

## Blatt-Raupenfresser (Rädertiere) im Landkreis Lüneburg

 Beschreibung kann siehe [Tabelle A2-A4](#) weitere 2000 Rädertiere

 Beschreibung siehe [Liste der Rädertiere](#)

 Eine eigene Tabelle für die bestimmen Rädertiere steht [hier](#)

Krieger	Schreck	Cäcilie	Armin	Klaus
Arbeitsaufgaben der Tiere	Wespenraupe aufzehren (unterstützen kann man sich durch das Verteilungssystem)	Für Bienen zu töten (unterstützen kann man sich durch das Verteilungssystem)	Arbeitsaufgaben der Tiere	Arbeitsaufgaben der Tiere

Krieger	Schreck	Cäcilie	Armin	Klaus
Waschen	Wespenraupe aufzehren (unterstützen kann man sich durch das Verteilungssystem)	Bienenraupe aufzehren (unterstützen kann man sich durch das Verteilungssystem)	Arbeitsaufgaben der Tiere	Arbeitsaufgaben der Tiere
Waschen	Wespenraupe aufzehren (unterstützen kann man sich durch das Verteilungssystem)	Bienenraupe aufzehren (unterstützen kann man sich durch das Verteilungssystem)	Arbeitsaufgaben der Tiere	Arbeitsaufgaben der Tiere
Waschen	Wespenraupe aufzehren (unterstützen kann man sich durch das Verteilungssystem)	Bienenraupe aufzehren (unterstützen kann man sich durch das Verteilungssystem)	Arbeitsaufgaben der Tiere	Arbeitsaufgaben der Tiere

## 1 - Pflanzen Raupen zu jagen

Krieger	Schreck	Cäcilie	Armin	Klaus
Waschen	Wespenraupe aufzehren (unterstützen kann man sich durch das Verteilungssystem)	Bienenraupe aufzehren (unterstützen kann man sich durch das Verteilungssystem)	Arbeitsaufgaben der Tiere	Arbeitsaufgaben der Tiere
Waschen	Wespenraupe aufzehren (unterstützen kann man sich durch das Verteilungssystem)	Bienenraupe aufzehren (unterstützen kann man sich durch das Verteilungssystem)	Arbeitsaufgaben der Tiere	Arbeitsaufgaben der Tiere
Waschen	Wespenraupe aufzehren (unterstützen kann man sich durch das Verteilungssystem)	Bienenraupe aufzehren (unterstützen kann man sich durch das Verteilungssystem)	Arbeitsaufgaben der Tiere	Arbeitsaufgaben der Tiere

Opere	Klasifikasi operasi dalam sistem operasi	Klasifikasi permasalahan sistem operasi (Oper)	Klasifikasi permasalahan sistem operasi (Oper)	Klasifikasi permasalahan sistem operasi (Oper)
<b>Klasifikasi:</b> Aktivitas Bisnis <b>Metode:</b> Rule (kaidah) Operasi Klasifikasi operasi: Aktivitas Bisnis (bis) Klasifikasi permasalahan: rule (bis) Klasifikasi sistem operasi: rule (bis) Klasifikasi permasalahan sistem operasi: rule (bis)	<b>Klasifikasi:</b> Klasifikasi bis <b>Metode:</b> Klasifikasi bis Klasifikasi sistem operasi: rule (bis) Klasifikasi permasalahan sistem operasi: rule (bis)	<b>Klasifikasi:</b> Klasifikasi bis <b>Metode:</b> Klasifikasi bis Klasifikasi sistem operasi: rule (bis) Klasifikasi permasalahan sistem operasi: rule (bis)	<b>Klasifikasi:</b> Klasifikasi bis <b>Metode:</b> Klasifikasi bis Klasifikasi sistem operasi: rule (bis) Klasifikasi permasalahan sistem operasi: rule (bis)	<b>Klasifikasi:</b> Klasifikasi bis <b>Metode:</b> Klasifikasi bis Klasifikasi sistem operasi: rule (bis) Klasifikasi permasalahan sistem operasi: rule (bis)
<b>Klasifikasi:</b> Aktivitas Bisnis <b>Metode:</b> Rule (kaidah) Operasi Klasifikasi operasi: rule (bis) Klasifikasi permasalahan sistem operasi: rule (bis) Klasifikasi sistem operasi: rule (bis) Klasifikasi permasalahan sistem operasi: rule (bis)	<b>Klasifikasi:</b> Klasifikasi bis <b>Metode:</b> Klasifikasi bis Klasifikasi sistem operasi: rule (bis) Klasifikasi permasalahan sistem operasi: rule (bis)	<b>Klasifikasi:</b> Klasifikasi bis <b>Metode:</b> Klasifikasi bis Klasifikasi sistem operasi: rule (bis) Klasifikasi permasalahan sistem operasi: rule (bis)	<b>Klasifikasi:</b> Klasifikasi bis <b>Metode:</b> Klasifikasi bis Klasifikasi sistem operasi: rule (bis) Klasifikasi permasalahan sistem operasi: rule (bis)	<b>Klasifikasi:</b> Klasifikasi bis <b>Metode:</b> Klasifikasi bis Klasifikasi sistem operasi: rule (bis) Klasifikasi permasalahan sistem operasi: rule (bis)

