

APPENDICES

A. TABLES

1. THE CALCULATION OF THE MEAN SCORES OF THE SAMPLES

Table 1

The Mean Scores of Students of Sample Groups Based on a Daily Test

No	XA	X ² A	XB	X ² B	XC	X ² C
1	35	1225	31	961	51	2601
2	73	5329	38	1444	30	900
3	12	144	88	7744	-	-
4	89	7921	92	8464	89	7921
5	15	225	65	4225	90	8100
6	77	5929	31	961	37	1369
7	42	1764	25	625	86	7396
8	36	1296	31	961	80	6400
9	76	5776	76	5776	51	2601
10	55	3025	65	4225	67	4489
11	50	2500	100	10000	72	5184
12	40	1600	80	6400	87	7569
13	76	5776	51	2601	83	6889
14	87	7569	27	729	92	8464
15	72	5184	95	9025	35	1225
16	55	3025	69	4761	52	2704
17	85	7225	50	2500	70	4900
18	12	144	73	5329	81	6561
19	96	9216	88	7744	41	1681
20	45	2025	77	5929	84	7056
21	59	3481	100	10000	80	6400
22	82	6724	61	3721	92	8464
23	78	6084	55	3025	40	1600
24	26	676	80	6400	40	1600
25	92	8464	54	2916	45	2025
26	45	2025	88	7744	86	7396
27	30	900	38	1444	74	5476
28	70	4900	30	900	-	-
29	45	2025	92	8464	30	900
30	50	2500	92	8464	77	5929
31	45	2025	61	3721	77	5929
32	88	7744	35	1225	90	8100
33	80	6400	73	5329	72	5184

34	40	1600	54	2916	91	8281
35	83	6889	88	7744	68	4624
36	82	6724	99	9801	88	7744
37	42	1764	60	3600	69	4761
38	57	3249	73	5329		
39	67	4489				
40	98	9604				
41	95	9025				
ΣX	2482	174190	2485	183147	2397	178423
n	41		38		37	
— X	60,53659		65,39474		68,48571	
SD	24,46		23,62		20,5	

Test of Hypothesis of Class 3V1 and 3V2

1. Ho : $\mu_A = \mu_B$, there is no significant difference between group A and group B

Ho : $\mu_A > \mu_B$, the mean score of group A is greater than group B

2. t-test, where $df = n_A + n_B = 69$

$t(5\%) = 1,67$

3. Calculation for t-observation (to) :

A = Class 3V1 of SDK St. Vincentius

$n = 41$

$$\bar{X} = \frac{\sum X_A}{n} = 60,54$$

$$S_d = \sqrt{\frac{n \cdot \sum X_A^2 - (\sum X_A)^2}{n(n-1)}} = 24,46$$

B = Class 3V2 of SDK St. Vincentius

$n = 38$

$$\bar{X} = \frac{\sum X_B}{n} = 65,39$$

$$S_d = \sqrt{\frac{n \cdot \sum X_B^2 - (\sum X_B)^2}{n(n-1)}} = 23,62$$

The *t*-observation:

$$t\text{-obs} = \frac{X_A - X_B}{\sqrt{\frac{(n_A - 1) S_A^2 + (n_B - 1) S_B^2}{(n_A + n_B) - 2} \cdot \frac{1}{n_A} + \frac{1}{n_B}}} = -0,90$$

4. Conclusion :

Because the *t*-observation (*t*) is $-0,90 < t(5\%/2)$, so the H_0 is accepted.

Hence, there is no significant difference between group A and B.

Test of Hypothesis of Class 3V1 and 3V3

1. $H_0 : \mu_A = \mu_B$, there is no significant difference between group A and group B

$H_0 : \mu_A > \mu_B$, the mean score of group A is greater than group B

2. *t*-test, where $df = n_A + n_B = 69$

$$t(5\%) = 1,67$$

3. Calculation for *t*-observation (*t*) :

A = Class 3V1 of SDK St. Vincentius

$$n = 41$$

$$\bar{X} = \frac{\sum X_A}{n} = 60,54$$

$$S_d = \sqrt{\frac{n \cdot \sum X_A^2 - (\sum X_A)^2}{n(n-1)}} = 24,46$$

B = Class 3V3 of SDK St. Vincentius

$$n = 37$$

$$\bar{X} = \frac{\sum X_B}{n} = 68,49$$

$$S_d = \sqrt{\frac{n \cdot \sum X_B^2 - (\sum X_B)^2}{n(n-1)}} = 20,51$$

The t-observation:

$$t\text{-obs} = \frac{X_A - X_B}{\sqrt{\frac{(n_A - 1) S_A^2 + (n_B - 1) S_B^2}{(n_A + n_B) - 2} \cdot \frac{1}{n_A} + \frac{1}{n_B}}} = -1,52$$

4. Conclusion :

Because the t-observation (to) is $-1,52 < t(5\%/2)$, so the Ho is accepted.

Hence, there is no significant difference between group A and B.

Test of Hypothesis of Class 3V2 and 3V3

1. Ho : $\mu_A = \mu_B$, there is no significant difference between group A and group B

Ho : $\mu_A > \mu_B$, the mean score of group A is greater than group B

2. t-test, where $df = n_A + n_B = 69$

$$t(5\%) = 1,67$$

3. Calculation for t-observation (to) :

A = Class 3V2 of SDK St. Vincentius

$$n = 38$$

$$\bar{X} = \frac{\sum X_A}{n} = 65,39$$

$$S_d = \sqrt{\frac{n \cdot \sum X_A^2 - (\sum X_A)^2}{n(n-1)}} = 23,62$$

B = Class 3V3 of SDK St. Vincentius

$$n = 35$$

$$\bar{X} = \frac{\sum X_B}{n} = 68,49$$

$$S_d = \sqrt{\frac{n \cdot \sum X_B^2 - (\sum X_B)^2}{n(n-1)}} = 20,51$$

The t-observation:

$$t\text{-obs} = \frac{X_A - X_B}{\sqrt{\frac{(n_A - 1) S_A^2 + (n_B - 1) S_B^2}{(n_A + n_B) - 2} \cdot \frac{1}{n_A} + \frac{1}{n_B}}} = -0,60$$

4. Conclusion :

Because the t-observation (to) is $-0,60 < t(5\%/2)$, so the Ho is accepted.

Hence, there is no significant difference between group A and B.

2. THE CALCULATION OF THE TRY-OUT RELIABILITY

Table 2
The Try-Out Reliability

No	Students' number	Number of Items																				Total (A)																														
		Part 1										Part 2										X	X ²																													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	2	3	4	5			6	7	8	9	10																								
1	13	1	1	0	0	0	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	18	324																								
2	8	1	1	1	0	1	1	0	1	0	1	0	1	1	1	1	0	1	1	1	0	1	0	0	1	1	17	289																								
3	37	1	0	1	1	0	1	0	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	0	0	1	16	256																								
4	35	1	0	0	1	0	1	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0	0	1	16	256																								
5	30	1	0	1	0	0	0	1	1	1	0	1	0	0	0	1	1	1	1	1	1	1	0	1	1	1	16	256																								
6	14	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	0	0	1	16	256																								
7	2	1	0	0	1	1	0	0	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	0	1	0	16	256																								
8	1	1	0	0	1	1	0	0	1	1	1	0	1	1	0	0	1	0	1	1	1	1	1	1	0	1	16	256																								
9	38	1	0	0	0	0	1	1	1	0	0	1	1	1	0	1	1	0	0	1	1	1	0	1	1	1	15	225																								
10	36	0	1	1	1	0	1	0	1	0	1	1	0	1	0	0	0	0	1	1	1	1	1	1	0	1	15	225																								
11	34	0	0	1	1	1	0	1	1	0	0	0	1	1	1	0	1	1	1	1	1	0	0	0	1	1	15	225																								
12	32	1	1	1	0	0	1	0	1	1	0	1	1	1	0	1	0	1	0	1	1	1	0	0	0	1	15	225																								
13	21	0	1	0	1	0	1	0	1	1	1	0	0	1	1	0	1	1	1	0	1	1	0	0	1	1	15	225																								
14	10	1	0	0	1	1	1	1	0	0	1	1	0	1	0	1	0	0	1	0	1	1	0	1	1	1	15	225																								
15	6	1	0	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	0	1	1	1	1	0	0	1	15	225																								
16	24	1	0	0	0	0	0	0	1	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	14	196																								
17	11	1	0	0	1	0	0	1	1	1	1	1	0	0	1	0	0	0	1	1	1	1	0	1	1	0	14	196																								
18	26	1	0	1	1	0	0	0	1	1	0	0	1	1	0	0	1	0	1	1	1	1	0	0	0	1	13	169																								
19	18	1	0	0	1	0	1	0	1	0	1	0	0	1	0	0	0	1	0	0	1	1	0	1	0	1	11	121																								
20	16	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	0	0	0	0	1	9	81																								
21	29	0	0	0	0	0	1	0	1	1	0	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	8	64																								
22	25	0	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	1	0	7	49																								
23	15	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	0	1	0	0	0	0	1	1	0	0	7	49																								
24	27	0	0	0	1	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	6	36																								
25	23	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	6	36																								
26	17	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	1	1	0	0	1	0	0	6	36																								
27	12	1	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	6	36																								
28	9	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	1	1	6	36																								
29	4	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	0	0	0	0	0	6	36																								
30	22	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	5	25																								
31	5	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	5	25																								
32	33	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	4	16																								
33	19	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	4	16																								
34	3	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	4	16																								
35	31	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	3	9																								
36	28	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	3	9																								
37	20	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2	4																								
38	7	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	4																								
Total (B)		18	8	14	14	7	16	9	28	14	15	12	14	25	8	10	14	19	17	22	27	22	7	14	12	21																										
DI		0,47	0,21	0,37	0,37	0,18	0,42	0,24	0,74	0,37	0,39	0,32	0,37	0,66	0,21	0,26	0,37	0,50	0,45	0,58	0,71	0,58	0,18	0,37	0,32	0,55																										
RU		16	6	9	11	6	12	7	17	11	12	9	11	17	6	7	11	12	14	15	18	18	6	9	10	18																										
RL		2	2	5	3	1	4	2	11	3	3	3	3	8	2	3	3	7	3	7	9	4	1	5	2	3																										
ID		0,74	0,21	0,21	0,42	0,26	0,42	0,26	0,32	0,42	0,47	0,32	0,42	0,47	0,21	0,21	0,42	0,26	0,58	0,42	0,47	0,74	0,26	0,21	0,42	0,79																										
Total																											387	4989																								
Mean																											10,18																									
SD																											5,32																									

