Date of planning: / /

 Date of teaching: / /

**UNIT 10: BREAK TIME ACTIVITIES**

 **(6 periods)**

**I. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts about school break time activities.

- correctly say the words and use *I …………..at break time*. to identify school break time activities.

- enhance the correct use of *I ………… at break time*. to identify school break time activities.

- listen to and understand two communicative contexts in which pupils talk about what they do at break time.

- complete four target sentence patterns with the help of the picture cues.

- sing the song “*It’s break time*” with the correct pronunciation and melody.

- use the words *football, table tennis, chat, word puzzle* related to the topic school break time activities

- use ***What do you do at break time? – I………*** to ask and answer questions about school break time activites.

- listen to and understand four comunicative context in which Ss ask and answer question about school break time activities

- read and match four target sentences with four pictures

- practice the target language by playing *Miming game.*

- correctly repeat the sounds of the letter *f* and letter *v* in isolation, in the words *football* and *volleyball*, and in the sentences *I play football at break time.* and *I play volleyball at break time.* with correct pronunciation and intonation.

- identify the target words *football* and *volleyball* while listening.

- say the chant with the correct rhythm and pronunciation.

- read the exchange and tick the correct boxes in the table bout Mary’s, Lucy’s, Bill’s and Minh’s break time activities

- use the target language in a real context by completing a gapped text about their school break time activities

- revise the target by asking and answering questions about school break time activities and talking about them to the class.

- ***Vocabulary:*** chess, volleyball, basketball, badminton, play, break time,

football, table tennis, chat, word puzzle

- ***Skills***: speaking, listening, writing and reading

**2. Competences:**

- Self-control and independent learning: perform listening tasks.

- Communication and collaboration: work in pairs or groups.

- Sociability: talk to each other, say good words to others.

**3. Attributes/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. PREPARATION:**

1.*Teacher:* Teacher’s guide Pages 122, 123, audio Tracks 97, 98, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

2. *Students:* Pupil’s book Page 68, notebooks, workbooks, school things.

**III. PROCEDURES:**

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| **Teaching and learning activities** | **Classroom management** |
| **Week 16- Period 61: Lesson 1****1.Warm- up: (3’)*****Jigsaw puzzle****\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.***\*Procedure:**- Divide class into 4 groups: Tom, Jerry, Miu and Chit.- Ask Ss look at the pieces of picture.- Ask Ss go to the board and jigsaw puzzle into the correct picture.-T checks who’s the winner? - Say “Open your book page 68” and look at “*Unit 10, Lesson 1 (1,2,3)”.* | - Ss listen-Ss look at the pieces of the picture-Ss put into the correct picture-Ss check-Ss open their books |
| **A. PRESENTATION** **\* New lesson:** **Activity 1. Look, listen and repeat. (**10’)***\*\* Goals:***  *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts about school break time activities.***Set the context:**- Have Ss look at *Pictures a and b* and identify the characters *(Ben, Minh and Lucy)* in the pictures.- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.- Have Ss to practice the dialogue- T invites a few pairs to the front of the class to practice.- T checks pronunciation for ss.**1. Vocabulary:** **\*Procedure:**-T elicits the new words*+ chess : cờ (visual)**+ volleyball : bóng chuyền (picture)**+ basketball :bóng rổ (picture)**+ badminton : cầu lông (visual)**+ play: chơi (translation)* *+ break time: giờ giải lao (situation)*- T models *(3 times).* - T writes the words on the board.- *Checking: Rub out and remember****2. Model sentences:***- T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.- T introduces new structure for Ss.- T explains, models and gives meaning.-Have Ss repeat the model sentences.*I play volleyball at break time.***B. PRACTICE****Activity 2. Listen, point and say. (** 8’)***\*\* Goals:*** *Ss will be able**to correctly say the words and use I…… at break time. to identify school break time activities.****\*Drill pictures***- Elicit and check comprehension about the name of each break time activity. - Run through all the pictures.- Run through model sentences.+Run through question sentence+Run through answer sentence- Have Ss to practise:+ T asks, Ss answer picture a+ Ss asks, T answers picture b+ Group A ask, group B answer picture c+ Group B ask, group A answer picture d- Ask Ss to work in pairs.- T controls and corrects.- Invite a few pupils to stand up, point at each school thing in the picture and say the sentence aloud.- T gives feedbacks.**C. PRODUCTION****Activity 3. Let’s talk.** (7’)***\*\* Goals:***  *Ss will be able to enhance the correct use of I …… break time. to identify school break time activities.*- Have Ss look at the picture and elicit the question and the answer in context.*+*  *Who are they?**+ Where are they?**+ What are they doing?*- Have Ss look at the picture and say the activities- Have Ss look at the first speech bubble and read ***I play badminton at break time.***- Then have them point to the pupils ***playing badminton***and complete the gapped answer in the second bubble (Ex: ***I play badminton at break time)*** - After that, let them say aloud.- Give Ss time to practise say the sentence ***I play ……at break time.*** - Invite some Ss to practise talking about school break time activities in front of the class. | Whole classWhole classPair workT- Whole classWhole classT- Whole classWhole classT- Whole classWhole classPair workPair workWhole classPair work |
|  ***\*Consolidation and* wrap-up: (5’)*****\*Goals:*** *Ss will be able consolidate and wrap up the content of the lesson.***\*Procedure:**- T asks ss to answer the following questions: *+ What have you learnt from the lesson today?* *+What are the core values of the lesson? (if the teacher can take from the lesson).*- T review the vocabulary and model sentences.- T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more. | Group work. |
| **Homework.** **-** Learn the vocabulary and model sentences by heart.- Prepare the new lesson: *Unit 10, Lesson 1 (4,5,6).* | Whole class |