most frequently measured variables

and their definitions

Variables measured in the

baseline survey

Table 1

Health outcome measures

Health outcome measures

Health outcome measures

Health outcome measures

Table 1

Health outcome measures

Health outcome measures

Health outcome measures

Health outcome measures

Table 1

Health outcome measures

Health outcome measures

Health outcome measures

Health outcome measures

Table 1

Health outcome measures

Health outcome measures

Health outcome measures

Health outcome measures

Table 1

Health outcome measures

Health outcome measures

Health outcome measures

Health outcome measures

Table 1

Health outcome measures

Health outcome measures

Health outcome measures

Health outcome measures

Table 1

Health outcome measures

Health outcome measures

Health outcome measures

Health outcome measures

Table 1

Health outcome measures

Health outcome measures

Health outcome measures

Health outcome measures

Table 1

Health outcome measures

Health outcome measures

Health outcome measures

Health outcome measures

Table 1

Health outcome measures

Health outcome measures

Health outcome measures

Health outcome measures

Table 1

Health outcome measures

Health outcome measures

Health outcome measures

Health outcome measures

Table 1

Health outcome measures

Health outcome measures

Health outcome measures

Health outcome measures

Table 1

Health outcome measures

Health outcome measures

Health outcome measures

Health outcome measures

Table 1

Health outcome measures

Health outcome measures

Health outcome measures

Health outcome measures

Table 1

Health outcome measures

Health outcome measures

Health outcome measures

Health outcome measures

Table 1

Health outcome measures

Health outcome measures

Health outcome measures

Health outcome measures

Table 1

Health outcome measures

Health outcome measures

Health outcome measures

Health outcome measures

Table 1

Health outcome measures

Health outcome measures

Health outcome measures

Health outcome measures

Table 1

Health outcome measures

Health outcome measures

Health outcome measures

Health outcome measures

Table 1

Health outcome measures

Health outcome measures

Health outcome measures

Health outcome measures

Table 1



**Figure 1:** Health outcome measures

Material	Properties	Applications
Metallocene polyethylenes	<p>High molecular weight polyethylenes with narrow molecular weight distribution.</p> <ul style="list-style-type: none"> <li>Very low density (<math>0.91 - 0.92 \text{ g/cm}^3</math>)</li> <li>Excellent mechanical properties (tensile strength, impact resistance)</li> <li>Good chemical resistance</li> <li>Good thermal stability</li> <li>Good processing characteristics</li> </ul>	<p>Automotive parts (plastic bumpers, headlight covers, etc.)</p> <p>Electronics (PCB substrates, connectors)</p> <p>Medical (implants, catheters)</p> <p>Food packaging (plastic containers, films)</p>
Linear Low Density Polyethylene (LLDPE)	<p>Intermediate density polyethylene with broad molecular weight distribution.</p> <ul style="list-style-type: none"> <li>Medium density (<math>0.93 - 0.94 \text{ g/cm}^3</math>)</li> <li>Good mechanical properties</li> <li>Good chemical resistance</li> <li>Good thermal stability</li> <li>Good processing characteristics</li> </ul>	<p>Automotive parts (plastic bumpers, headlight covers, etc.)</p> <p>Electronics (PCB substrates, connectors)</p> <p>Medical (implants, catheters)</p> <p>Food packaging (plastic containers, films)</p>
High Density Polyethylene (HDPE)	<p>High density polyethylene with very narrow molecular weight distribution.</p> <ul style="list-style-type: none"> <li>High density (<math>0.96 - 0.97 \text{ g/cm}^3</math>)</li> <li>Excellent mechanical properties</li> <li>Good chemical resistance</li> <li>Good thermal stability</li> <li>Good processing characteristics</li> </ul>	<p>Automotive parts (plastic bumpers, headlight covers, etc.)</p> <p>Electronics (PCB substrates, connectors)</p> <p>Medical (implants, catheters)</p> <p>Food packaging (plastic containers, films)</p>
Low Density Polyethylene (LDPE)	<p>Low density polyethylene with very broad molecular weight distribution.</p> <ul style="list-style-type: none"> <li>Low density (<math>0.91 - 0.92 \text{ g/cm}^3</math>)</li> <li>Good mechanical properties</li> <li>Good chemical resistance</li> <li>Good thermal stability</li> <li>Good processing characteristics</li> </ul>	<p>Automotive parts (plastic bumpers, headlight covers, etc.)</p> <p>Electronics (PCB substrates, connectors)</p> <p>Medical (implants, catheters)</p> <p>Food packaging (plastic containers, films)</p>

<p><b>Tiendes y ferias</b></p> <p>Algunas tiendas tienen ferias estacionales. Estas se realizan cuando el clima es favorable. Por ejemplo, en la feria de la fruta se venden frutas y verduras. Otras ferias se realizan en la feria de la carne, la de la leche, etc.</p>	<p>En las ferias se venden varios tipos de artículos. Algunos son artículos necesarios para la vida cotidiana, como la ropa y los zapatos. Otros son artículos de lujo, como los coches y las casas. También se venden alimentos y bebidas. Algunas ferias son organizadas por el gobierno, mientras que otras son organizadas por empresas privadas. Las ferias son un lugar donde las personas compran y venden varios tipos de artículos.</p>
<p><b>Comer en restaurantes</b></p> <p>Los restaurantes son establecimientos que ofrecen servicios de comida y bebida. Los restaurantes pueden ser muy sencillos o muy sofisticados. Los restaurantes más simples ofrecen comida rápida y bebidas. Los restaurantes más sofisticados ofrecen comida más elaborada y bebidas más caras.</p>	<p>Los restaurantes son establecimientos que ofrecen servicios de comida y bebida. Los restaurantes pueden ser muy sencillos o muy sofisticados. Los restaurantes más simples ofrecen comida rápida y bebidas. Los restaurantes más sofisticados ofrecen comida más elaborada y bebidas más caras.</p>
<p><b>Ir a la playa</b></p> <p>Ir a la playa es una actividad que se realiza en verano. Se realizan fiestas y concursos en la playa. Se realizan también competiciones entre los nadadores.</p>	<p>Ir a la playa es una actividad que se realiza en verano. Se realizan fiestas y concursos en la playa. Se realizan también competiciones entre los nadadores.</p>
<p><b>Ir a la playa</b></p> <p>Ir a la playa es una actividad que se realiza en verano. Se realizan fiestas y concursos en la playa. Se realizan también competiciones entre los nadadores.</p>	<p><b>Ir a la playa</b></p> <p>Ir a la playa es una actividad que se realiza en verano. Se realizan fiestas y concursos en la playa. Se realizan también competiciones entre los nadadores.</p>



— Apo-silence  
— Apo-voice  
— Apo-music  
— Apo-words  
— Apo-objects  
— Apo-activities  
— Apo-relationships  
— Apo-creativity  
— Apo-creativity

— Apo-  
— Apo-

### Library abbreviations:

"K" = Koenig

"P" = Pfeiffer



— Apo-children  
— Apo-teachers  
— Apo-parents  
— Apo-families  
— Apo-friends  
— Apo-relatives  
— Apo-children  
— Apo-teachers  
— Apo-parents  
— Apo-families  
— Apo-friends  
— Apo-relatives

— Apo-  
— Apo-

### V. 2. *Illustrations for the first edition of the book*

*Frigg's garden, Skog, the garden of the Goddess of wisdom.*  
Illustration 1 from the first edition of the book. Printed by  
Grafica S.A., 1970, 11 pp. softcover.

### A. 1. *Illustrations for the second edition*

*Mjölnir*  
Mjölnir - Thor's hammer, made of iron, forged by the dwarfs. It is very heavy and strong.  
Illustration 2 from the second edition of the book. Printed by  
Grafica S.A., 1970, 11 pp. softcover.

*Mjölnir*  
Mjölnir - Thor's hammer, made of iron, forged by the dwarfs. It is very heavy and strong.  
Illustration 3 from the second edition of the book. Printed by  
Grafica S.A., 1970, 11 pp. softcover.

*Mjölnir*  
Mjölnir - Thor's hammer, made of iron, forged by the dwarfs. It is very heavy and strong.  
Illustration 4 from the second edition of the book. Printed by  
Grafica S.A., 1970, 11 pp. softcover.

*Mjölnir*  
Mjölnir - Thor's hammer, made of iron, forged by the dwarfs. It is very heavy and strong.  
Illustration 5 from the second edition of the book. Printed by  
Grafica S.A., 1970, 11 pp. softcover.

*Mjölnir*  
Mjölnir - Thor's hammer, made of iron, forged by the dwarfs. It is very heavy and strong.  
Illustration 6 from the second edition of the book. Printed by  
Grafica S.A., 1970, 11 pp. softcover.

*Mjölnir*  
Mjölnir - Thor's hammer, made of iron, forged by the dwarfs. It is very heavy and strong.  
Illustration 7 from the second edition of the book. Printed by  
Grafica S.A., 1970, 11 pp. softcover.

*Mjölnir*  
Mjölnir - Thor's hammer, made of iron, forged by the dwarfs. It is very heavy and strong.  
Illustration 8 from the second edition of the book. Printed by  
Grafica S.A., 1970, 11 pp. softcover.

### B. 1. *Illustrations for the first edition*

*Torvald's sword*  
Torvald - Baldr's son, who was killed by Loki. He was the God of light and beauty.

*Torvald's sword*  
Torvald - Baldr's son, who was killed by Loki. He was the God of light and beauty.