Total scores (ΣX) = 387
 Total scores squared (ΣX^2) = 4989
 Total number of the students (n) = 38
 Total number of the items (K) = 25

Mean (X)

$$\bar{X} = \frac{\Sigma X}{n} = 10,18$$

Standard deviation

$$S_d = \sqrt{\frac{n \cdot \Sigma X^2 - (\Sigma X)^2}{n(n-1)}} = 5,32$$

K-R Formula :

$$R = \frac{k}{k-1} = 1 - \left(\frac{M(k-M)}{k v} \right) = 0,79$$

The reliability coefficient of the Try-Out test is 0,79

3. THE CALCULATION OF DIFFICULTY INDEX AND THE ITEM DISCRIMINATION

Table 3
The Difficulty Index and the Item Discrimination

item number	difficulty index	interpretation	discrimination index	interpretation	
part 1	1	0,47	Moderate	0,74	Excellent
	2	0,21	Difficult	0,21	Satisfactory
	3	0,37	Moderate	0,21	Satisfactory
	4	0,37	Moderate	0,42	Good
	5	0,18	Difficult	0,26	Satisfactory
	6	0,45	Moderate	0,47	Good
	7	0,24	Difficult	0,26	Satisfactory
	8	0,74	Easy	0,32	Satisfactory
	9	0,37	Moderate	0,42	Good
	10	0,39	Moderate	0,47	Good
	11	0,32	Moderate	0,32	Satisfactory
	12	0,37	Moderate	0,42	Good
	13	0,66	Moderate	0,47	Good
	14	0,21	Difficult	0,21	Satisfactory
	15	0,26	Difficult	0,21	Satisfactory
part 2	1	0,37	Moderate	0,42	Good
	2	0,5	Moderate	0,26	Satisfactory
	3	0,45	Moderate	0,58	Good
	4	0,58	Moderate	0,42	Good
	5	0,71	Easy	0,47	Good
	6	0,58	Moderate	0,74	Excellent
	7	0,18	Difficult	0,26	Satisfactory
	8	0,37	Moderate	0,21	Satisfactory
	9	0,32	Moderate	0,42	Good
	10	0,55	Moderate	0,79	Excellent

4. THE CALCULATION OF THE SCORES OF PRE-TEST

Table 4
The Scores of the Pre-Test

No	Experimental Group			Control. Group		
	X		X ²	X		X ²
	Part 1	Part 2		Part 1	Part 2	
1	4	4	64	4	6	100
2	5	10	225	2	5	49
3	5	4	81	5	6	121
4	5	7	144	5	6	121
5	4	4	64	6	8	196
6	6	7	169	3	6	81
7	6	3	81	2	5	49
8	5	6	121	3	3	36
9	5	4	81	-	-	-
10	9	4	169	5	5	100
11	3	5	64	5	6	121
12	5	3	64	-	-	-
13	3	4	49	3	7	100
14	3	5	64	4	5	81
15	8	4	144	2	4	36
16	2	4	36	7	6	169
17	4	7	121	3	4	49
18	4	4	64	4	7	121
19	4	4	64	5	6	121
20	6	5	121	4	3	49
21	5	5	100	4	5	81
22	5	5	100	3	5	64
23	6	5	121	3	6	81
24	6	7	169	2	4	36
25	2	7	81	3	5	64
26	6	7	169	-	-	-
27	3	6	81	3	4	49
28	3	5	64	4	6	100
29	4	6	100	3	7	100
30	4	7	121	-	-	-
31	2	5	49	-	-	-
32	3	5	64	3	8	121
33	3	4	49	4	4	64
34	3	3	36	4	4	64
35	3	4	49	4	6	100

36	4	3	49	2	5	49
37	4	6	100	4	7	121
38				2	5	49
39				3	5	64
40				4	8	144
41				4	6	100
ΣX	350		3492	329		3151
\bar{X}	9,46			9,14		
SD	2,24			2,03		

Note:

1. Student number 23 from the Experimental group was dropped because the student didn't join the pre test.
2. Students from the Control group number 9, 12, 26, 30, and 31 were dropped because they didn't join the pre test while student number 17 was dropped because the student didn't join the post-test.

Test of Hypothesis

1. $H_0 : \mu_A = \mu_B$, there is no significant difference between group A and group B

$H_0 : \mu_A > \mu_B$, the mean score of group A is greater than group B

2. t-test, where $df = n_A + n_B = 69$

$$t(5\%) = 1,67$$

3. Calculation for t-observation (t_o) :

A = Experimental Group (Using TPR with real objects)

$$n = 37$$

$$\bar{X} = \frac{\Sigma X_A}{n} = 9,46$$

$$S_d = \sqrt{\frac{n \cdot \Sigma X_A^2 - (\Sigma X_A)^2}{n(n-1)}} = 2,24$$

B = Control Group (Using Word Lists)

n = 36

$$\bar{X} = \frac{\sum X_B}{n} = 9,14$$

$$S_d = \sqrt{\frac{n \cdot \sum X_B^2 - (\sum X_B)^2}{n(n-1)}} = 2,03$$

The t-observation:

$$t\text{-obs} = \frac{X_A - X_B}{\sqrt{\frac{(n_A - 1) S_A^2 + (n_B - 1) S_B^2}{(n_A + n_B) - 2} \cdot \frac{1}{n_A} + \frac{1}{n_B}}} = 0,64$$

4. Conclusion :

Because the t-observation (to) is $0,64 < t(5\%)$, so H_0 is accepted.

In other words, before the treatments are given , there is no significant different between the experimental and the control group.

5. THE CALCULATION OF THE SCORES OF POST-TEST

Table 5
The Scores of the Post-Test

no	Experimental Group			Control Group		
	X		X ²	X		X ²
	Part 1	Part 2		Part 1	Part 2	
1	6	7	169	3	7	100
2	7	10	289	8	5	169
3	4	6	100	4	3	49
4	9	7	256	2	6	64
5	7	6	169	7	7	196
6	5	8	169	7	5	144
7	11	8	361	3	6	81
8	10	5	225	3	4	49
9	7	5	144	-	-	-
10	7	9	256	0	6	36
11	3	6	81	5	6	121
12	6	8	196	-	-	-
13	9	7	256	7	6	169
14	6	7	169	4	3	49
15	8	5	169	6	5	121
16	4	6	100	6	7	169
17	8	7	225	-	-	-
18	9	6	225	7	5	144
19	5	5	100	10	9	361
20	6	8	196	2	0	4
21	9	7	256	7	6	169
22	13	9	484	6	6	144
23	-	-	-	10	7	289
24	6	5	121	3	5	64
25	7	6	169	9	8	289
26	11	7	324	-	-	-
27	7	5	144	3	6	81
28	6	6	144	10	5	225
29	3	5	64	6	4	100
30	3	5	64	-	-	-
31	6	8	196	-	-	-
32	4	7	121	6	8	196
33	6	7	169	4	7	121
34	7	8	225	2	4	36
35	7	8	225	9	8	289
36	9	8	289	10	6	256