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|  **Week 16- Period 62: Lesson 1****\* Warm-up and review: 5’ *Slap the board****\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.***\*Procedure:**- Divide class into 2 groups: Tom and Jerry.- How to play:+ Each group chooses five Ss to play.+ Class will read aloud.+ Look at the picture, listen and slap the picture you heard.+ Who faster will get 1 mark.+ Which group with higher mark is the winner. - T gives feedback.- Say “Open your book page 69” and look at *“Unit 10, Lesson 1 (4,5,6)”.* |  T – classGroup work |
| **\*New lesson:** **Activity 4. Listen and tick ( 8’)****Goals:** *Ss will be able**to* *listen to and understand two communicative contexts in which pupils talk about what they do at break time.***\*Procedure:**- Elicit the name of the activities in each picture.- T ask Ss to guess the answers.+ T writes Ss’guessing on the board.- Listen to the tape:+ Play the recording+ Play the recording again and get Ss to swap books with their partners.+ Play the recording again to check answers together as a class. + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.- Play the recording, sentence by sentence, for the class to listen and repeat in chorus. *Key: 1. b 2. a*  **Activity 5. Look, complete and read. (9 minutes)*****\*Goals:*** *Ss will be able**to* *complete four target sentence patterns with the help of the picture cues.***\*Procedure:**- Have Ss look at the picture cues and identify the activity of the character.- Have Ss look at the four incomplete sentences.  Elicit and model with picture 1+ Ask Ss to read the sentence 1 in chorus.+ Ask Ss what word is missing in the gap (*play volleyball*). Then have them complete the sentence (*I play volleyball at break time*).- Have Ss work in pairs and complete the sentences 2, 3, 4.- Ask a few Ss to stand up and read the sentences aloud.-T gives feedbacks.*Key:**1.play basketball* *2. play chess**3. play volleyball* *4. Play badminton***Activity 6. Let’s sing. (8 minutes)** ***\*Goals:*** *Ss will be able to* *sing the song “It’s break time” with the correct pronunciation and melody.* - Introduce the title and lyrics of the song and check comprehension.*+ What is the song about?**+ What are they doing?* - Play the recording for Ss to listen to the whole song.+ Have them repeat the title and lyrics line by line.+ Tell Ss to point at the pictures while singing.- Play the recording all the way through for Ss to listen to pronunciation and melody of the song.- Play the recording line by line for Ss to listen, repeat and point to the pictures- Play the recording for Ss to sing and do actions.- Ask Ss to practice singing and doing actions in pairs or groups.- Invite groups to the front of the classroom to perform the song -T gives feedback. | Whole classWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workIndividual workWhole classWhole classWhole classGroup work |
| **\*Fun corner and wrap-up: (**5 minutes)Game: Memory game- Divide the class into 2 teams . Each pupils from each team goes to the front and touches 2 squares. If they match the right word with the correct picture, they will score one point for his / her team.- Encourage pupils to join in the game.- Give points for pupils**Homework.** **-** Learn the vocabulary and model sentences by heart.- Prepare the new lesson: Unit 10, Lesson 2 (1,2,3). | Group workWhole class |

