the school bell myself. I am not allowed to ring the school bell myself.</p>
88	<p>We will play the role of the teachers in the competition on day off tomorrow. So, I am going to tell the students about the rules of the competition.</p> <p>I am the teacher and I will compete in the competition. We will play the role of the teachers in the competition. So, I am going to tell the students about the rules of the competition.</p> <p>We will play the role of the teachers in the competition. We will play the role of the teachers in the competition. So, I am going to tell the students about the rules of the competition.</p>

90	<p>The girl is speaking friendly with her conversation partner. She says that the problem can be solved by first identifying the problem, then discussing it with the concerned people. She will do the activity with the teacher.</p> <p>Activity: We will do the activity in groups. First, we will identify the problem carefully, second, we will discuss the problem with the concerned people. Then, every one of us will write down the complete solution on a piece of paper. Finally, in our group we will have to read the solution out to each other.</p> <p>Answer: In our answer, we will say the problem has two parts. If it has two problems, we will do two separate things.</p>
91	<p>We will do a similar activity related to the connections in the plants we have learned earlier. The new activity is to identify the different parts that have a bearing on the function and the utility value of the tree concerned. We will do the activity in the same way.</p> <p>We will do the same steps with the activities done previously.</p> <p>When I am a little boy, I will spell the word and give the pronunciation clearly. We will also say the sentence in the correct and correct tone. One step at a time, we will go on to the next thing.</p>
94	<p>We will do a similar activity with the connections between the leaves and the stem. We will identify the different parts that have a bearing on the function and the utility value of the tree concerned. We will do the activity in the same way.</p> <p>In the new activity, we will do the activity in groups. First, we will identify the tree again carefully. Second, we will discuss and decide the plan for the connection to be done to complete the tree concerned. Then, every one of us will write down the complete solution on a piece of paper. Finally, in our group we will have to read the solution out to each other.</p> <p>We will do the activity. We will use the sentences for the objective and content. If it has two problems, we will do two separate things.</p>
95	<p>Activity: We will do the activity in pairs.</p> <p>Question: "What is your hobby?"</p> <p>Answer: "My hobby is playing football."</p> <p>Question: "What is your hobby?"</p> <p>Answer: "My hobby is playing football."</p> <p>Activity: We will do the activity in pairs.</p> <p>Question: "What is your hobby?"</p> <p>Answer: "My hobby is playing football."</p> <p>Activity: We will do the activity in pairs.</p> <p>Question: "What is your hobby?"</p> <p>Answer: "My hobby is playing football."</p>

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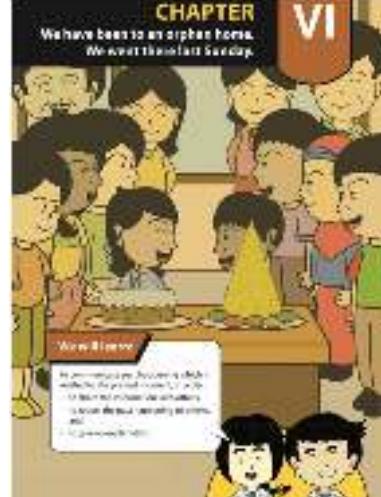
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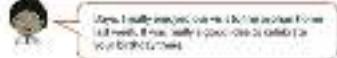
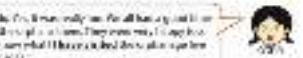
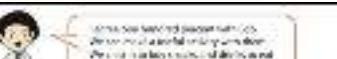
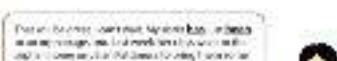
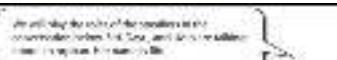
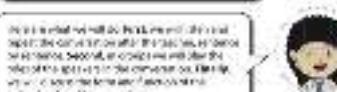
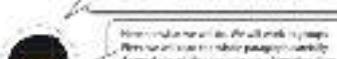
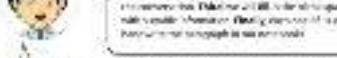


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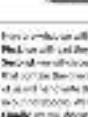
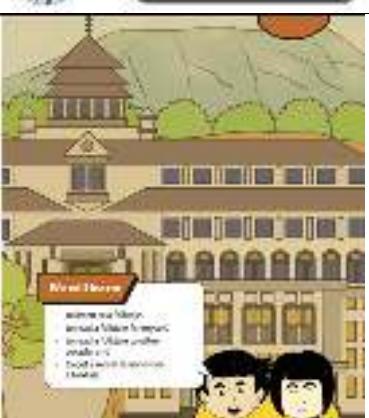