*Torvald's sword*  
Torvald - Baldr's son, who was killed by Loki. He was the God of light and beauty.

*Torvald's sword*  
Torvald - Baldr's son, who was killed by Loki. He was the God of light and beauty.

*Torvald's sword*  
Torvald - Baldr's son, who was killed by Loki. He was the God of light and beauty.

*Torvald's sword*  
Torvald - Baldr's son, who was killed by Loki. He was the God of light and beauty.

*Torvald's sword*  
Torvald - Baldr's son, who was killed by Loki. He was the God of light and beauty.

### A. 2. *Illustrations for the second edition*

*Torvald's sword*  
Torvald - Baldr's son, who was killed by Loki. He was the God of light and beauty.

*Torvald's sword*  
Torvald - Baldr's son, who was killed by Loki. He was the God of light and beauty.

*Torvald's sword*  
Torvald - Baldr's son, who was killed by Loki. He was the God of light and beauty.

*Torvald's sword*  
Torvald - Baldr's son, who was killed by Loki. He was the God of light and beauty.

*Torvald's sword*  
Torvald - Baldr's son, who was killed by Loki. He was the God of light and beauty.

*Torvald's sword*  
Torvald - Baldr's son, who was killed by Loki. He was the God of light and beauty.

### B. 2. *Illustrations for the second edition*

*Torvald's sword*  
Torvald - Baldr's son, who was killed by Loki. He was the God of light and beauty.

*Torvald's sword*  
Torvald - Baldr's son, who was killed by Loki. He was the God of light and beauty.

*Torvald's sword*  
Torvald - Baldr's son, who was killed by Loki. He was the God of light and beauty.

*Torvald's sword*  
Torvald - Baldr's son, who was killed by Loki. He was the God of light and beauty.

*Torvald's sword*  
Torvald - Baldr's son, who was killed by Loki. He was the God of light and beauty.

*Torvald's sword*  
Torvald - Baldr's son, who was killed by Loki. He was the God of light and beauty.

Current situation	Expected future scenario	Desired outcome	Actual outcome
<p><b>Corporate Role:</b> <b>Strategic Initiator / Transformational Leader</b></p> <p><b>Corporate Strategy:</b> Strategic business unit management</p> <p><b>Strategy:</b> Strategic transformation</p> <p><b>Value Proposition:</b> Transformational leadership</p> <p><b>Market Position:</b> Positioned as a market leader</p> <p><b>Core Competencies:</b> Transformational leadership</p> <p><b>Challenging Environment:</b> Strong competition, rapid technological change, significant regulatory pressure, changing customer needs</p> <p><b>Financial Health:</b> Stable financial performance</p> <p><b>Operational Efficiency:</b> Moderate operational efficiency</p> <p><b>Human Capital:</b> Moderate human capital</p> <p><b>Technology:</b> Moderate technology investment</p> <p><b>Global Expansion:</b> Moderate global expansion</p> <p><b>Innovation:</b> Moderate innovation</p> <p><b>Brand Perception:</b> Moderate brand perception</p> <p><b>Stakeholder Relations:</b> Moderate stakeholder relations</p> <p><b>Regulatory Compliance:</b> Moderate regulatory compliance</p> <p><b>Sustainability:</b> Moderate sustainability</p> <p><b>Culture:</b> Moderate culture</p> <p><b>ESG Score:</b> Moderate ESG score</p> <p><b>ESG Risks:</b> Moderate ESG risks</p>	<p><b>Corporate Role:</b> <b>Strategic Initiator / Transformational Leader</b></p> <p><b>Corporate Strategy:</b> Strategic business unit management</p> <p><b>Strategy:</b> Strategic transformation</p> <p><b>Value Proposition:</b> Transformational leadership</p> <p><b>Market Position:</b> Positioned as a market leader</p> <p><b>Core Competencies:</b> Transformational leadership</p> <p><b>Challenging Environment:</b> Strong competition, rapid technological change, significant regulatory pressure, changing customer needs</p> <p><b>Financial Health:</b> Stable financial performance</p> <p><b>Operational Efficiency:</b> Moderate operational efficiency</p> <p><b>Human Capital:</b> Moderate human capital</p> <p><b>Technology:</b> Moderate technology investment</p> <p><b>Global Expansion:</b> Moderate global expansion</p> <p><b>Innovation:</b> Moderate innovation</p> <p><b>Brand Perception:</b> Moderate brand perception</p> <p><b>Stakeholder Relations:</b> Moderate stakeholder relations</p> <p><b>Regulatory Compliance:</b> Moderate regulatory compliance</p> <p><b>Sustainability:</b> Moderate sustainability</p> <p><b>Culture:</b> Moderate culture</p> <p><b>ESG Score:</b> Moderate ESG score</p> <p><b>ESG Risks:</b> Moderate ESG risks</p>	<p><b>Corporate Role:</b> <b>Strategic Initiator / Transformational Leader</b></p> <p><b>Corporate Strategy:</b> Strategic business unit management</p> <p><b>Strategy:</b> Strategic transformation</p> <p><b>Value Proposition:</b> Transformational leadership</p> <p><b>Market Position:</b> Positioned as a market leader</p> <p><b>Core Competencies:</b> Transformational leadership</p> <p><b>Challenging Environment:</b> Strong competition, rapid technological change, significant regulatory pressure, changing customer needs</p> <p><b>Financial Health:</b> Stable financial performance</p> <p><b>Operational Efficiency:</b> Moderate operational efficiency</p> <p><b>Human Capital:</b> Moderate human capital</p> <p><b>Technology:</b> Moderate technology investment</p> <p><b>Global Expansion:</b> Moderate global expansion</p> <p><b>Innovation:</b> Moderate innovation</p> <p><b>Brand Perception:</b> Moderate brand perception</p> <p><b>Stakeholder Relations:</b> Moderate stakeholder relations</p> <p><b>Regulatory Compliance:</b> Moderate regulatory compliance</p> <p><b>Sustainability:</b> Moderate sustainability</p> <p><b>Culture:</b> Moderate culture</p> <p><b>ESG Score:</b> Moderate ESG score</p> <p><b>ESG Risks:</b> Moderate ESG risks</p>	<p><b>Corporate Role:</b> <b>Strategic Initiator / Transformational Leader</b></p> <p><b>Corporate Strategy:</b> Strategic business unit management</p> <p><b>Strategy:</b> Strategic transformation</p> <p><b>Value Proposition:</b> Transformational leadership</p> <p><b>Market Position:</b> Positioned as a market leader</p> <p><b>Core Competencies:</b> Transformational leadership</p> <p><b>Challenging Environment:</b> Strong competition, rapid technological change, significant regulatory pressure, changing customer needs</p> <p><b>Financial Health:</b> Stable financial performance</p> <p><b>Operational Efficiency:</b> Moderate operational efficiency</p> <p><b>Human Capital:</b> Moderate human capital</p> <p><b>Technology:</b> Moderate technology investment</p> <p><b>Global Expansion:</b> Moderate global expansion</p> <p><b>Innovation:</b> Moderate innovation</p> <p><b>Brand Perception:</b> Moderate brand perception</p> <p><b>Stakeholder Relations:</b> Moderate stakeholder relations</p> <p><b>Regulatory Compliance:</b> Moderate regulatory compliance</p> <p><b>Sustainability:</b> Moderate sustainability</p> <p><b>Culture:</b> Moderate culture</p> <p><b>ESG Score:</b> Moderate ESG score</p> <p><b>ESG Risks:</b> Moderate ESG risks</p>

