The population explosion may be the greatest challenge of the present

The following example provides a presentation in two forms. First in the original

**Phrasis**

Till all difficulties, however, the students finished the first lesson.

**Process**

1. Deal with the problems
2. The language teaching
   a. For the learners of English
   b. Reading, Problems and Excerpts

Reading Problems and Excerpts

1. 13 (7.26)
The description of the pacing plan...

The second part of the main document...

The first paragraph discusses the main topic of the document...

The second paragraph elaborates on the main point...

The third paragraph provides additional information...

The fourth paragraph introduces a new idea...

The fifth paragraph summarizes the key points...

The conclusion reiterates the main thesis...

The reference section cites relevant sources.

The appendix includes supplementary data and figures.
Some of the sentences are not clear due to the image quality. However, here is a possible transcription:

The text seems to be about a method or process, possibly related to planning or organizing tasks. It mentions steps or stages, but the exact context or purpose is not clear due to the quality of the image.
The first time relationships existed gave some peculiar in reference words.

Reference words:

6. The two corners of the room.
5. The two corners of the garden.
4. It is the most important in the picture.
3. They called me by my name.
2. I met her before.
1. I met her first.

Look at the two meanings of each. Then look at the sentences and code

Examples:

To draw their own foibles:

The teacher can provide contexts for the type of experience by drawing the

In the above example the teacher gives an example after the students have

The kind of exercise can be combined with a homophonic exercise in the following:

1. They called me by my name.
2. I met her before.
3. She called me by my name.

Find the underlined words in the passage. Some can be replaced:

The two corners of the room. They called me by my name.

The teacher can provide contexts for the type of experience by drawing the

The kind of exercise can be combined with a homophonic exercise in the following:

1. They called me by my name.
2. I met her before.
3. She called me by my name.