99	 <p>We will make it good to tell our parents. We will make it better than ever.</p>  <p>I think I have to make it better than ever. I will make it better than ever.</p> <p>Small Group Discussion:</p> <p>What do you think the boy means by saying "we will make it better than ever"? What do you think the boy means by saying "I will make it better than ever"?</p> <p>Group Discussion:</p> <p>What do you think the boy means by saying "we will make it better than ever"? What do you think the boy means by saying "I will make it better than ever"?</p>
100	 <p>The best thing about reading is that it's a personal choice. You can read anything you want at any time of day.</p>  <p>Reading is a great way to learn new things. It can help you understand the world around you.</p> <p>Small Group Discussion:</p> <p>What do you think the boy means by saying "the best thing about reading is that it's a personal choice"? What do you think the boy means by saying "you can read anything you want at any time of day"?</p> <p>Group Discussion:</p> <p>What do you think the boy means by saying "the best thing about reading is that it's a personal choice"? What do you think the boy means by saying "you can read anything you want at any time of day"?</p>
101	 <p>I like reading because it helps me relax. When I read, I feel like I'm in a different world.</p>  <p>I like reading because it helps me learn new things. It's a great way to pass the time.</p>  <p>I like reading because it helps me stay healthy. It's a great way to exercise my mind.</p> <p>Small Group Discussion:</p> <p>What do you think the boy means by saying "I like reading because it helps me relax"? What do you think the boy means by saying "I like reading because it helps me learn new things"? What do you think the boy means by saying "I like reading because it helps me stay healthy"?</p> <p>Group Discussion:</p> <p>What do you think the boy means by saying "I like reading because it helps me relax"? What do you think the boy means by saying "I like reading because it helps me learn new things"? What do you think the boy means by saying "I like reading because it helps me stay healthy"?</p>
102	 <p>I like reading because it helps me relax. It's a great way to pass the time.</p>  <p>I like reading because it helps me learn new things. It's a great way to pass the time.</p> <p>Small Group Discussion:</p> <p>What do you think the boy means by saying "I like reading because it helps me relax"? What do you think the boy means by saying "I like reading because it helps me learn new things"?</p> <p>Group Discussion:</p> <p>What do you think the boy means by saying "I like reading because it helps me relax"? What do you think the boy means by saying "I like reading because it helps me learn new things"?</p>

103	 <p>We will work in each other's home. All the time we can share our environment. We can learn more about our environment. We can also learn more about our environment. We can also learn more about our environment. We can also learn more about our environment.</p> <p>Now we will live in each other's house. That's why we will work together in each other's house. We will also learn more about our environment. We can also learn more about our environment. We can also learn more about our environment.</p> <p>We will live in each other's house. We will learn more about our environment. We will also learn more about our environment. We will also learn more about our environment. We will also learn more about our environment.</p>
105	 <p>In our journal, every one of us will have to write reflections on our learning process. We will use English or Bahasa Indonesia.</p>
106	 <p>"There is no elevator to success. You have to take steps."</p> <p>LOVING TEACHING, LEARNING</p> 
107	 <p>CHAPTER VI We have been to another home. We went there last Sunday.</p> <p>What I Learned</p> <p>We learned that the children in the other house were very kind and friendly. They helped us a lot and we had a great time. We also learned that they speak English and Indonesian.</p>
108	 <p>The environment outside our school is not always good. There are some people who pollute the environment. We will play a role in helping to keep the environment clean.</p> <p>Today we will learn about the environment. We will also learn about the environment. We will also learn about the environment. We will also learn about the environment.</p> <p>We will also learn about the environment. We will also learn about the environment. We will also learn about the environment.</p>

109	 <p>Dear I would like you to help me make a poster about our school. It will have 3 parts: 1. Our school's history. 2. Our school's facilities. 3. Our school's achievements.</p>  <p>We like P.E. It makes us fit and healthy. We also like science. They teach us things that we can use in our daily lives. We are going to have a school sports competition next month.</p>  <p>Our school has a good and friendly atmosphere. The teachers are nice and the students are kind. We all get along well.</p>  <p>I think our school is the best school in town.</p>  <p>What don't we do? Well, we don't like eating during the break because it's not healthy. And we don't like swimming because it's too cold.</p>
110	 <p>Our school has a good and friendly atmosphere. The teachers are nice and the students are kind. We all get along well and we help each other.</p>  <p>There are three classes in our school. Grade 1 has 20 students, Grade 2 has 25 students and Grade 3 has 28 students. There are 60 students in our school.</p>  <p>Our school has a good library. It has many books and magazines. We can borrow books from the library. We can also read them in the library. Our school has a good playground.</p>  <p>Our school has a good sports field. It has a football pitch, a basketball court and a tennis court. We can play football, basketball and tennis there.</p>
111	 <p>You will find the colors of the buildings at the entrance of our school. The colors are red, blue and yellow. They are very nice.</p>  <p>Our school has a good playground. It has a football pitch, a basketball court and a tennis court. We can play football, basketball and tennis there.</p>  <p>The school has a nice library. We can read books there.</p>
113	 <p>The school has a nice library. We can read books there.</p>  <p>There is a good playground at our school. It has a football pitch, a basketball court and a tennis court. We can play football, basketball and tennis there.</p>  <p>We will go to the school's website to find out more information.</p>
114	 <p>Please tell us about your school. You can tell us about your school's facilities, its facilities and its achievements.</p>  <p>Our school has a good playground. It has a football pitch, a basketball court and a tennis court. We can play football, basketball and tennis there.</p>  <p>The school has a nice library. We can read books there.</p>