Kontrolle (Lösungswert)	Tabelle	Beschreibung
Allgemeine Lösungswerte aus der Tabelle für das System mit den Gleichungen aus dem ersten Schritt des Algorithmus	<p>Allgemeine Lösungswerte aus der Tabelle für das System mit den Gleichungen aus dem ersten Schritt des Algorithmus</p> <p>Die Gleichungen sind hier aus dem ersten Schritt des Algorithmus ausgetragen.</p>	<p>Allgemeine Lösungswerte aus der Tabelle für das System mit den Gleichungen aus dem ersten Schritt des Algorithmus</p> <p>Die Gleichungen sind hier aus dem ersten Schritt des Algorithmus ausgetragen.</p>
<p>Bestimmen der spezifischen Lösungen, welche die restlichen Gleichungen erfüllen</p> <p>Bestimmen der spezifischen Lösungen, welche die restlichen Gleichungen erfüllen</p>	<p>Bestimmen der spezifischen Lösungen, welche die restlichen Gleichungen erfüllen</p> <p>Bestimmen der spezifischen Lösungen, welche die restlichen Gleichungen erfüllen</p>	<p>Bestimmen der spezifischen Lösungen, welche die restlichen Gleichungen erfüllen</p> <p>Bestimmen der spezifischen Lösungen, welche die restlichen Gleichungen erfüllen</p>
<p>Bestimmen der spezifischen Lösungen, welche die restlichen Gleichungen erfüllen</p> <p>Bestimmen der spezifischen Lösungen, welche die restlichen Gleichungen erfüllen</p>	<p>Bestimmen der spezifischen Lösungen, welche die restlichen Gleichungen erfüllen</p> <p>Bestimmen der spezifischen Lösungen, welche die restlichen Gleichungen erfüllen</p>	<p>Bestimmen der spezifischen Lösungen, welche die restlichen Gleichungen erfüllen</p> <p>Bestimmen der spezifischen Lösungen, welche die restlichen Gleichungen erfüllen</p>

# Georgian Botanical Materials and Methods

*Botanicheskiy institut im. Vavilova RAN  
Mestnye rasteniya Gruzii*

*Konservatsiya rastenij v Gruzii  
Konservator 2. klasa*

*11-15 avtuna 2012-2013 g.*

Era (1970)	Period	Period	Period
Rasteniyami zashchity	Lomonosovskaya skola - 1970-1980	Lomonosovskaya skola - 1980-1990	Lomonosovskaya skola - 1990-2000
1-10 miljoni rastenij Rasteniyami zashchity Rasteniyami zashchity Rasteniyami zashchity	Lomonosovskaya skola - 1970-1980 10 miljoni - 100 miljoni rastenij 10 miljoni - 100 miljoni rastenij 10 miljoni - 100 miljoni rastenij	Lomonosovskaya skola - 1980-1990 10 miljoni - 100 miljoni rastenij 10 miljoni - 100 miljoni rastenij 10 miljoni - 100 miljoni rastenij	Lomonosovskaya skola - 1990-2000 10 miljoni - 100 miljoni rastenij 10 miljoni - 100 miljoni rastenij 10 miljoni - 100 miljoni rastenij
Lomonosovskaya skola Rasteniyami zashchity Rasteniyami zashchity Rasteniyami zashchity	Lomonosovskaya skola Rasteniyami zashchity Rasteniyami zashchity Rasteniyami zashchity	Lomonosovskaya skola Rasteniyami zashchity Rasteniyami zashchity Rasteniyami zashchity	Lomonosovskaya skola Rasteniyami zashchity Rasteniyami zashchity Rasteniyami zashchity
Lomonosovskaya skola Rasteniyami zashchity Rasteniyami zashchity Rasteniyami zashchity	Lomonosovskaya skola Rasteniyami zashchity Rasteniyami zashchity Rasteniyami zashchity	Lomonosovskaya skola Rasteniyami zashchity Rasteniyami zashchity Rasteniyami zashchity	Lomonosovskaya skola Rasteniyami zashchity Rasteniyami zashchity Rasteniyami zashchity
Lomonosovskaya skola Rasteniyami zashchity Rasteniyami zashchity Rasteniyami zashchity	Lomonosovskaya skola Rasteniyami zashchity Rasteniyami zashchity Rasteniyami zashchity	Lomonosovskaya skola Rasteniyami zashchity Rasteniyami zashchity Rasteniyami zashchity	Lomonosovskaya skola Rasteniyami zashchity Rasteniyami zashchity Rasteniyami zashchity

		<p><b>Observe "T" </b></p> <p>Máscaras: Esas máscaras negras, que tienen diferentes formas y colores, están hechas de mármol. Están esculpidas en forma de rostros. Algunas tienen ojos, nariz y boca, otras solo son formas abstractas. Hay máscaras que representan animales como leones, leopardo, tigres, etc. Hay máscaras que representan diferentes dioses, mitos y leyendas. Hay máscaras que representan personajes de cuentos y mitos. Hay máscaras que representan personajes de la cultura indígena. Hay máscaras que representan personajes de la cultura europea. Hay máscaras que representan personajes de la cultura africana. Hay máscaras que representan personajes de la cultura asiática. Hay máscaras que representan personajes de la cultura americana.</p>
		<p><b>Observe "T" </b></p> <p>Máscaras: Esas máscaras negras, que tienen diferentes formas y colores, están hechas de mármol. Están esculpidas en forma de rostros. Algunas tienen ojos, nariz y boca, otras solo son formas abstractas. Hay máscaras que representan animales como leones, leopardo, tigres, etc. Hay máscaras que representan diferentes dioses, mitos y leyendas. Hay máscaras que representan personajes de cuentos y mitos. Hay máscaras que representan personajes de la cultura indígena. Hay máscaras que representan personajes de la cultura europea. Hay máscaras que representan personajes de la cultura africana. Hay máscaras que representan personajes de la cultura asiática. Hay máscaras que representan personajes de la cultura americana.</p>
		<p><b>Observe "T" </b></p> <p>Máscaras: Esas máscaras negras, que tienen diferentes formas y colores, están hechas de mármol. Están esculpidas en forma de rostros. Algunas tienen ojos, nariz y boca, otras solo son formas abstractas. Hay máscaras que representan animales como leones, leopardo, tigres, etc. Hay máscaras que representan diferentes dioses, mitos y leyendas. Hay máscaras que representan personajes de cuentos y mitos. Hay máscaras que representan personajes de la cultura indígena. Hay máscaras que representan personajes de la cultura europea. Hay máscaras que representan personajes de la cultura africana. Hay máscaras que representan personajes de la cultura asiática. Hay máscaras que representan personajes de la cultura americana.</p>
		<p><b>Observe "T" </b></p> <p>Máscaras: Esas máscaras negras, que tienen diferentes formas y colores, están hechas de mármol. Están esculpidas en forma de rostros. Algunas tienen ojos, nariz y boca, otras solo son formas abstractas. Hay máscaras que representan animales como leones, leopardo, tigres, etc. Hay máscaras que representan diferentes dioses, mitos y leyendas. Hay máscaras que representan personajes de cuentos y mitos. Hay máscaras que representan personajes de la cultura indígena. Hay máscaras que representan personajes de la cultura europea. Hay máscaras que representan personajes de la cultura africana. Hay máscaras que representan personajes de la cultura asiática. Hay máscaras que representan personajes de la cultura americana.</p>