37	7	6	169	8	4	144
38				10	4	196
39				6	4	100
40				7	7	196
41				11	8	361
ΣX	491		7019	408		5282
\bar{X}	13,64			11,27		
SD						

Note:

1. Student number 23 from the Experimental group was dropped because the student didn't join the pre test.
2. Students from the Control group number 9, 12, 26, 30, and 31 were dropped because they didn't join the pre test while student number 17 was dropped because the student didn't join the post-test

Test of Hypothesis

1. $H_0 : \mu_A = \mu_B$, there is no significant difference between group A and group B

$H_0 : \mu_A > \mu_B$, the mean score of group A is greater than group B

2. t-test, where $df = n_A + n_B = 69$

$$t(5\%) = 1,67$$

3. Calculation for t-observation (to) :

$A = \text{Experimental Group (Using TPR with real objects)}$

$$n = 36$$

$$\bar{X} = \frac{\Sigma X_A}{n} = 13,64$$

$$S_d = \sqrt{\frac{n \cdot \Sigma X_A^2 - (\Sigma X_A)^2}{n(n-1)}} = 3,03$$

B = Control Group (Using Word Lists)

$n = 35$

$$\bar{X} = \frac{\sum X_B}{n} = 9,14$$

$$S_d = \sqrt{\frac{n \cdot \sum X_B^2 - (\sum X_B)^2}{n(n-1)}} = 3,93$$

The t-observation:

$$t\text{-obs} = \frac{X_A - X_B}{\sqrt{\frac{(n_A - 1) S_A^2 + (n_B - 1) S_B^2}{(n_A + n_B) - 2} \cdot \frac{1}{n_A} + \frac{1}{n_B}}} = 2,81$$

4. Conclusion:

Because the t-observation (to) is $2,81 > t(5\%)$, so H_0 is rejected.

Here, after the treatments were given to both groups, there is significant difference between the experimental group and the control group

6. THE CALCULATION OF THE RESULT OF THE GAIN SCORES

Table 6
The Result of the Gain Scores

No	Experimental Group		Control Group	
	X	X ²	X	X ²
1	5	25	0	0
2	2	4	6	36
3	1	1	-4	16
4	4	16	-3	9
5	5	25	0	0
6	0	0	3	9
7	10	100	2	4
8	4	16	1	1
9	3	9	-	-
10	3	9	-4	16
11	1	1	0	0
12	6	36	-	-
13	9	81	3	9
14	5	25	-2	4
15	1	1	5	25
16	4	16	0	0
17	4	16	-	-
18	7	49	1	1
19	2	4	8	64
20	1	1	-5	25
21	6	36	4	16
22	12	144	4	16
23	-	-	8	64
24	-2	4	2	4
25	4	16	9	81
26	5	25	-	-
27	3	9	2	4
28	4	16	5	25
29	-2	4	0	0
30	-3	9	-	-
31	7	49	-	-
32	3	9	3	9
33	6	36	3	9
34	9	81	-2	4
35	8	64	7	49
36	10	100	9	81

37	3	9	1	1
38			7	49
39			2	4
40			2	4
41			9	81
ΣX	150	1046	86	720
\bar{X}	4,17		2,46	
SD	3,46		3,86	

Note:

1. Student number 23 from the Experimental group was dropped because the student didn't join the pre test.
2. Students from the Control group number 9, 12, 26, 30, and 31 were dropped because they didn't join the pre test while student number 17 was dropped because the student didn't join the post-test

Test of Hypothesis

1. $H_0 : \mu_A = \mu_B$, there is no significant difference between group A and group B

$H_0 : \mu_A > \mu_B$, the mean score of group A is greater than group B

2. t-test, where $df = n_A + n_B = 69$

$$t(5\%) = 1,67$$

3. Calculation for t-observation (to) :

A = Experimental Group (Using TPR with real objects)

$$n = 36$$

$$\bar{X} = \frac{\Sigma X_A}{n} = 9,46$$

$$S_d = \sqrt{\frac{n \cdot \Sigma X_A^2 - (\Sigma X_A)^2}{n(n-1)}} = 3,46$$

B = Control Group (Using Word Lists)

n = 35

$$\bar{X} = \frac{\sum X_B}{n} = 9,14$$

$$S_d = \sqrt{\frac{n \cdot \sum X_B^2 - (\sum X_B)^2}{n(n-1)}} = 3,86$$

t-observation:

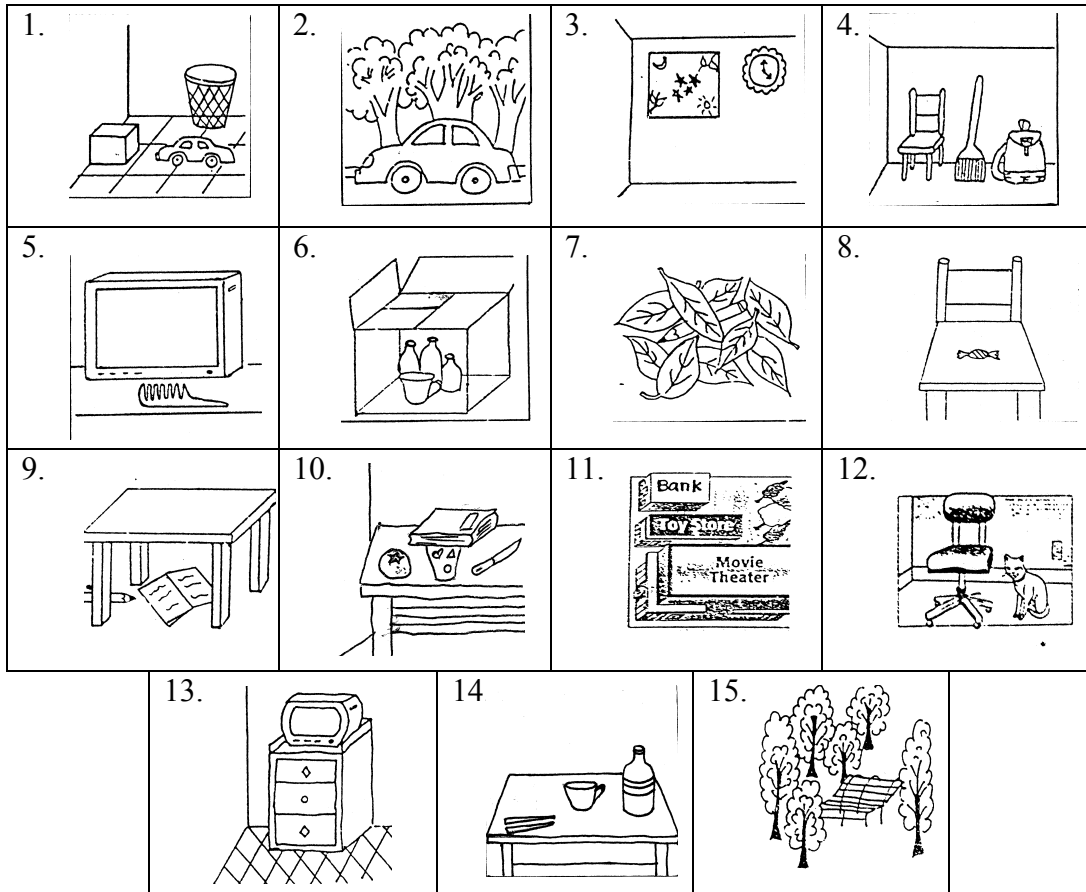
$$t\text{-obs} = \frac{X_A - X_B}{\sqrt{\frac{(n_A - 1) S_A^2 + (n_B - 1) S_B^2}{(n_A + n_B) - 2} \cdot \frac{1}{n_A} + \frac{1}{n_B}}} = 2,25$$

4. Conclusion:

Because the t-observation (t_o) is $2,25 > t(5\%)$, so H_0 is rejected.