116	<p>What does life mean? This is a question that has been asked by many people throughout history. Some believe it's about finding happiness and fulfillment, while others think it's about making a difference in the world. Still others believe it's about personal growth and self-discovery.</p> <p>What do you think life is all about? Write down your answer in the space below. You can also draw a picture or a diagram to help explain your answer.</p>
119	<p>What do you want to be when you grow up? Write down your answer in the space below. You can also draw a picture or a diagram to help explain your answer.</p> <p>What do you want to be when you grow up?</p> <p>For example: _____ (person) I want to be a doctor because I like helping people. I want to be a teacher because I like working with children. I want to be a scientist because I like learning new things. I want to be a firefighter because I like saving people from fires.</p>
120	<p>The environment is very important. It's our home, and it's where we live and work. It's also where we get our food and water. If we don't take care of the environment, it will become polluted and unhealthy. This will affect us all, and it's important to protect the environment for future generations.</p> <p>What do you think the environment means? Write down your answer in the space below. You can also draw a picture or a diagram to help explain your answer.</p> <p>What do you think the environment means?</p> <p>For example: _____ (person) The environment means the air we breathe, the water we drink, and the land we live on. It's everything that surrounds us and makes up our world. It's important to protect the environment because if we don't, it will become polluted and unhealthy. This will affect us all, and it's important to protect the environment for future generations.</p>
123	<p>The future is very important. It's what we're creating right now. What are you currently doing to help build the future? Write down your answer in the space below. You can also draw a picture or a diagram to help explain your answer.</p> <p>What are you currently doing to help build the future?</p> <p>For example: _____ (person) I'm working on my homework right now. Then I'll go to bed and sleep. When I wake up, I'll go to school. The next day, I'll go to school again. This will continue until I'm 18 years old.</p> <p>What are you currently doing to help build the future?</p> <p>For example: _____ (person) I'm working on my homework right now. Then I'll go to bed and sleep. When I wake up, I'll go to school. The next day, I'll go to school again. This will continue until I'm 18 years old.</p>

126	<p>Dear I used to live in a small village and I can't believe all the changes that have happened here. The buildings are so tall, there are more people and it's harder to get food because there are more people here. They are more noisy than ever. I think you must come.</p>  <p>Mr. and Mrs. Kim will be visiting Seoul, we will stay there for a week. We will go to the Korean Folk Village, Namsan Tower and the National Museum. Then we will go to the Korean Folk Village again. There are many traditional Korean houses there.</p> <p>Dear I used to live in a small village.</p>												
127	 <p>Dear I used to live in a small village.</p> <table border="1" data-bbox="801 682 1130 1071"> <thead> <tr> <th>Present</th> <th>Past</th> </tr> </thead> <tbody> <tr> <td>Mr. and Mrs. Kim are in the world. Mr. and Mrs. Kim were in the world. Mr. and Mrs. Kim were everywhere. Mr. and Mrs. Kim were everywhere in the world.</td> <td>Everyone was in the world. Everyone was in the world. Everyone was everywhere. Everyone was everywhere in the world.</td> </tr> <tr> <td>Everyone was in the house. Everyone was in the house. Everyone was everywhere. Everyone was everywhere in the house.</td> <td>Everyone was in the house. Everyone was in the house. Everyone was everywhere. Everyone was everywhere in the house.</td> </tr> <tr> <td>Mr. and Mrs. Kim were in the house. Mr. and Mrs. Kim were in the house. Mr. and Mrs. Kim were everywhere. Mr. and Mrs. Kim were everywhere in the house.</td> <td>Everyone was in the house. Everyone was in the house. Everyone was everywhere. Everyone was everywhere in the house.</td> </tr> <tr> <td>Mr. and Mrs. Kim were in the house. Mr. and Mrs. Kim were in the house. Mr. and Mrs. Kim were everywhere. Mr. and Mrs. Kim were everywhere in the house.</td> <td>Everyone was in the house. Everyone was in the house. Everyone was everywhere. Everyone was everywhere in the house.</td> </tr> <tr> <td>Mr. and Mrs. Kim were in the house. Mr. and Mrs. Kim were in the house. Mr. and Mrs. Kim were everywhere. Mr. and Mrs. Kim were everywhere in the house.</td> <td>Everyone was in the house. Everyone was in the house. Everyone was everywhere. Everyone was everywhere in the house.</td> </tr> </tbody> </table>	Present	Past	Mr. and Mrs. Kim are in the world. Mr. and Mrs. Kim were in the world. Mr. and Mrs. Kim were everywhere. Mr. and Mrs. Kim were everywhere in the world.	Everyone was in the world. Everyone was in the world. Everyone was everywhere. Everyone was everywhere in the world.	Everyone was in the house. Everyone was in the house. Everyone was everywhere. Everyone was everywhere in the house.	Everyone was in the house. Everyone was in the house. Everyone was everywhere. Everyone was everywhere in the house.	Mr. and Mrs. Kim were in the house. Mr. and Mrs. Kim were in the house. Mr. and Mrs. Kim were everywhere. Mr. and Mrs. Kim were everywhere in the house.	Everyone was in the house. Everyone was in the house. Everyone was everywhere. Everyone was everywhere in the house.	Mr. and Mrs. Kim were in the house. Mr. and Mrs. Kim were in the house. Mr. and Mrs. Kim were everywhere. Mr. and Mrs. Kim were everywhere in the house.	Everyone was in the house. Everyone was in the house. Everyone was everywhere. Everyone was everywhere in the house.	Mr. and Mrs. Kim were in the house. Mr. and Mrs. Kim were in the house. Mr. and Mrs. Kim were everywhere. Mr. and Mrs. Kim were everywhere in the house.	Everyone was in the house. Everyone was in the house. Everyone was everywhere. Everyone was everywhere in the house.
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128	<p>Dear I used to live in a small village. The houses were old and they looked terrible. Some of the houses didn't have a roof. That's not the only reason, there were lots of people living there. They were trying to live there but they had no money. Finally, my parents moved to Seoul.</p>  <p>We will travel to Seoul especially to see some old buildings. We will go to the National Museum and the Korean Folk Village. There are lots of things to see there.</p> <p>Dear I used to live in a small village. The houses were old and they looked terrible. Some of the houses didn't have a roof. That's not the only reason, there were lots of people living there. They were trying to live there but they had no money. Finally, my parents moved to Seoul.</p>  <p>There are lots of old buildings in Seoul. We will go to the National Museum especially the old ones. They look really good. It's a good place to visit. I will tell you about the buildings when we return.</p>												
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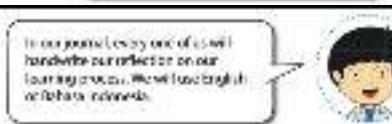
132	<p><i>We will discuss what we can learn from "Bengkung".</i></p>  <p>I think that it is good. Bengkung has been able to be honest in speaking. In addition, Bengkung is very patient because he always asks questions about the story. Then, he always wants to be the one who can answer the question. The teacher will have the story for a group of students. We will be able to read and understand the story.</p>  <p>Not only is it a dictionary, the children can also know the meaning of every word in the book. We will read the words and then the teacher will translate them correctly. After that, we will try to remember them correctly. For our comprehension, we will get some help from the teacher.</p>
133	<p><i>We will discuss what we can learn from "Bengkung".</i></p>  <p>First, we will do what we will do. First, we will read the questions carefully. Second, we will find the answer from the story in our notebook. Then, we will answer the questions orally. We can ask our teacher questions, too.</p>  <p>We will use a dictionary. We will make a new knowledge of every word in the book. We will type the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly.</p>
134	<p><i>We will discuss what we can learn from "Bengkung".</i></p>  <p>First, we will read the book and then read the story to each other.</p>  <p>Second, we will do what we will do. First, we will read the story again. Second, we will read the story again. Third, we will answer the questions orally. We will ask our teacher questions, too.</p>  <p>We will work in groups to fill in the blanks based on the questions that the teacher asks.</p>  <p>Then, the students will do the same, we will read the book again. On a piece of paper or their own, they can be asked, we will fill in the blank spaces with things that they have learned about the story.</p>  <p>We will make a new knowledge of every word in the book. We will use a dictionary. We will read the words and then the teacher will translate them correctly. After that, we will try to remember them correctly. For our comprehension, we will get some help from the teacher.</p>
137	<p><i>Many of the sentences in the following text are incomplete. Fill in the gaps with suitable words.</i></p>  <p>First, we will do what we will do. First, we will read the sentences in our notebook. Second, we will fill in the gaps with the words of the sentences. Third, we will read the position of the sentences in each page again to check our answers.</p>  <p>We will do what we will do. We will make a new knowledge of every word in the book. We will type the words and then the teacher will translate them correctly. We will say the words loudly, clearly, and correctly. If there are any mistakes, we will get some help from the teacher.</p>