Tabel 5. Klasifikasi operasi dalam pengelolaan lingkungan

	Mengelola sumber Materiil - Makanan operasional untuk menunjang kegiatan keseharian	Mengelola sumber Materiil - Air dan energi, operasi bisnis, usaha dan aktivitas rumah tangga	Mengelola sumber Materiil - Minimotif mengelola klimatik sehingga memudahkan Tujuan
Operasi di dalam rumah tangga	- Rumah tangga keluarga dilakukan operasi dengan konservasi sumber daya, misalnya, untuk menjaga makanan, air, air tawar, t. dilakukan dengan teknologi tertentu dan efisien	- Rumah tangga dilakukan operasi dengan konservasi sumber daya, misalnya, untuk menjaga makanan, air, air tawar, t. dilakukan dengan teknologi tertentu dan efisien	- Rumah tangga dilakukan operasi dengan konservasi sumber daya, misalkan dengan memperbaiki sistem sirkulasi udara, membuat rumah nyaman
Operasi di dalam rumah tangga	- Rumah tangga keluarga dilakukan operasi dengan konservasi sumber daya, misalnya, untuk menjaga makanan, air, air tawar, t. dilakukan dengan teknologi tertentu dan efisien	- Rumah tangga dilakukan operasi dengan konservasi sumber daya, misalkan dengan memperbaiki sistem sirkulasi udara, membuat rumah nyaman	- Rumah tangga dilakukan operasi dengan konservasi sumber daya, misalkan dengan memperbaiki sistem sirkulasi udara, membuat rumah nyaman
Operasi di dalam rumah tangga	- Rumah tangga keluarga dilakukan operasi dengan konservasi sumber daya, misalnya, untuk menjaga makanan, air, air tawar, t. dilakukan dengan teknologi tertentu dan efisien	- Rumah tangga dilakukan operasi dengan konservasi sumber daya, misalkan dengan memperbaiki sistem sirkulasi udara, membuat rumah nyaman	- Rumah tangga dilakukan operasi dengan konservasi sumber daya, misalkan dengan memperbaiki sistem sirkulasi udara, membuat rumah nyaman
Operasi di dalam rumah tangga	- Rumah tangga keluarga dilakukan operasi dengan konservasi sumber daya, misalnya, untuk menjaga makanan, air, air tawar, t. dilakukan dengan teknologi tertentu dan efisien	- Rumah tangga dilakukan operasi dengan konservasi sumber daya, misalkan dengan memperbaiki sistem sirkulasi udara, membuat rumah nyaman	- Rumah tangga dilakukan operasi dengan konservasi sumber daya, misalkan dengan memperbaiki sistem sirkulasi udara, membuat rumah nyaman
Operasi di dalam rumah tangga	- Rumah tangga keluarga dilakukan operasi dengan konservasi sumber daya, misalnya, untuk menjaga makanan, air, air tawar, t. dilakukan dengan teknologi tertentu dan efisien	- Rumah tangga dilakukan operasi dengan konservasi sumber daya, misalkan dengan memperbaiki sistem sirkulasi udara, membuat rumah nyaman	- Rumah tangga dilakukan operasi dengan konservasi sumber daya, misalkan dengan memperbaiki sistem sirkulasi udara, membuat rumah nyaman
Operasi di dalam rumah tangga	- Rumah tangga keluarga dilakukan operasi dengan konservasi sumber daya, misalnya, untuk menjaga makanan, air, air tawar, t. dilakukan dengan teknologi tertentu dan efisien	- Rumah tangga dilakukan operasi dengan konservasi sumber daya, misalkan dengan memperbaiki sistem sirkulasi udara, membuat rumah nyaman	- Rumah tangga dilakukan operasi dengan konservasi sumber daya, misalkan dengan memperbaiki sistem sirkulasi udara, membuat rumah nyaman



## Gioco "Ritmi sulle note"

Mentre il bambino muove i piedi ritmici, allora gli si dice: "Guarda la tua testa". Il bambino guarda verso l'alto e si mette a cantare. Alcuni dei bambini hanno una spina dorsale, quindi cantano con un tono più basso. Ripete questo per ogni bambino. Dopo un certo momento gli altri cantano con le loro voci.

**Esempio:**  
1. Tutti cantano insieme.  
2. Tutti cantano insieme con le proprie voci.

3. Vincitori cantano insieme con le suonerie che hanno scelto.

## Gioco "Ritmi da leggere"

Koppiere solfeggio.

Dare strumenti musicali.

Musica: - Karin vieniamo  
Tutti cantano insieme, non  
nemmeno un battito di ciglia.  
Musica: Ah! vieniamo  
non c'è tempo per noi!  
Ah! vieniamo, facciamo,  
non c'è tempo per noi!  
Ah! vieniamo, facciamo,  
non c'è tempo per noi!

Saranno due canzoni diverse.  
Musica: Ah! vieniamo  
non c'è tempo per noi!  
Ah! vieniamo, facciamo,  
non c'è tempo per noi!

Strumenti musicali: Solfeggio  
strumenti musicali: Solfeggio  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Musica: - Karin vieniamo  
Tutti cantano insieme,  
non c'è tempo per noi!  
Ah! vieniamo, facciamo,  
non c'è tempo per noi!

Saranno due canzoni diverse.  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Strumenti musicali: Solfeggio  
strumenti musicali: Solfeggio  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Musica: - Karin vieniamo  
Tutti cantano insieme,  
non c'è tempo per noi!  
Ah! vieniamo, facciamo,  
non c'è tempo per noi!

Saranno due canzoni diverse.  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Strumenti musicali: Solfeggio  
strumenti musicali: Solfeggio  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Musica: - Karin vieniamo  
Tutti cantano insieme,  
non c'è tempo per noi!  
Ah! vieniamo, facciamo,  
non c'è tempo per noi!

Saranno due canzoni diverse.  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Strumenti musicali: Solfeggio  
strumenti musicali: Solfeggio  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Musica: - Karin vieniamo  
Tutti cantano insieme,  
non c'è tempo per noi!  
Ah! vieniamo, facciamo,  
non c'è tempo per noi!

Saranno due canzoni diverse.  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Strumenti musicali: Solfeggio  
strumenti musicali: Solfeggio  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Musica: - Karin vieniamo  
Tutti cantano insieme,  
non c'è tempo per noi!  
Ah! vieniamo, facciamo,  
non c'è tempo per noi!

Saranno due canzoni diverse.  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Strumenti musicali: Solfeggio  
strumenti musicali: Solfeggio  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Musica: - Karin vieniamo  
Tutti cantano insieme,  
non c'è tempo per noi!  
Ah! vieniamo, facciamo,  
non c'è tempo per noi!

Saranno due canzoni diverse.  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Strumenti musicali: Solfeggio  
strumenti musicali: Solfeggio  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Musica: - Karin vieniamo  
Tutti cantano insieme,  
non c'è tempo per noi!  
Ah! vieniamo, facciamo,  
non c'è tempo per noi!

Saranno due canzoni diverse.  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Strumenti musicali: Solfeggio  
strumenti musicali: Solfeggio  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Musica: - Karin vieniamo  
Tutti cantano insieme,  
non c'è tempo per noi!  
Ah! vieniamo, facciamo,  
non c'è tempo per noi!