By the end of the research, there is significant difference of the gain score result between the experimental group and the control group

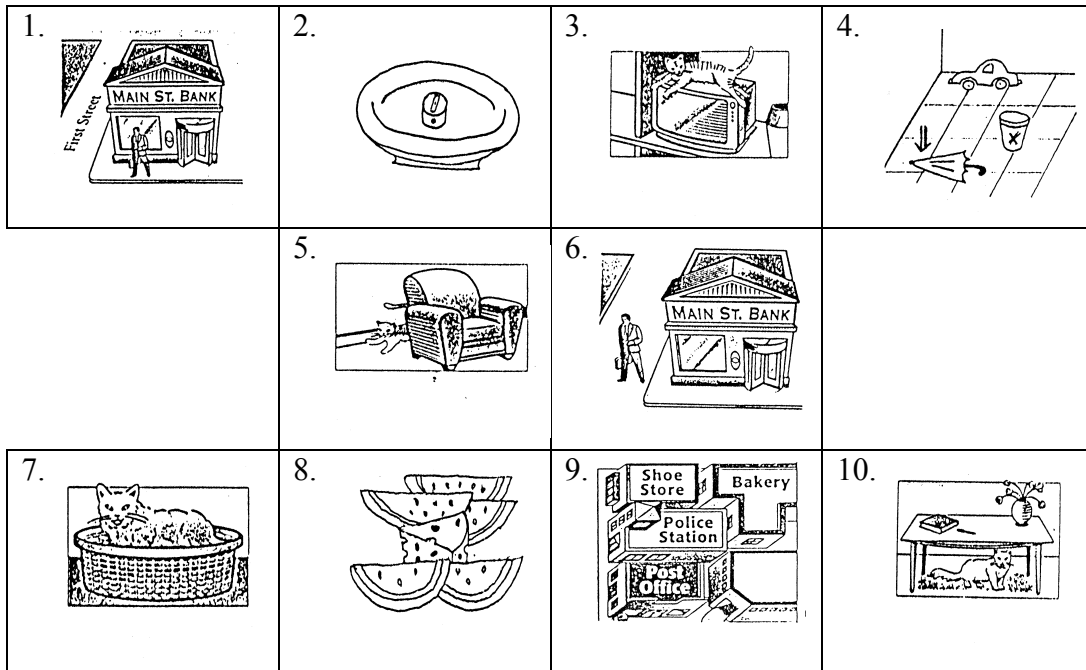
B. THE TRY-OUT TEST



PART 1 – Look at the pictures above then circle the correct answer

- | | |
|--|--|
| 1. The dustbin is _____ the toy car.
a. beside
b. in front of
c. between
d. behind | 2. The trees are _____ the car.
a. behind
b. in front of
c. among
d. in the middle of |
| 3. The stars are _____ the picture.
a. behind
b. in the middle of
c. in front of
d. on | 4. The broom is _____ the bag and the chair.
a. on
b. in front of
c. between
d. beside |

5. The comb is _____ the television.
a. under
b. on
c. in front of
d. in
6. The bottles are _____ the cup.
a. on
b. in
c. behind
d. in front of
7. The pencil is _____ the leaves.
a. among
b. in the middle of
c. in front of
d. on
8. The candy is _____ the chair.
a. between
b. in the middle of
c. beside
d. under
9. The pencil is _____ the book.
a. in front of
b. behind
c. beside
d. under
10. The glass is _____ the book.
a. beside
b. among
c. under
d. behind
11. The movie theater is _____ the toy store.
a. beside
b. in the middle of
c. in front of
d. between
12. The cat is _____ the chair.
a. beside
b. among
c. in front of
d. in
13. The drawer is _____ the television.
a. on
b. under
c. in
d. behind
14. The cup _____ the table.
a. behind
b. in front of
c. among
d. in the middle of
15. The bench is _____ the trees.
a. in front of
b. beside
c. between
d. among



PART 2 – Look at the pictures then decide TRUE / FALSE

1. Mr. Toni is standing behind the bank. (TRUE / FALSE)
2. The sharpener is in the middle of the plate. (TRUE / FALSE)
3. The cat is in front of the television. (TRUE / FALSE)
4. The umbrella is on the car. (TRUE / FALSE)
5. The cat is behind the armchair. (TRUE / FALSE)
6. Mr. Andy is standing beside the bank. (TRUE / FALSE)
7. The cat is on the basket. (TRUE / FALSE)
8. The cheese is between the watermelons. (TRUE / FALSE)
9. The Police Station is among the Shoe Store and the Post Office. (TRUE / FALSE)
10. The cat is under the table. (TRUE / FALSE)

ANSWER KEY

Part 1

1. D (in front of)
2. A (behind)
3. B (in the middle of)
4. C (between)
5. C (in front of)
6. C (behind)
7. A (among)
8. B (in the middle of)
9. C (beside)
10. C (under)
11. A (beside)
12. A (beside)
13. B (under)
14. D (in the middle of)
15. D (among)

Part 2

1. FALSE
2. TRUE
3. FALSE
4. FALSE
5. TRUE
6. TRUE
7. FALSE
8. FALSE
9. FALSE
10. TRUE

C. LESSON PLAN FOR EXPERIMENTAL GROUP

MEETING 1

LESSON PLAN

Subject	: English
Skill	: Listening, Speaking
Language Component	: Grammar, Vocabulary
Theme	: Prepositions (On, Under, Between, Behind)
Education Level / Grade	: Elementary School / 3
Time	: 1 x 45'

A. Competence

1. Basic Competence

- Students know some prepositions of location
- Students understand the exact position of the given prepositions
- Students use the prepositions in their real communication

2. Achievement Indicators

Speaking

Students are able to:

- State the correct position of objects using prepositions
- Give command to their friends to put objects in the certain position using prepositions

Grammar

Students are able to:

- Determine the correct prepositions for certain position.
- Use certain prepositions to give command to their friends.

Vocabulary

Students are able to:

- Mention objects in the classroom
- Recognize objects that are being discussed

Listening

Students are able to:

- Give the correct response to the teacher's questions or commands
- Know the correct pronunciation of each preposition

B. Learning Material

- Student's worksheet
- Cards (some prepositions)
- Real objects

C. Teaching and Learning Activities/ Teacher notes:

Stages	Activities		Time
	Teacher	Students	
Pre-Instructional Activities	- Greets the students.	- Give response	1'
	- Asks about students' condition whether they feel well or not - Asks students some triggering questions about objects they in the classroom	- Tell the teacher whether they feel well or not. - Mention the objects in the classroom	3'
Whilst-Instructional Activities	- Tells a dialogue to the students - Presents the dialogue which contains sentences completed with prepositions with clear gestures	- Listen to the teacher's dialogue - Pay attention on the teacher's gestures which explains the position of prepositions	10' 10'

	<ul style="list-style-type: none"> - Asks some students to come in front and put objects in the correct positions based on the dialogue - Asks students in pairs to present the dialogue and show off the position of objects using gestures 	<ul style="list-style-type: none"> - Put the objects in the correct positions based on the dialogue - Present the dialogue and show off the position of objects using gestures 	10'
Post-Instructional Activities	<ul style="list-style-type: none"> - Distributes students' worksheet - Asks them to choose the correct prepositions to explain the location of objects in the pictures (individual work) 	<ul style="list-style-type: none"> - Get the worksheet - Choose the correct prepositions and discuss the answers directly 	10'

D. Assessment

- Students are asked to put objects in the correct position as what the teacher commands.
- Students are asked to present the dialogue in pairs and show off the position of objects using gestures.

TEACHER'S WORKSHEET

1. DIALOGUE

It is Monday morning. Edy lives with Gogo and his parents.

Edy : Huhuhu , Gogo where are my white socks?

Gogo : Look... The white socks are **on** the chair
Where is your meal box?

Edy : Ehm... meal box?!.....I don't know.

Gogo : Hey... The meal box is **behind** the bag.

It's 6 A.M. Gerry is going to go to school.

Edy : Oh no my black shoes, Gogo

Gogo : Edy, the black shoes are **under** the table!
Look, your book is **under** the bag!

Edy : My glasses?? My ruler??

Gogo : The glasses are **between** the book and the wallet.
Wear the glasses, Edy!

Edy : Ok! Gogo

Gogo : Edy, look... your ruler is **behind** the pencil box!
The pencil is **between** the bottle and the watch.

Edy : Ehmmm ... my scissors??

Gogo : Look... the scissors are **on** the table.