<p>139</p>	<p>We will work in groups to reflect on our learning. We will also思考 the statement in the box.</p>  <p>1. I have learned many new words from reading. They are _____.</p> <p>2. I have learned how to use characters. Sing along, that _____.</p> <p>3. I have learned from Daming. Such that _____.</p>
<p>140</p>	<p>We will listen to a teacher reading a folktale from Wilson. The title 'The Golden Star Fish'.</p> <p>Now we will act. We will listen carefully to our teacher reading the folktale. During the time, you will answer some questions about the story. We'll ask our teacher questions, too.</p> <p>We will have a dictionary. We will make sure we know the meaning of every word in the folktale. We will say the words loudly, clearly, and correctly.</p>
<p>142</p>	<p>We will have a group. We will read the story to each other.</p> <p>Remember we will do that. We will carefully listen to each other while the teacher reads the folktale. Then, we will ask the teacher to explain the words. Then, we will read the story to each other.</p> <p>Answer the words loudly and correctly if we have any questions. If we don't understand the words, we will take a dictionary and we will correct our mistakes first.</p> <p>We will answer the questions. We will answer the questions by the teacher in the class. In Sing along and in 'The Golden Star Fish' these are introduced.</p> <p>We will act like this. First, we will write the parts of the characters in Sing along and in 'The Golden Star Fish'. After we have finished, we will hand our drawings on a piece of paper. We will draw the characters in the book. We will correct and change it. Then, we will draw our own characters in the book.</p> <p>We will act it out. We will tell a sentence about the meaning of every word in the folktale. We will spell the sentence and the word correctly. When we act it out, we will sing along and act loudly. If we have any problems, we will go to our teacher for help.</p>

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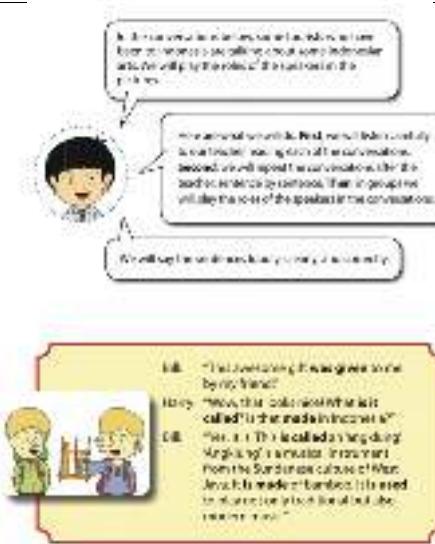
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148



149



150

Billy: "The traditional dish for winter is *zongzi*."