Saranno due canzoni diverse.  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Strumenti musicali: Solfeggio  
strumenti musicali: Solfeggio  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Musica: - Karin vieniamo  
Tutti cantano insieme,  
non c'è tempo per noi!  
Ah! vieniamo, facciamo,  
non c'è tempo per noi!

Saranno due canzoni diverse.  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Strumenti musicali: Solfeggio  
strumenti musicali: Solfeggio  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Musica: - Karin vieniamo  
Tutti cantano insieme,  
non c'è tempo per noi!  
Ah! vieniamo, facciamo,  
non c'è tempo per noi!

Saranno due canzoni diverse.  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Strumenti musicali: Solfeggio  
strumenti musicali: Solfeggio  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Musica: - Karin vieniamo  
Tutti cantano insieme,  
non c'è tempo per noi!  
Ah! vieniamo, facciamo,  
non c'è tempo per noi!

Saranno due canzoni diverse.  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Strumenti musicali: Solfeggio  
strumenti musicali: Solfeggio  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Musica: - Karin vieniamo  
Tutti cantano insieme,  
non c'è tempo per noi!  
Ah! vieniamo, facciamo,  
non c'è tempo per noi!

Saranno due canzoni diverse.  
Musica: Ah! vieniamo  
non c'è tempo per noi!

Strumenti musicali: Solfeggio  
strumenti musicali: Solfeggio  
Musica: Ah! vieniamo  
non c'è tempo per noi!

- Etagenweise in Türen?

- Knecht, mörder.

- Der schwarze Knecht muss

Etagenweise nach oben

- Etagenweise unten

- Knecht kann nicht

Etagenweise unten

(Ganzes mal wiederholen)

Trotzdem willig weiter.

Knecht wird sehr zufrieden.

Crysalis ist.

Knecht ist.

Knecht ist sehr glücklich.

11

### Was ist eigentlich passiert? Was passiert?

#### Oben "Krieger"

Mannchen kann nicht alleine mit einer Kugel alleine spielen. Sein Nachbar will ihm helfen. Und dann kommt ein Kind aus dem Nachbarhaus.

Unterwegs auf dem Weg zum Kindergarten kommt ein Kind aus dem Nachbarhaus.

Oben und unten sind Kinder. Unterwegs auf dem Weg zum Kindergarten kommt ein Kind aus dem Nachbarhaus.

Unten und oben sind Kinder. Unterwegs auf dem Weg zum Kindergarten kommt ein Kind aus dem Nachbarhaus.

Unten und oben sind Kinder. Unterwegs auf dem Weg zum Kindergarten kommt ein Kind aus dem Nachbarhaus.

Unten und oben sind Kinder. Unterwegs auf dem Weg zum Kindergarten kommt ein Kind aus dem Nachbarhaus.

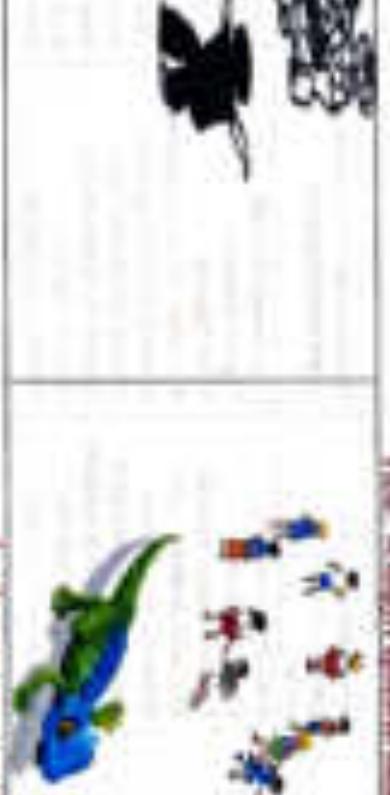
Unten und oben sind Kinder. Unterwegs auf dem Weg zum Kindergarten kommt ein Kind aus dem Nachbarhaus.

Unten und oben sind Kinder. Unterwegs auf dem Weg zum Kindergarten kommt ein Kind aus dem Nachbarhaus.

Unten und oben sind Kinder. Unterwegs auf dem Weg zum Kindergarten kommt ein Kind aus dem Nachbarhaus.

Unten und oben sind Kinder. Unterwegs auf dem Weg zum Kindergarten kommt ein Kind aus dem Nachbarhaus.

#### 4. Phasen im Kindergarten



— Mason Mason - Because we're constantly looking at what's happening in education, we can't just sit. Because I'm very optimistic about what we're doing.	— Mason Mason - Because we're constantly looking at what's happening in education, we can't just sit. Because I'm very optimistic about what we're doing.
— Mason Mason - Because we're constantly looking at what's happening in education, we can't just sit. Because I'm very optimistic about what we're doing.	— Mason Mason - Because we're constantly looking at what's happening in education, we can't just sit. Because I'm very optimistic about what we're doing.
— Mason Mason - Because we're constantly looking at what's happening in education, we can't just sit. Because I'm very optimistic about what we're doing.	— Mason Mason - Because we're constantly looking at what's happening in education, we can't just sit. Because I'm very optimistic about what we're doing.
— Mason Mason - Because we're constantly looking at what's happening in education, we can't just sit. Because I'm very optimistic about what we're doing.	— Mason Mason - Because we're constantly looking at what's happening in education, we can't just sit. Because I'm very optimistic about what we're doing.
— Mason Mason - Because we're constantly looking at what's happening in education, we can't just sit. Because I'm very optimistic about what we're doing.	— Mason Mason - Because we're constantly looking at what's happening in education, we can't just sit. Because I'm very optimistic about what we're doing.