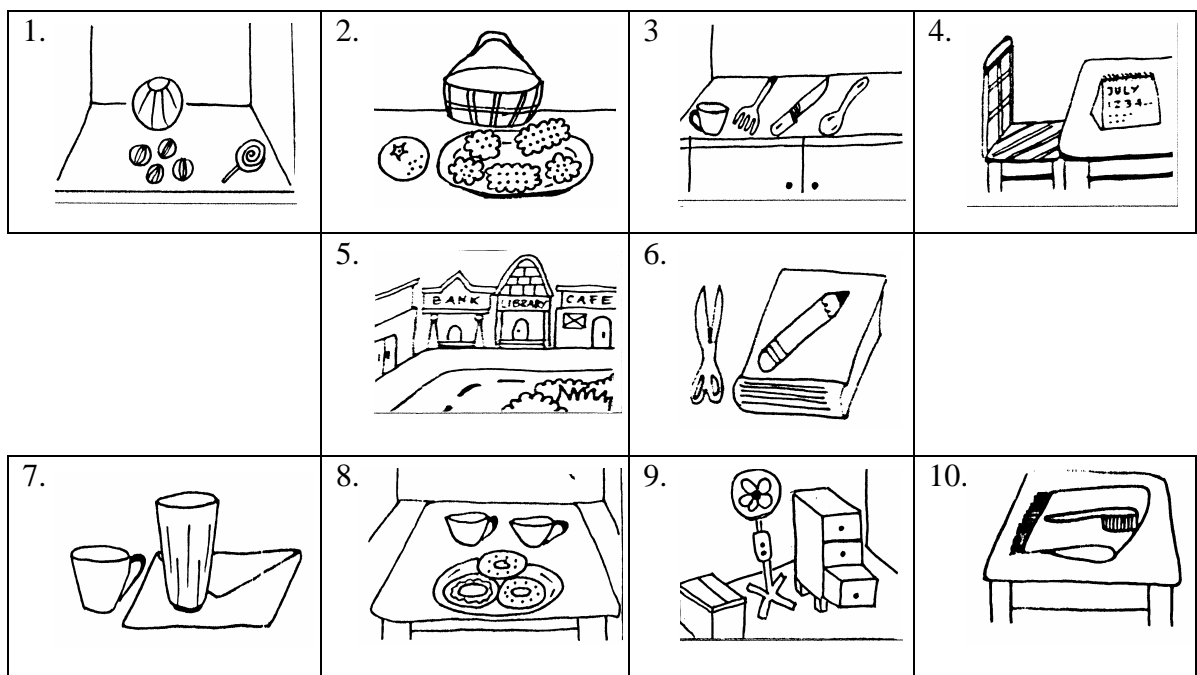
Edy : Oh, thank you Gogo, Goodbye!

Gogo : Bye...Bye...

2. PRACTICE 1

Name / Class :

Date:



1. The ball is _____ the marbles.

- a. behind c. between
b. on d. under

2. The basket is _____ the biscuits.

- a. under c. on
b. between d. behind

3. The knife is _____ the spoon and fork.

- a. behind c. on
b. between d. under

4. The calendar is _____ the table.

- a. on c. between
b. behind d. under

5. The library is _____ the bank and the café.

- a. behind c. on
b. under d. between

6. The pencil is _____ the book.

- a. between c. under
b. behind d. on

7. The envelope is _____ the glass.

- a. under c. between
b. behind d. on

8. The cups are _____ the donuts.

- a. on c. behind
b. under d. between

9. The fan is _____ the cabinet and box.

- a. under c. between
b. on d. behind

10. The towel is _____ the toothbrush.

- a. between c. under
b. on d. behind

MEETING 2

LESSON PLAN

Subject	: English
Skill	: Listening, Speaking
Language Component	: Grammar, Vocabulary
Theme	: Prepositions (Beside, In Front Of)
Education Level / Grade	: Elementary School / 3
Time	: 1 x 45'

A. Competence

1. Basic Competence

- Students know some prepositions of location
- Students understand the exact position of the given prepositions
- Students use the prepositions in their real communication

2. Achievement Indicators

Speaking

Students are able to:

- State the correct position of objects using prepositions
- Give command to their friends to put objects in the certain position using prepositions

Grammar

Students are able to:

- Determine the correct prepositions for certain position
- Use certain prepositions to give command to their friends

Vocabulary

Students are able to:

- Mention objects in the dining room
- Recognize objects that are being discussed

Listening

Students are able to:

- Give the correct response to the teacher's questions or commands
- Know the correct pronunciation of each preposition

B. Learning Material

- Students' worksheet
- Cards (some prepositions)
- Real objects

C. Teaching and Learning Activities/ Teacher notes:

Stages	Activities		Time
	Teacher	Students	
Pre- Instructional Activities	- Greets the students.	- Give response	1'
	- Asks about students' condition whether they feel well or not - Asks students some triggering questions about objects in the dining room	- Tell the teacher whether they feel well or not. - Mention the objects in the dining room	3'
Whilst- Instructional Activities	- Tells a dialogue to the students - Presents the dialogue which contains sentences completed with prepositions with clear gestures	- Listen to the teacher's dialogue - Pay attention on the teacher's gestures which explains the position of prepositions	10' 10'

	<ul style="list-style-type: none"> - Asks some students to come in front and put objects in the correct position based on the dialogue - Asks students in pairs to present the dialogue and show off the position of objects using gestures 	<ul style="list-style-type: none"> - Put the object in the correct position as what the teacher commands - Present the dialogue and show off the position of objects correctly using gestures 	10'
Post-Instructional Activities	<ul style="list-style-type: none"> - Distributes students' worksheet - Asks them to choose the correct prepositions to explain the location of objects in the pictures (individual work) 	<ul style="list-style-type: none"> - Get the worksheet - Choose the correct prepositions and discuss the answers directly 	10'

D. Assessment

- Students are asked to put objects in the correct position as what the teacher commands.
- Students are asked to present the dialogue in pairs and show off the position of objects using gestures.

TEACHER'S WORKSHEET

1. DIALOGUE

It is about 1 o'clock

Edy is coming back from the school

Edy : Gogo, I have chocolate bread for you ...

Gogo : Horay! Where is it?

Edy : The bread is **in** the meal box

Gogo : Meal box?

Edy : The meal box is **in** the yellow bag

Gogo : Ok... Let's have lunch

(They are eating lunch together)

Gogo : Edy, let's arrange the table...

Edy : I have a plate ...

Gogo : The plate is **in front of** the glass

Edy : Spoon ... Fork...??

Gogo : The spoon and fork are **beside** the plate

Edy : Bottle?

Gogo : The bottle is **beside** the glass

Edy : Milk?

Gogo : The milk is **in front of** the bread

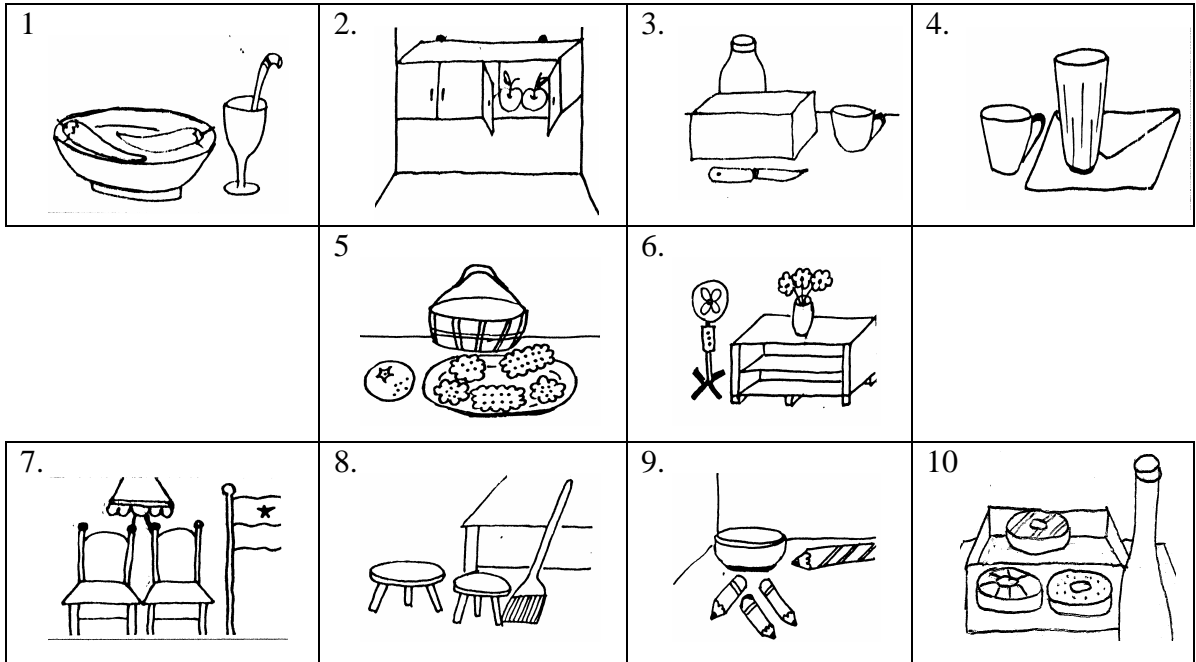
Edy : Finish Gogo ...

Gogo : Yup, thank you Edy ...