Henry: "It's a rice dumpling with meat, beans, or dried dates wrapped in bamboo leaves and boiled."

Billy: "How do they eat it?"

Henry: "It's usually served with vinegar and soy sauce. It's quite popular in China and Korea. It's also eaten in Vietnam, Laos, and Thailand."

Billy: "What's made of?"

Henry: "The main ingredients are rice and various fillings."

Billy: "I just discovered a new dish at our school canteen yesterday."

Henry: "What is that?"

Billy: "It's called *hainanese chicken rice*."

Henry: "It looks very nice. What is it made of?"

Billy: "It's made of rice, chicken, leeks, and lime."

Henry: "It sounds delicious. I will have a try when we're back home."

Billy: "You should try it. I think you will like it."

151

Billy: "I remember to look very closely. No, the decoration of colouful flowers or it is just plain paper?"

Henry: "This is called *paper cutting* or *scissor cutting*. It's made in 'Shanxi' province of the China. It's a tradition."

Billy: "What is it made of?"

Henry: "It's made of thin, colored paper or cloth. Thin pictures of cartoon figures are pasted or embroidered on the outer part of the paper.

Billy: "Wowowow!"

152

We will work in groups to complete the sentences with the suitable verb in the positive voice. We will check them out with words of two words.

Here are what we will do. First, we will study the examples carefully. Second, we will read each sentence carefully. Third, we will discuss and decide the answer to fill the blank spaces. Finally, we will handwrite the complete sentence in our notebook. Then, we'll underline the verbs in every sentence.



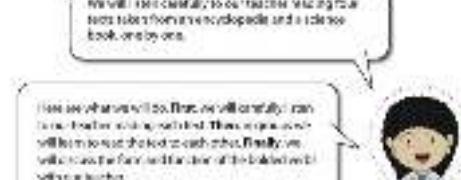
154

We will be drilled by our teacher to say the verb in four different forms. We will then practise this chapter.



Here are what we will do. First, we will draw a verb in four groups. We will say the verb with the verb in the sentence to our teacher. We will be given the words. Second, we will be drilled by our teacher to say the verbs in the four forms. We will not use the first form. Our teacher will say the 'be' form, and we will say the other three forms. We will do this very fast.

We will use a dictionary. We will open the words and use the words in their contexts. While writing, we will use the words clearly and correctly. If there are any mistakes, we will go to our teacher for help.

156	<p>We will work in pairs to reflect on our learning. We will also make the table about the bus.</p>  <p>Now today we will do the problem book. I will give you some time to work on it. You can ask your teacher for help if you need it.</p> <p>After we are done with the problem book, we will go back to our seats.</p> <p>The problem book is very useful for describing things.</p>
157	<p>We will concentrate on our teacher reading four new tales from the encyclopaedia and a science book, one by one.</p>  <p>Now we have to do this, so I will let my teacher read the four new tales from the encyclopaedia and a science book, one by one.</p> <p>Then we have to do this, so I will let my teacher read the four new tales from the encyclopaedia and a science book, one by one.</p> <p>We will try the sentence orally, clearly and correctly.</p>
160	<p>We will learn to conjugate the verb of the passive voice. 1. To state the object intransitive. 2. To state the intransitive that makes the object. 3. To state the location of the object. 4. To state what happens to the object.</p>  <p>Here is what we will do. First we will copy and study the examples. Second, we will read the text word by word and then we will read each part of the text of the example. Third we will identify the structure of nouns and verbs. Then we will draw a diagram of the verb in our notebook.</p> <p>We will learn to conjugate the verb of the passive voice. They will take turns to conjugate. If there are any mistakes, they will correct them. If there are any problems, we will go to our teacher for help.</p>
163	<p>We will work in groups. We will make five facts to describe some objects from our local culture. 1. The traditional house; 2. The traditional umbrella; 3. The local dress.</p>  <p>Here are what we will do. First we will discuss and decide what objects to describe. Then we will choose and decide five facts about about each object, and write them in the passive voice. We will use the words to come to each other's chapter. Finally, every one of us will illustrate the description in our notebook.</p> <p>We will have a dictation. We will spell the words and read the poem. If there are any errors, we will correct them by writing them clearly, clearly and correctly. If there are any problems, we will go to our teacher for help.</p>
164	 <p>In our journal, everyone of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.</p>