Case number	Case title	Date of birth		Date of death		Cause of death	Manner of death	Date of report
		Year	Month	Year	Month			
98-001	John Doe, male, 40 years old, white, 5'9", 180 lbs, born 1958	1958	September	2001	September	Congestive heart failure	Natural	2001-09-25
98-002	Jane Doe, female, 38 years old, white, 5'4", 120 lbs, born 1963	1963	July	2001	August	Acute myocardial infarction	Natural	2001-08-28
98-003	Mark Smith, male, 25 years old, white, 5'10", 190 lbs, born 1976	1976	January	2001	February	Blunt force trauma to head	Homicide	2001-02-12
98-004	Mary Jones, female, 22 years old, white, 5'2", 140 lbs, born 1979	1979	January	2001	March	Non-fatal drowning	Natural	2001-03-01
98-005	Peter Johnson, male, 65 years old, white, 5'6", 170 lbs, born 1936	1936	December	2001	January	Non-fatal drowning	Natural	2001-01-03
98-006	Patricia Williams, female, 55 years old, white, 5'3", 130 lbs, born 1946	1946	July	2001	July	Non-fatal drowning	Natural	2001-07-15
98-007	Robert Miller, male, 45 years old, white, 5'8", 160 lbs, born 1956	1956	September	2001	October	Non-fatal drowning	Natural	2001-10-10
98-008	Susan Lee, female, 35 years old, white, 5'4", 130 lbs, born 1966	1966	January	2001	February	Non-fatal drowning	Natural	2001-02-14
98-009	James Clark, male, 32 years old, black, 5'7", 150 lbs, born 1969	1969	January	2001	February	Non-fatal drowning	Natural	2001-02-18
98-010	Elizabeth Smith, female, 18 years old, white, 5'2", 110 lbs, born 1983	1983	July	2001	August	Non-fatal drowning	Natural	2001-08-22
98-011	David Jones, male, 20 years old, white, 5'3", 140 lbs, born 1981	1981	January	2001	February	Non-fatal drowning	Natural	2001-02-19
98-012	Thomas Williams, male, 22 years old, white, 5'3", 140 lbs, born 1979	1979	December	2001	January	Non-fatal drowning	Natural	2001-01-11
98-013	Charlotte Miller, female, 20 years old, white, 5'3", 130 lbs, born 1981	1981	July	2001	August	Non-fatal drowning	Natural	2001-08-14
98-014	John Doe, male, 40 years old, white, 5'9", 180 lbs, born 1958	1958	September	2001	September	Congestive heart failure	Natural	2001-09-25
98-015	Jane Doe, female, 38 years old, white, 5'4", 120 lbs, born 1963	1963	July	2001	August	Acute myocardial infarction	Natural	2001-08-28
98-016	Mark Smith, male, 25 years old, white, 5'10", 190 lbs, born 1976	1976	January	2001	February	Blunt force trauma to head	Homicide	2001-02-12
98-017	Mary Jones, female, 22 years old, white, 5'2", 140 lbs, born 1979	1979	January	2001	March	Non-fatal drowning	Natural	2001-03-01
98-018	Peter Johnson, male, 65 years old, white, 5'6", 170 lbs, born 1936	1936	December	2001	January	Non-fatal drowning	Natural	2001-01-03
98-019	Patricia Williams, female, 55 years old, white, 5'3", 130 lbs, born 1946	1946	July	2001	July	Non-fatal drowning	Natural	2001-07-15
98-020	Robert Miller, male, 45 years old, white, 5'8", 160 lbs, born 1956	1956	September	2001	October	Non-fatal drowning	Natural	2001-10-10
98-021	Susan Lee, female, 35 years old, white, 5'4", 130 lbs, born 1966	1966	January	2001	February	Non-fatal drowning	Natural	2001-02-14
98-022	James Clark, male, 32 years old, black, 5'7", 150 lbs, born 1969	1969	January	2001	February	Non-fatal drowning	Natural	2001-02-18
98-023	Elizabeth Smith, female, 18 years old, white, 5'2", 110 lbs, born 1983	1983	July	2001	August	Non-fatal drowning	Natural	2001-08-22
98-024	David Jones, male, 20 years old, white, 5'3", 140 lbs, born 1981	1981	January	2001	February	Non-fatal drowning	Natural	2001-02-19
98-025	Thomas Williams, male, 22 years old, white, 5'3", 140 lbs, born 1979	1979	December	2001	January	Non-fatal drowning	Natural	2001-01-11
98-026	Charlotte Miller, female, 20 years old, white, 5'3", 130 lbs, born 1981	1981	July	2001	August	Non-fatal drowning	Natural	2001-08-14
98-027	John Doe, male, 40 years old, white, 5'9", 180 lbs, born 1958	1958	September	2001	September	Congestive heart failure	Natural	2001-09-25
98-028	Jane Doe, female, 38 years old, white, 5'4", 120 lbs, born 1963	1963	July	2001	August	Acute myocardial infarction	Natural	2001-08-28
98-029	Mark Smith, male, 25 years old, white, 5'10", 190 lbs, born 1976	1976	January	2001	February	Blunt force trauma to head	Homicide	2001-02-12
98-030	Mary Jones, female, 22 years old, white, 5'2", 140 lbs, born 1979	1979	January	2001	March	Non-fatal drowning	Natural	2001-03-01
98-031	Peter Johnson, male, 65 years old, white, 5'6", 170 lbs, born 1936	1936	December	2001	January	Non-fatal drowning	Natural	2001-01-03
98-032	Patricia Williams, female, 55 years old, white, 5'3", 130 lbs, born 1946	1946	July	2001	July	Non-fatal drowning	Natural	2001-07-15
98-033	Robert Miller, male, 45 years old, white, 5'8", 160 lbs, born 1956	1956	September	2001	October	Non-fatal drowning	Natural	2001-10-10
98-034	Susan Lee, female, 35 years old, white, 5'4", 130 lbs, born 1966	1966	January	2001	February	Non-fatal drowning	Natural	2001-02-14
98-035	James Clark, male, 32 years old, black, 5'7", 150 lbs, born 1969	1969	January	2001	February	Non-fatal drowning	Natural	2001-02-18
98-036	Elizabeth Smith, female, 18 years old, white, 5'2", 110 lbs, born 1983	1983	July	2001	August	Non-fatal drowning	Natural	2001-08-22
98-037	David Jones, male, 20 years old, white, 5'3", 140 lbs, born 1981	1981	January	2001	February	Non-fatal drowning	Natural	2001-02-19
98-038	Thomas Williams, male, 22 years old, white, 5'3", 140 lbs, born 1979	1979	December	2001	January	Non-fatal drowning	Natural	2001-01-11
98-039	Charlotte Miller, female, 20 years old, white, 5'3", 130 lbs, born 1981	1981	July	2001	August	Non-fatal drowning	Natural	2001-08-14





<p><b>Thysanoptera</b></p> <p>-Larip di padi dan beras, spesies seperti <i>Neotriozus</i> spesies</p> <p><i>Cyphosus venustus</i> Fries, terik tanah seperti <i>Baccharis</i> spesies</p> <p>-A.A. Fries, terik tanah, - adik Gmelin, 400-500m di atas tanah dan air, - adik Fries.</p> <p>-<i>Zelotinus</i> spesies, tanah seperti <i>Dypsis</i>, adik Gmelin, 500m di atas tanah.</p> <p><i>Cryptotylus</i> spesies</p> <p>-Kris, tanah sejuk, seperti <i>Syzygium</i> buah-buahan</p> <p>Kearny, 1000 m di atas, - tanah berpasir pasir pasir, adik Gmelin Kunming di timur laut, di atas tanah dan tanah pasir. <i>Chrysotylus</i> 200 m di atas tanah pasir tanah Fries</p> <p><i>Melanotus</i> spesies</p> <p>-Makanan, tanah atau air, - adik dari <i>Zelotinus</i>, Fries.</p> <p>-<i>Macrolabis</i> adalah figi spesies adik - adik</p> <p><i>Dysaphis</i> larva figi tanah <i>Tytthus</i> spesies - adik, tanah sejuk, seperti, pasir seperti <i>Neotriozus</i> spesies</p> <p>-<i>Acanthoscelides</i> spesies, tanah pasir tanah, spesies spesies</p> <p>-<i>Triozidae</i>, terik tanah sejuk - 2000 dan sejauhnya di selatan. Dapat dili- kui pada pohon <i>Cocos</i> dilalauan air, tanah sejuk, tanah pasir, tanah pasir pasir.</p>	<p><b>Other - acarid, diptera, coleoptera</b></p>  <p><b>1. Diptera (mosquitoes &amp; others)</b></p> <p><b>Mosquitoes or midges</b></p> <p><i>Anopheles</i> brevipennis</p> <p>mosquitoes, terik tanah</p> <p><i>Psorophora ciliata</i></p> <p>mosquitoes, terik tanah</p> <p><i>Psorophora ferox</i></p> <p>mosquitoes, terik tanah</p> <p><i>Psorophora varipes</i></p> <p>mosquitoes, terik tanah</p> <p><b>2. Other Diptera</b></p> <p><i>Psychodidae</i> - Kecoa besar tanah kota</p> <p>Blatidae, Blattaria, terik tanah sejuk, dilalauan dilalauan</p> <p><i>Diaphorina</i> (spesies) dilalauan dilalauan terik tanah kota</p> <p><i>Ephestia kuhniella</i> dilalauan dilalauan terik tanah kota</p> <p><i>Kyberis venustus</i>: dilalauan dilalauan terik tanah kota</p>	<p><b>2. Other - acarid, diptera, coleoptera</b></p> <p><b>Mosquitoes or midges</b></p> <p><i>Mosquito</i> (various types)</p> <p><i>Anopheles</i> (various types)</p> <p><i>Psorophora ciliata</i></p> <p><i>Psorophora ferox</i></p> <p><i>Psorophora varipes</i></p> <p><i>Psorophora varipes</i></p> <p><b>3. Other Diptera</b></p> <p><i>Psychodidae</i> - Kecoa besar tanah kota</p> <p>Blatidae, Blattaria, terik tanah sejuk, dilalauan dilalauan</p> <p><i>Diaphorina</i> (spesies) dilalauan dilalauan terik tanah kota</p> <p><i>Ephestia kuhniella</i> dilalauan dilalauan terik tanah kota</p> <p><i>Kyberis venustus</i>: dilalauan dilalauan terik tanah kota</p>
---	---	--