2. PRACTICE 2

Name / Class :

Date:



- | | |
|---|--|
| 1. The chairs are _____ the lamp.
a. under
b. in
c. in front of
d. beside | 6. The fan is _____ the table.
a. between
b. beside
c. behind
d. in front of |
| 2. The apples are _____ the cupboard.
a. beside
b. in front of
c. in
d. under | 7. The chilies are _____ the bowl.
a. in
b. under
c. beside
d. on |
| 3. The knife is _____ the box.
a. in front of
b. between
c. beside
d. in | 8. The orange is _____ the plate
a. between
b. beside
c. behind
d. in front of |
| 4. The cup is _____ the glass.
a. under
b. beside
c. in
d. in front of | 9. The small pencils are _____ the bowl.
a. beside
b. in front of
c. on
d. under |
| 5. The broom is _____ the table.
a. in
b. in front of
c. behind
d. on | 10. The donuts are _____ the box.
a. under
b. on
c. in
d. in front of |

MEETING 3

LESSON PLAN

Subject	: English
Skill	: Listening, Speaking
Language Component	: Grammar, Vocabulary
Theme	: Prepositions (In the Middle of, Among)
Education Level / Grade	: Elementary School / 3
Time	: 1 x 45'

A. Competence

1. Basic Competence

- Students know some prepositions of location
- Students understand the exact position of the given prepositions
- Students use the prepositions in their real communication

2. Achievement Indicators

Speaking

Students are able to:

- State the correct position of objects using prepositions
- Give command to their friends to put objects in the certain position using prepositions

Grammar

Students are able to:

- Determine the correct prepositions for certain position
- Use certain prepositions to give command to their friends

Vocabulary

Students are able to:

- Mention objects in the dining room
- Recognize objects that are being discussed

Listening

Students are able to:

- Give the correct response to the teacher's questions or commands
- Know the correct pronunciation of each preposition

B. Learning Material

- Students' worksheet
- Cards (some prepositions)
- Real objects

C. Teaching and Learning Activities/ Teacher notes:

Stages	Activities		Time
	Teacher	Students	
Pre- Instructional Activities	- Greets the students.	- Give response	1'
	- Asks about students' condition whether they feel well or not - Asks students some triggering questions about objects in the dining room	- Tell the teacher whether they feel well or not. - Mention the objects in the dining room	3'
Whilst- Instructional Activities	- Tells a dialogue to the students - Presents the dialogue which contains sentences completed with prepositions with clear gestures	- Listen to the teacher's dialogue - Pay attention on the teacher's gestures which explains the position of prepositions	10' 10'

	<ul style="list-style-type: none"> - Asks some students to come in front and put objects in the correct position based on the dialogue - Asks students in pairs to present the dialogue and show off the position of objects using gestures 	<ul style="list-style-type: none"> - Put the object in the correct position as what the teacher commands - Present the dialogue and show off the position of objects correctly using gestures 	10'
Post-Instructional Activities	<ul style="list-style-type: none"> - Distributes students' worksheet - Asks them to choose the correct prepositions to explain the location of objects in the pictures (individual work) 	<ul style="list-style-type: none"> - Get the worksheet - Choose the correct prepositions and discuss the answers directly 	10'

D. Assessment

- Students are asked to put objects in the correct position as what the teacher commands.
- Students are asked to present the dialogue in pairs and show off the position of objects using gestures.

TEACHER'S WORKSHEET

1. DIALOGUE

Edy is finishing his dinner

It's about 8 o'clock

Edy : Gogo, Let's make cards...

Gogo : Okay...

Edy : I need scissors...

Gogo : The scissors are **among** the pencils.

Edy : I need glue...

Gogo : Look, the glue is **among** the stickers.

Edy : Gogo, I have blue and yellow carton.

Gogo : Okay

Edy : I put the yellow carton **in the middle of**
the blue carton.

I also have green and pink carton

I put the green carton **in the middle of**
the pink carton.

Gogo : Wow, that's nice...

Edy : Let's put stickers **in the middle of** yellow
green carton.

Gogo : Yeah... Edy, you're very creative

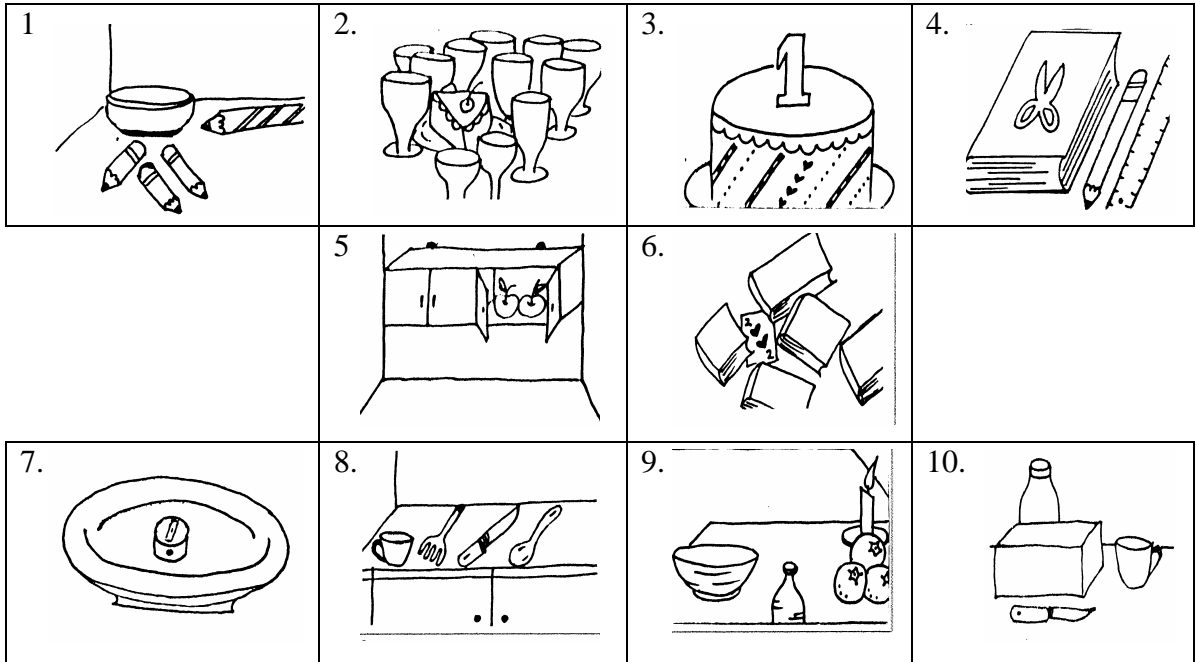
Edy : Thank you

Gogo : I want to make cards also...

2. PRACTICE 3

Name / Class :

Date:



- | | |
|---|--|
| 1. The bowl is _____ the short pencils.
a. among
b. behind
c. in front of
d. under | 6. The card is _____ the books.
a. in the middle of
b. among
c. on
d. behind |
| 2. The cake is _____ the glasses.
a. between
b. beside
c. among
d. in the middle of | 7. The sharpener is _____ the plate.
a. in the middle of
b. under
c. between
d. in |
| 3. The candle is _____ the cake.
a. in
b. under
c. in the middle of
d. behind | 8. The knife is _____ the fork and the spoon.
a. among
b. under
c. in the middle of
d. between |
| 4. The book is _____ the scissors.
a. in front of
b. between
c. under
d. among | 9. The candle is _____ the oranges.
a. in front of
b. behind
c. under
d. among |
| 5. The apples are _____ the cupboard.
a. under
b. beside
c. in the middle of
d. in | 10. The cup is _____ the box.
a. in
b. between
c. beside
d. among |

D. LESSON PLAN FOR CONTROL GROUP

MEETING 1

LESSON PLAN

Subject	: English
Skill	: Listening, Writing
Language Component	: Grammar, Vocabulary
Theme	: Prepositions (On, Under, Between, Behind)
Education Level / Grade	: Elementary School / 3
Time	: 1 x 45'

A. Competence

1. Basic Competence

- Students know some prepositions of location
- Students understand the meaning of the given prepositions
- Students can differentiate the prepositions

2. Achievement Indicators

Writing

Students are able to:

- Translate sentences with prepositions into Indonesian

Grammar

Students are able to:

- Determine the correct prepositions and meaning of prepositions from the given sentences

Vocabulary

Students are able to:

- Mention objects in the classroom
- Recognize objects that are being discussed

Listening

Students are able to:

- Know the correct pronunciation of each preposition
- Know the exact meaning of each preposition

B. Learning Material

- Students' worksheet
- Cards (some prepositions)

C. Teaching and Learning Activities/ Teacher notes:

Stages	Activities		Time
	Teacher	Students	
Pre- Instructional Activities	- Greets the students.	- Give response	1'
	- Asks about students' condition whether they feel well or not - Asks students some triggering questions about objects in the classroom	- Tell the teacher whether they feel well or not. - Mention the objects in the classroom	3'
Whilst- Instructional Activities	- Introduces some prepositions and provide the Indonesian translation	- Know some prepositions and also the meaning	4'
	- Tells a dialogue to the students by translating it into Indonesian	- Listen to the teacher's dialogue	7' 7'

	<ul style="list-style-type: none"> - Discusses sentences which contain prepositions and translate them into Indonesian - Provides other sentences and translates them together with the students 	<ul style="list-style-type: none"> - Know the meaning of the sentences given - Translate the sentences and they become more understand 	7'
Post-Instructional Activities	<ul style="list-style-type: none"> - Distributes students' worksheet - Ask them to choose the correct prepositions to explain the location of objects in the pictures (individual work) 	<ul style="list-style-type: none"> - Get the worksheet - Choose the correct prepositions and discuss the answers directly 	10'

D. Assessment

- Students are asked to mention the Indonesian meaning of the certain prepositions.
- Students are asked to translate sentences using prepositions into Indonesian.