165	<p>We will learn:</p> <p>Students will learn about the solar system and our place in it. They will learn about the Sun, the Moon, the Earth and other planets. They will learn about the Sun's energy and how it affects us.</p>	
166	<p>When I have had time to do about a week this also becomes known as the Solar System. We can find out facts in an animal encyclopedia.</p> <p>Now that we will do first, we will probably have to go back to reading each of the books several times. Finally, in the group we will be a team. We will decide what to do.</p> <p>We will say the things we know, the good things,</p> <p>Buffalo</p> <p>Buffalo are large cows and calves that are found in Africa and Asia. They are very social animals and live in herds. They have been domesticated for thousands of years. Buffalo are found in the wild now and there is about 100 million of them. Buffalo have been domesticated for 2,000 years. They are used to pull carts and ploughs, but they can be kept for meat and hide. Only a few survive in the wild in Asia, but buffalo are raised to run free in the savannas of the Northern Territory of Australia.</p>	
167	<p>Bat</p> <p>Bats have big ears, long tails and wings like feathers. They are nocturnal animals. This means they sleep during the day and hunt at night.</p> <p>Bats are the only mammals that can fly. They are very fast and skilled fliers. When they have their heads, they look and turn in the air to turn around and to catch insects in the darkness. They send out a high-pitched squeak that humans can't hear. This echo is the sound that bounces back to the bat and tells where they will find their prey.</p> <p>Flying foxes, or fruit bats, are another type of bat. They eat fruit and nectar. They mainly eat fruit. Flying foxes are important because they help to spread the pollen and seeds of many plants.</p>	

168

We will look closely at the words "to talk and tell" by using a table of analysis below.

First we will discuss what we already know about each word separately. Second, we will compare both words and decide the differences between them. Finally, we will consider the concrete meanings in our everyday lives. Then, we will combine the verb in our sentences.



We will start our session. The first step is to analyze each word separately. After that, we will compare both words and decide the differences between them. Finally, we will consider the concrete meanings in our everyday lives. Then, we will combine the verb in our sentences.

171

We will discuss the first words. We will use the present tense guide.



First we will do. First we will read and repeat the first sentence. Second, we will compare the two sentences. Finally, we will have a discussion about each sentence individually.

We will use the sentences for the clearly and correctly. Then, when we finish, we will go to another activity.

172

How are the parts used in the sentence in the first sentence of this episode? They are the subject, the predicate, and the object.

There are four kinds of subjects. One, there is one from the common nouns of our daily lives. These subjects are called the subject of the first kind. Subject are subjects that are the main or the basic part of a sentence.

There are four kinds of objects. One, the objects are called the object of the second kind.

There are four kinds of predicates. One, they are called the predicate of the first kind.

There are four kinds of predicates. One, they are called the predicate of the second kind. These are called the predicate of the third kind. These are called the predicate of the fourth kind.

There are four kinds of predicates. One, they are called the predicate of the fourth kind.

 Here are the facts about the butterfly life cycle.

There are four stages in the butterfly life cycle. One stage is called the egg. This stage is measured in micrometers. One micrometer is one millionth of a meter. There are four stages for butterflies. They last for about 15 days. The first stage is the egg. This stage is measured in micrometers. One micrometer is one millionth of a meter. The second stage is the caterpillar. This stage is measured in millimeters. One millimeter is one thousandth of a meter. The third stage is the chrysalis. This stage is measured in millimeters. One millimeter is one thousandth of a meter. The fourth stage is the adult butterfly. This stage is measured in centimeters. One centimeter is one hundredth of a meter.

There is no information available about the life span of butterflies.

There is only one fact about butterflies in the book. Butterflies have long wings because they have many veins in them. Butterflies have very strong wings.

 We will learn about butterflies in the book. Butterflies have long wings because they have many veins in them. Butterflies have very strong wings because they have many veins in them.

 Butterflies have long wings because they have many veins in them. Butterflies have very strong wings because they have many veins in them.

 We will learn about butterflies in the book.

Dragonfly and Damselfly

Dragonflies are fast flying insects. They fly over the streams and ponds up to 60 kilometers an hour. Damselflies have longer antennae than damselflies do. Damselflies are also smaller than dragonflies. The wings of the damselfly are more transparent. They mimic the damselfly's characteristic insect sound.

Dragonflies catch flies because they are the main food plants. When they catch the prey, they eat it right out of the body. They defend their territory around the home with the help of their long tail which is a stinger.

Grasshopper



Grasshoppers are insects that prefer to sit on their long back legs instead of their front legs. They move by jumping from place to place.

Grasshoppers have very strong back legs for jumping and an amazing song in their brass. The grasshopper can sing 120 times a minute with its song in the back legs you can't believe!

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Rib



Our body is covered with skin all over the body. They come in many different shapes and form, but most are covered in scales or fur or feathers. Some animals have scales on their skin, some don't and they help the body in many ways.

Our skin need oxygen to live. Our lungs of breathing air that come in our nose to our brain to make us live. We also have the gallbladder which holds water and we should never let it dry up.

When we are ill or sick we feel like we are not well. That is because the body is not working well for the body to fight the sickness.

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Mill



The mill is a small animal that has been here since the beginning. Some people think that the mill is the last animal in the world. There were about 100 million mills in the middle ages, but now there are hardly any left because of the modern technology.

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Poison



There are lots of types of cheese, but the poison cheese is one of the most dangerous ones. It is made from milk that has been treated with a special kind of bacteria that makes it taste bad. When a child eats this type of cheese, it will eat it, eat it, eat it until the poison is released. The best advice is not to eat it at all.