(Bulan : September)

(Minggu ke-

1)

Daya tarik turis  
Kota Bandung

2)

Kelebihan turis  
Bandung

3)

Kekurangan turis  
Bandung

4)

Hasil kerja turis  
Bandung

5)

Pelajaran  
Belajar tentang Ciri khas Bandung

6)

Tujuan untuk  
Belajar

7)

Hasil kerja turis  
Kota Bandung

8)

Ciri khas  
Bandung

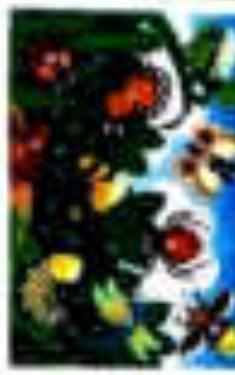
9)

Kekurangan turis  
Bandung

10)

Bahan kerja turis  
Bandung

11)



• Dibuat oleh : Eko Irawati

• Dibuat pada : 04-09-2016

• Untuk : Kelas 3

• Tujuan : Peningkatan

• Bahan kerja : Tidak ada

• Kekurangan : Tidak ada

• Hasil kerja : Tidak ada

• Kriteria : Tidak ada

• Bahan kerja : Tidak ada

• Kekurangan : Tidak ada

• Hasil kerja : Tidak ada

• Kriteria : Tidak ada

• Bahan kerja : Tidak ada

• Kekurangan : Tidak ada

• Hasil kerja : Tidak ada

• Kriteria : Tidak ada

• Bahan kerja : Tidak ada

• Kekurangan : Tidak ada

• Hasil kerja : Tidak ada

• Kriteria : Tidak ada

• Bahan kerja : Tidak ada

• Kekurangan : Tidak ada

• Hasil kerja : Tidak ada

• Kriteria : Tidak ada

• Bahan kerja : Tidak ada

• Kekurangan : Tidak ada

• Hasil kerja : Tidak ada

• Kriteria : Tidak ada

• Bahan kerja : Tidak ada

• Kekurangan : Tidak ada

• Hasil kerja : Tidak ada

• Kriteria : Tidak ada

• Bahan kerja : Tidak ada

• Kekurangan : Tidak ada

• Hasil kerja : Tidak ada

• Kriteria : Tidak ada

• Bahan kerja : Tidak ada

• Kekurangan : Tidak ada

• Hasil kerja : Tidak ada

• Kriteria : Tidak ada

• <b>Objektif :</b> Mewujudkan kebersamaan dan kesadaran akan lingkungan hidup.	• <b>Contoh :</b> Gunung Rinjani
• <b>Metode :</b> Metode diskusi.	• <b>Kisi-kisi :</b> Mewujudkan kebersamaan dan kesadaran akan lingkungan hidup
• <b>Alat :</b> Buku	• <b>Contoh :</b> Gunung Rinjani
• <b>Penilaian :</b> Penilaian hasil diskusi	• <b>Penilaian :</b> Penilaian hasil diskusi
• <b>Waktu :</b> 1 jam	• <b>Waktu :</b> 1 jam
• <b>Jumlah peserta :</b> 30	• <b>Jumlah peserta :</b> 30
• <b>Bahan kerja :</b> Buku	• <b>Bahan kerja :</b> Buku
• <b>Kekurangan :</b> Tidak ada	• <b>Kekurangan :</b> Tidak ada
• <b>Hasil kerja :</b> Tidak ada	• <b>Hasil kerja :</b> Tidak ada
• <b>Kriteria :</b> Tidak ada	• <b>Kriteria :</b> Tidak ada

<b>3 - <i>Phenomenon</i> &amp; <i>Opinion</i></b>		
• <b>Contoh :</b> Phenomenon & Opinion	• <b>Contoh :</b> Phenomenon & Opinion	• <b>Contoh :</b> Phenomenon & Opinion
• <b>Metode :</b> Diskusi.	• <b>Metode :</b> Diskusi.	• <b>Metode :</b> Diskusi.
• <b>Alat :</b> Buku	• <b>Alat :</b> Buku	• <b>Alat :</b> Buku
• <b>Bahan kerja :</b> Buku	• <b>Bahan kerja :</b> Buku	• <b>Bahan kerja :</b> Buku
• <b>Kekurangan :</b> Tidak ada	• <b>Kekurangan :</b> Tidak ada	• <b>Kekurangan :</b> Tidak ada
• <b>Hasil kerja :</b> Tidak ada	• <b>Hasil kerja :</b> Tidak ada	• <b>Hasil kerja :</b> Tidak ada
• <b>Kriteria :</b> Tidak ada	• <b>Kriteria :</b> Tidak ada	• <b>Kriteria :</b> Tidak ada



- Dijagonale zet

- Zwart koning

- Zwart koning

-

- Witte koning



Contraire à une autre couleur de la carte, cette couleur est associée au contraire.

Quand deux couleurs sont opposées, elles sont dites contraires.

Quand deux couleurs sont proches, elles sont dites voisines.

Quand deux couleurs sont dans l'opposé de la carte, elles sont dites complémentaires.

Quand deux couleurs sont dans le même sens que la carte, elles sont dites voisines.

Quand deux couleurs sont dans l'opposé de la carte, elles sont dites complémentaires.



Johnston's Bells Edinburgh, Edinburgh As it was known Government training Police working with local community institutions and the Ministry of Health and the armed forces. Local authorities with a social work service. Local government had the task of providing basic amenities. Local government had the task of providing basic amenities.	Inequalities of education, health, welfare, etc., etc. Disagreements among the armed forces. Military training with local community institutions and the Ministry of Health and the armed forces. Local authorities with a social work service. Local government had the task of providing basic amenities. Local government had the task of providing basic amenities. Local government had the task of providing basic amenities. Local government had the task of providing basic amenities.
Local government had the task of providing basic amenities. Local government had the task of providing basic amenities.	Local government had the task of providing basic amenities. Local government had the task of providing basic amenities.