TEACHER'S WORKSHEET

1. DIALOGUE

It is Monday morning. Edy lives with Gogo and his parents.

Edy : Huhuhu , Gogo where are my white socks?

Gogo : Look... The white socks are **on** the chair
Where is your meal box?

Edy : Ehm... meal box?!.....I don't know.

Gogo : Hey... The meal box is **behind** the bag.

It's 6 A.M. Gerry is going to go to school.

Edy : Oh no my black shoes, Gogo

Gogo : Edy, the black shoes are **under** the table!
Look, your book is **under** the bag!

Edy : My glasses?? My ruler??

Gogo : The glasses are **between** the book and the wallet.
Wear the glasses, Edy!

Edy : Ok! Gogo

Gogo : Edy, look... your ruler is **behind** the pencil box!
The pencil is **between** the bottle and the watch.

Edy : Ehmmm ... my scissors??

Gogo : Look... the scissors are **on** the table.

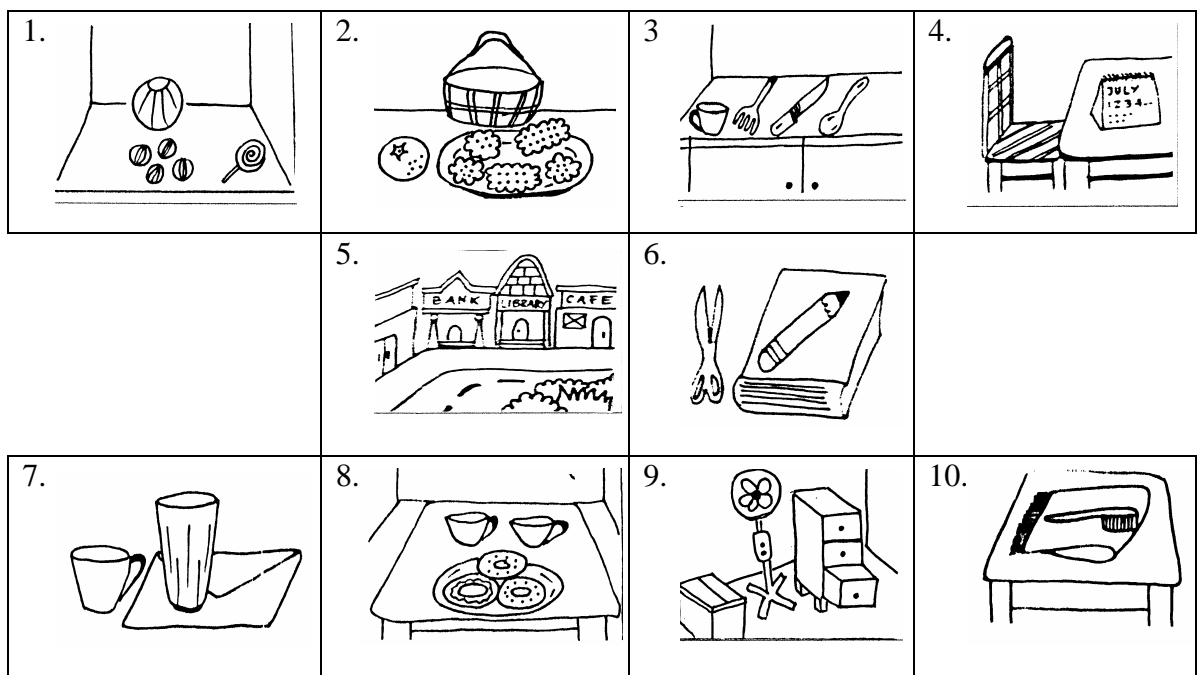
Edy : Oh, thank you Gogo, Goodbye!

Gogo : Bye...Bye...

2. PRACTICE 1

Name / Class :

Date:



1. The ball is _____ the marbles.

- a. behind c. between
b. on d. under

2. The basket is _____ the biscuits.

- a. under c. on
b. between d. behind

3. The knife is _____ the spoon and fork.

- a. behind c. on
b. between d. under

4. The calendar is _____ the table.

- a. on c. between
b. behind d. under

5. The library is _____ the bank and the café.

- a. behind c. on
b. under d. between

6. The pencil is _____ the book.

- a. between c. under
b. behind d. on

7. The envelope is _____ the glass.

- a. under c. between
b. behind d. on

8. The cups are _____ the donuts.

- a. on c. behind
b. under d. between

9. The fan is _____ the cabinet and box.

- a. under c. between
b. on d. behind

10. The towel is _____ the toothbrush.

- a. between c. under
b. on d. behind

MEETING 2

LESSON PLAN

Subject	: English
Skill	: Listening, Writing
Language Component	: Grammar, Vocabulary
Theme	: Prepositions (Beside, In Front Of)
Education Level / Grade	: Elementary School / 3
Time	: 1 x 45'

A. Competence

1. Basic Competence

- Students know some prepositions of location
- Students understand the meaning of the given prepositions
- Students can differentiate the prepositions

2. Achievement Indicators

Writing

Students are able to:

- Translate sentences with prepositions into Indonesian

Grammar

Students are able to:

- Determine the correct prepositions and meaning of prepositions from the given sentences

Vocabulary

Students are able to:

- Mention objects in the dining room
- Recognize objects that are being discussed

Listening

Students are able to:

- Know the correct pronunciation of each preposition
- Know the exact meaning of each preposition

B. Learning Material

- Students' worksheet
- Cards (some prepositions)

C. Teaching and Learning Activities/ Teacher notes:

Stages	Activities		Time
	Teacher	Students	
Pre- Instructional Activities	- Greets the students	- Give response	1'
	- Asks about students' condition whether they feel well or not - Asks students some triggering questions about objects in the dining room	- Tell the teacher whether they feel well or not. - Mention the objects in the dining room	3'
Whilst- Instructional Activities	- Introduces some prepositions and provide the Indonesian translation	- Know some prepositions and also the meaning	4'
	- Tells a dialogue to the students by translating it into Indonesian	- Listen to the teacher's dialogue	7'
	- Discusses sentences which contain prepositions and translate them into Indonesian	- Know the meaning of the sentences given	7'
			7'

	- Provides other sentences and translates them together with the students	- Translate the sentences and they become more understand	
Post-Instructional Activities	- Distributes students' worksheet - Asks them to choose the correct prepositions to explain the location of objects in the pictures.(individual work)	- Get the worksheet - Choose the correct prepositions and discuss the answers directly	10'

D. Assessment

- Students are asked to mention the Indonesian meaning of the certain prepositions.
- Students are asked to translate sentences using prepositions into Indonesian.

TEACHER'S WORKSHEET

1. DIALOGUE

It is about 1 o'clock

Edy is coming back from the school

Edy : Gogo, I have chocolate bread for you ...

Gogo : Horay! Where is it?

Edy : The bread is **in** the meal box

Gogo : Meal box?

Edy : The meal box is **in** the yellow bag

Gogo : Ok... Let's have lunch

(They are eating lunch together)

Gogo : Edy, let's arrange the table...

Edy : I have a plate ...

Gogo : The plate is **in front of** the glass

Edy : Spoon ... Fork...??

Gogo : The spoon and fork are **beside** the plate

Edy : Bottle?

Gogo : The bottle is **beside** the glass

Edy : Milk?