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Poison

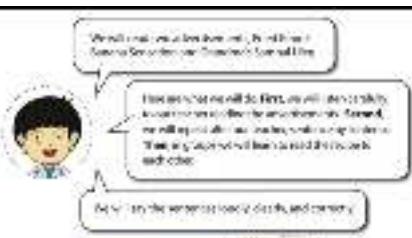
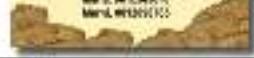
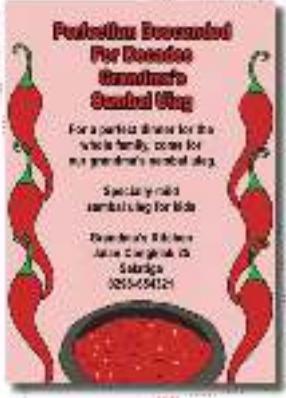
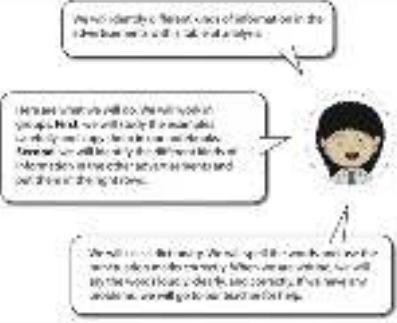


This is a little caterpillar that has a very bad smell. Some people say that it smells like rotten eggs and some say it smells like rotten fish. This caterpillar is not good to eat because of its taste and smell. Some people have tried to eat it, but it is not good to eat it because it is very bad for your health.

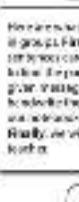
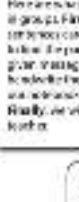
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179	<p>Cloot</p> <p>What is a cloot? A cloot is a small, flat, dried plant or flower. Different cloots have different uses. Some people use cloots to make medicine. Other people burn them to make incense. And some people use them to make art. There are many different types of cloots, so it's exciting to learn about them!</p> <p>Answer the questions below.</p>
180	<p>First, look down at the cloot you are holding. What do you see?</p> <p>I see a lot of the soft brown stuff. It looks like a piece of dried grass. It has a lot of tiny, thin, brownish-yellow fibers. I can see some small, dark spots on the surface. This is a cloot from a plant called a grass. It's a type of grass called a grass. It's a type of grass called a grass. Finally, we'll learn more about different types of cloots.</p> <p>The next time you go outside, you might find a cloot. If you do, take a good look at it. You might notice that it's brown and fuzzy. It's also very light. If you touch it, it's soft and fluffy. It's like a tiny, tiny cloud.</p>
182	<p>Now, look up at the cloot that you just collected. Is it soft and fluffy? Is it brown and fuzzy? It's a cloot from a plant called a grass. It's a type of grass called a grass. It's a type of grass called a grass. Finally, we'll learn more about different types of cloots.</p> <p>I see a lot of the soft brown stuff. It looks like a piece of dried grass. It has a lot of tiny, thin, brownish-yellow fibers. I can see some small, dark spots on the surface. This is a cloot from a plant called a grass. It's a type of grass called a grass. It's a type of grass called a grass. Finally, we'll learn more about different types of cloots.</p>
183	<p>Now, look up at the cloot that you just collected. Is it soft and fluffy? Is it brown and fuzzy? It's a cloot from a plant called a grass. It's a type of grass called a grass. It's a type of grass called a grass. Finally, we'll learn more about different types of cloots.</p> <p>I see a lot of the soft brown stuff. It looks like a piece of dried grass. It has a lot of tiny, thin, brownish-yellow fibers. I can see some small, dark spots on the surface. This is a cloot from a plant called a grass. It's a type of grass called a grass. It's a type of grass called a grass. Finally, we'll learn more about different types of cloots.</p>
185	<p>Now, look up at the cloot that you just collected. Is it soft and fluffy? Is it brown and fuzzy? It's a cloot from a plant called a grass. It's a type of grass called a grass. It's a type of grass called a grass. Finally, we'll learn more about different types of cloots.</p> <p>I see a lot of the soft brown stuff. It looks like a piece of dried grass. It has a lot of tiny, thin, brownish-yellow fibers. I can see some small, dark spots on the surface. This is a cloot from a plant called a grass. It's a type of grass called a grass. It's a type of grass called a grass. Finally, we'll learn more about different types of cloots.</p>

187	<p>Remember the steps we took in our first project? Let's do it again!</p> <p>How are we going to do this? We will start by filling in the table with the information on the form. By this example, there are one or two mistakes in the analysis, so we will have to analyze it more carefully again. Finally, we will present our analysis of the research results to each other.</p> <p>Now, I spent the weekend and use the plan you gave. Unfortunately, there are three mistakes in my analysis. Please help me identify those mistakes and correct them. If there are any problems, we will figure out together for help.</p>
189	<p>Remember all the steps we did the last time? Let's do it again! We will start by filling in the table with the information from the three subjects.</p> <p>First, coordinate means</p> <p>Second, calculate the mean</p> <p>Third, calculate the variance</p> <p>Fourth, calculate the standard deviation</p> <p>Fifth, calculate the coefficient of variation</p> <p>We will use the same table as before. There are some differences in the data, so we will have to calculate the mean again. We will use the formula: $\bar{x} = \frac{\sum x_i}{n}$. Then we will calculate the standard deviation again. This is because the standard deviation of the second group of data is different from the first group. Then we will calculate the coefficient of variation again. This is because the coefficient of variation of the second group of data is different from the first group.</p>
190	<p>In our journal, every one of us will describe our reflection on our learning process. We will use English or Bahasa Indonesia.</p>
191	<p>Want to know what's new in our cafe?</p> <p>LEMONADE MONSODA</p> <p>Want to know what's new in our cafe?</p> <p>LEMONADE MONSODA</p>