Gogo : The milk is **in front of** the bread

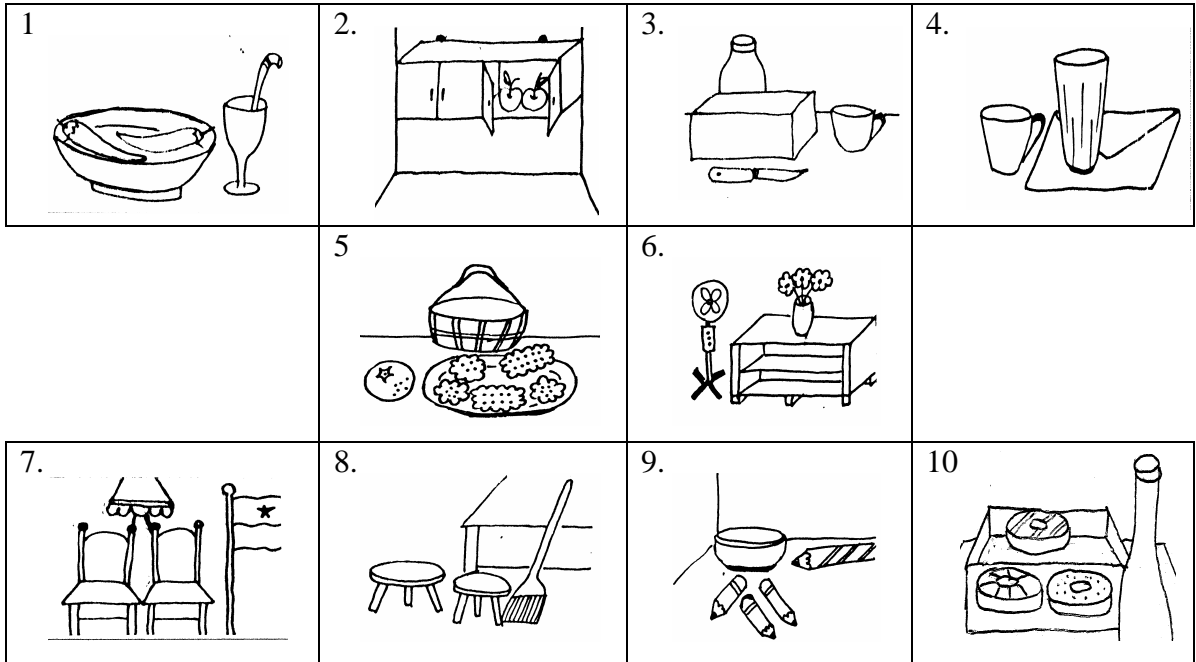
Edy : Finish Gogo ...

Gogo : Yup, thank you Edy ...

2. PRACTICE 2

Name / Class :

Date:



- | | |
|---|--|
| 1. The chairs are _____ the lamp.
a. under
b. in
c. in front of
d. beside | 6. The fan is _____ the table.
a. between
b. beside
c. behind
d. in front of |
| 2. The apples are _____ the cupboard.
a. beside
b. in front of
c. in
d. under | 7. The chilies are _____ the bowl.
a. in
b. under
c. beside
d. on |
| 3. The knife is _____ the box.
a. in front of
b. between
c. beside
d. in | 8. The orange is _____ the plate
a. between
b. beside
c. behind
d. in front of |
| 4. The cup is _____ the glass.
a. under
b. beside
c. in
d. in front of | 9. The small pencils are _____ the bowl.
a. beside
b. in front of
c. on
d. under |
| 5. The broom is _____ the table.
a. in
b. in front of
c. behind
d. on | 10. The donuts are _____ the box.
a. under
b. on
c. in
d. in front of |

MEETING 3

LESSON PLAN

Subject	: English
Skill	: Listening, Writing
Language Component	: Grammar, Vocabulary
Theme	: Prepositions (In the Middle of, Among)
Education Level / Grade	: Elementary School / 3
Time	: 1 x 45'

A. Competence

1. Basic Competence

- Students know some prepositions of location
- Students understand the meaning of the given prepositions
- Students can differentiate the prepositions

2. Achievement Indicators

Writing

Students are able to:

- Translate sentences with prepositions into Indonesian

Grammar

Students are able to:

- Determine the correct prepositions and meaning of prepositions from the given sentences

Vocabulary

Students are able to:

- Mention objects in the dining room
- Recognize objects that are being discussed

Listening

Students are able to:

- Know the correct pronunciation of each preposition
- Know the exact meaning of each preposition

B. Learning Material

- Students' worksheet
- Cards (some prepositions)

C. Teaching and Learning Activities/ Teacher notes:

Stages	Activities		Time
	Teacher	Students	
Pre- Instructional Activities	- Greets the students	- Give response	1'
	- Asks about students' condition whether they feel well or not - Asks students some triggering questions about objects in the dining room	- Tell the teacher whether they feel well or not. - Mention the objects in the dining room	3'
Whilst- Instructional Activities	- Introduces some prepositions and provide the Indonesian translation	- Know some prepositions and also the meaning	4'
	- Tells a dialogue to the students by translating it into Indonesian	- Listen to the teacher's dialogue	7'
	- Discusses sentences which contain prepositions and translate them into Indonesian	- Know the meaning of the sentences given	7'
			7'

	- Provides other sentences and translates them together with the students	- Translate the sentences and they become more understand	
Post-Instructional Activities	- Distributes students' worksheet - Asks them to choose the correct prepositions to explain the location of objects in the pictures.(individual work)	- Get the worksheet - Choose the correct prepositions and discuss the answers directly	10'

D. Assessment

- Students are asked to mention the Indonesian meaning of the certain prepositions.
- Students are asked to translate sentences using prepositions into Indonesian.

TEACHER'S WORKSHEET

1. DIALOGUE

Edy is finishing his dinner

It's about 8 o'clock

Edy : Gogo, Let's make cards...

Gogo : Okay...

Edy : I need scissors...

Gogo : The scissors are **among** the pencils.

Edy : I need glue...

Gogo : Look, the glue is **among** the stickers.

Edy : Gogo, I have blue and yellow carton.

Gogo : Okay

Edy : I put the yellow carton **in the middle of**
the blue carton.

I also have green and pink carton

I put the green carton **in the middle of**
the pink carton.

Gogo : Wow, that's nice...

Edy : Let's put stickers **in the middle of** yellow
green carton.

Gogo : Yeah... Edy, you're very creative

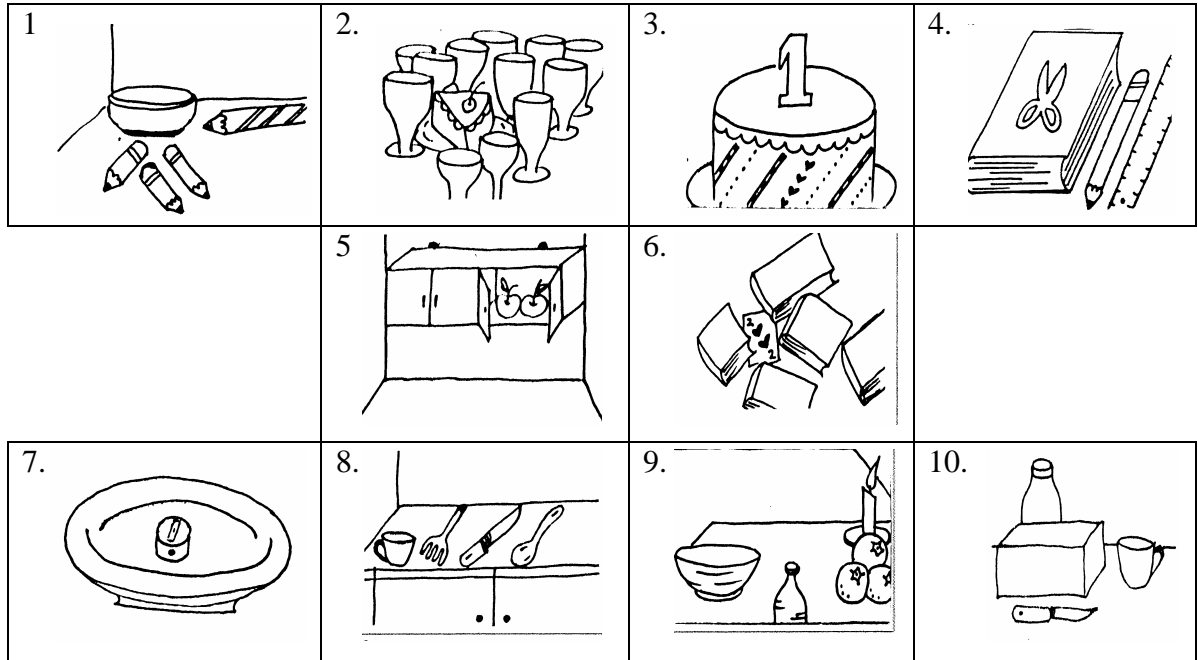
Edy : Thank you

Gogo : I want to make cards also...

2. PRACTICE 3

Name / Class :

Date:



- | | |
|---|--|
| 1. The bowl is _____ the short pencils.
a. among c. in front of
b. behind d. under | 6. The card is _____ the books.
a. in the middle of c. on
b. among d. behind |
| 2. The cake is _____ the glasses.
a. between c. among
b. beside d. in the middle of | 7. The sharpener is _____ the plate.
a. in the middle of c. between
b. under d. in |
| 3. The candle is _____ the cake.
a. in c. in the middle of
b. under d. behind | 8. The knife is _____ the fork and the spoon.
a. among c. in the middle of
b. under d. between |
| 4. The book is _____ the scissors.
a. in front of c. under
b. between d. among | 9. The candle is _____ the oranges.
a. in front of c. under
b. behind d. among |
| 5. The apples are _____ the cupboard.
a. under c. in the middle of
b. beside d. in | 10. The cup is _____ the box.
a. in c. beside
b. between d. among |