192	 <p><i>We will eat炸咯蓬蕉饼和炸咯蓬花生饼。你选哪一种？</i></p> <p><i>我想要炸咯蓬花生饼，因为它更脆，更美味。</i></p> <p><i>我想要炸咯蓬蕉饼，因为它更软，更香浓。</i></p> <p><i>我们今天要吃炸咯蓬饼，所以选择两种。</i></p> <p>Fried Kepok Banana Sensation</p>  <p><i>Crispy and soft banana and coconut flour bakes of your choice.</i></p> <p>Fried Kepok Peanut Sensation</p>  <p><i>Crispy and soft peanut and coconut flour bakes of your choice.</i></p> <p>Chocolate Banana <i>Crispy chocolate banana</i> <i>Specialty cake</i> <i>For a party or dinner for the whole family, come for my grandpa's world of cake.</i></p> <p>Specialty cake <i>Grandpa's World of Cake</i> <i>Java Canggu, Kuta Selatan, Badung</i> <i>0813-054121</i></p>
193	 <p><i>We will eat Perasikan Berendam and Perasikan Sambal Wing. Which one do you like better?</i></p> <p>Perasikan Berendam</p> <p>Perasikan Sambal Wing</p> <p><i>For a party or dinner for the whole family, come for my grandpa's world of cake.</i></p> <p><i>Specialty cake</i></p> <p><i>Grandpa's World of Cake</i> <i>Java Canggu, Kuta Selatan, Badung</i> <i>0813-054121</i></p>
194	 <p><i>We will eat Perasikan Berendam and Perasikan Sambal Wing. Which one do you like better?</i></p> <p><i>I like Perasikan Berendam, because it is soft and sweet.</i></p> <p><i>I like Perasikan Sambal Wing, because it is spicy and delicious.</i></p> <p><i>We will eat Perasikan Berendam and Perasikan Sambal Wing, because we like both of them.</i></p>
196	 <p><i>We will eat Perasikan Berendam and Perasikan Sambal Wing. Which one do you like better?</i></p> <p><i>I like Perasikan Berendam, because it is soft and sweet.</i></p> <p><i>I like Perasikan Sambal Wing, because it is spicy and delicious.</i></p> <p><i>We will eat Perasikan Berendam and Perasikan Sambal Wing, because we like both of them.</i></p>

197	<p>Bengali Writing Competition National Conference of Young Authors Organized by Department of English University of Dhaka 2010-11</p> <p>Bengali Writing Competition National Conference of Young Authors Organized by Department of English University of Dhaka 2010-11</p>
198	<p>National Conference of Young Authors Organized by Department of English University of Dhaka 2010-11</p> <p>National Conference of English Teachers Organized by Department of English University of Dhaka 2010-11</p>
199	<p>As we can see, our school has a lot of facilities for education. The students are very active. We will learn by different kinds of experiments. It is one of the best educational institutions in our country.</p> <p>Students here are very good. They are well educated. They are well disciplined. They are well behaved. They are well mannered. They are well dressed. They are well groomed. They are well educated.</p> <p>There are different ways to learn. We will learn by reading, writing, and listening. We will learn by doing, and by playing. We will learn by playing, and by doing.</p>
201	<p>The students are very good. They are well educated. They are well mannered. They are well dressed. They are well behaved. They are well groomed. They are well educated.</p> <p>There are different ways to learn. We will learn by reading, writing, and listening. We will learn by doing, and by playing. We will learn by playing, and by doing.</p> <p>We will learn by doing, and by playing. We will learn by reading, writing, and listening. We will learn by doing, and by playing. We will learn by playing, and by doing.</p>
202	<p>In our journal, every one of us will have time to reflect on our learning process. We will use English or Bengali whenever.</p>

203		
204		 <p>When we read the lyrics of a song, then we can learn the song better. When we sing a song, our brain can remember it faster than when we just listen to it. That's why I think we will sing the lyrics of the songs that we have learned by the teacher. In this group, we have to sing the lyrics to each other in English.</p> <p>When we sing the words loudly, clearly and correctly,</p>
206		 <p>We will teach the business coach to understand the message. We will also make sure that we will follow the steps that we have learned. The business coach will guide us to do it. The sentences contain important messages in the song.</p>  <p>We are going to do the work in groups. First, we will find the guiding principles coach. In second, we will take the parts of the job that we have learned, give messages. Then, every one of us will be selected to be the message and the message will be assigned. We will first sing the song again. Finally, we will discuss the answers with our friends.</p>  <p>We will make a step. When I read the lyrics and see the punctuation marks correctly, we will sing the song loudly, clearly and correctly. If we have any problem, we will go to the teacher for help.</p>
208		 <p>In our journal, every one of us will be able to reflect on our learning process. We will use English or Bahasa Indonesia.</p>
209		 <p>"The great thing about a computer notebook is that no matter how much you stuff into it, it doesn't get bigger or heavier."</p> <p style="text-align: right;">—ILLUSTRATION © Sariwulan Digital Illustration 2019, p. 61</p>

CURRICULUM VITAE

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Nationality	Indonesia	
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Siblings	Saparudin Candra and Muhammad Mahdi Taufik	
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2010	- 2013	Junior High School 1 Kandangan
2013	- 2016	Senior High School 1 Kandangan
2016	- 2022	English Education Department of Antasari State Islamic University Banjarmasin