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|  **Week 16- Period 63: Lesson 2****\* Warm-up: (**5 minutes) *Game:* ***Act and Guess****\*****Goals:*** *to create a friendly and active atmosphere in the class to beginning the lesson.***\*Procedure:**- T divides class into 2 Teams (Boys and Girls)- 1 pupil of each team comes to the board and does actions for their team to guess the names of break time activities and sticks the right pictures.-The first Team to stick 4 correct pictures with right order is the winner.- Say “Open your book page 70” and look at “*Unit 10, Lesson 2 (1, 2, 3)”.***A. PRESENTATION****\* New lesson:****Activity 1. Look, listen and repeat. (**8 minutes) | Whole classIndividual workGroup work |
| **Goal:** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts (pictures) to talk about school brek time activities***Set the context****-**- Have Ss look at *Pictures a and b* and identify the characters *(Bill and Mai)* in the pictures.- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.- Have Ss to practice the dialogue- T invites a few pairs to the front of the class to practice.- T checks pronunciation for ss.**1. Vocabulary:** -T elicits the new words-T elicits the new words*+ football : bóng đá (visual)**+ word puzzle : trò chơi ô chữ (visual)**+ chat :trò chuyện (translation)* *+ table tennis : bóng bàn (visual)* - T models *(3 times).* - T writes the words on the board.- *Checking: Rub out and remember***2. Model sentences**- T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.- T introduces new structure for Ss.- T explains, models and gives meaning.-Have Ss repeat the model sentences.**What do you do at break time?** **I play ….……..**- Practice reading the model sentences.- Check meaning, form, intonation.- Have Ps copy down in their note books**B. PRACTICE****Activity 2. Listen, point and say. (**9 minutes)**Goal:** *Ss will be able**to correctly use* *What do you do at break time? - I …….. for asking and answering questions about school break time activities.*- Elicit the action of the characters in the pictures.- Run through all the pictures.- Run through model sentences.+Run through question sentence+Run through answer sentence- Have Ss to practise:+ T asks, Ss answer picture a+ Ss asks, T answers picture b+ Group A ask, group B answer picture c+ Group B ask, group A answer picture d- Ask Ss to work in pairs.- T controls and corrects.- Invite a few pupils to stand up, point at each school thing in the picture and say the sentence aloud.- T gives feedbacks**C. PRODUCTION****Activity 3. Let’s talk. (**8 minutes)**Goal:** *Ss will be able to correctly use What do you do at break time? I…... for asking and answering questions about school break time activities.***\*Procedure:**- Have Ss look at the picture and elicit the question and the answer in context.*+*  *Who are they?**+ Where are they?**+ What are they doing?*- Have Ss look at the picture and say the break time activites.- Have Ss look at the first speech bubble and read *What do you do at break time?*- Have Ss point the activities, ask and answer the questions about break time activities- Give Ss time to practise asking and answering the question *What do you do at break time? – …….* in pairs. - Invite a few pairs to practise asking and answering questions about break time activites in front of the class. | Whole classWhole classWhole class/ Individual workPair workWhole classWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workWhole class Whole class Pair work/ Individual workWhole class Whole class/ Individual workPair work/ Whole classIndividual work |
| **Fun corner and wrap-up: (**5 minutes)Game: “Big gift”- Divide the class into 2 teams. Each team chooses one number to go to the question. Have pupils look, read and answer the questions. Let’s pupils choose one birthday gift to get points. Back to the menu for another question. Pupils continue their turns until there are not any number left. The one who get the most points is the winner.**Homelink:** - Summary the lesson (mindmap)Adjustments (if necessary):  | Whole classGroup workWhole class |

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|  **Week 16- Period 64: Lesson 2****A. Warm up: (5’)** *Game:* ***Who says fast?****\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.***\*Procedure:**- Hold a school break time activities card, then reveal it slowly. - Ask *What do you do at break time?*- Ask the Ss guess the answer as fast as possible.- Then have Ss do the same with the rest.- This can be played in groups to make it more interesting.- Say “Open your book page 72” and look at *“Unit 10, Lesson 2 (4,5,6)”.* | Individual work/ Group work |
| **\*New lesson:** **B. PRACTICE****Activity 4. Listen and number. (**8 minutes)**Goal:** *Ss will be able to* *listen to and understand four comunicative context in which Ss ask and answer question about school break time activities.***\*Procedure:**- Elicit the action of the character in each picture.+ *Who are they?* *+ What are they doing?*- T ask Ss to guess the answers.+ T writes Ss’guessing on the board.- Listen to the tape:+ Play the recording+ Play the recording again and get Ss to swap books with their partners.+ Play the recording again to check answers together as a class. + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.- Play the recording, sentence by sentence, for the class to listen and repeat in chorus. *Key: 1. b 2. a 3. d 4. c***Activity 5. Read and match. (**9 minutes**)**

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| Goal: *Ss will be able to read and match four target sentences* *with four pictures* **\*Procedure:**- Get Ss to look at the pictures and elicit the characteres’ actions.- Have Ss look at the first sentence and the pictures. Elicit and model with number 1: *I play table tennis*+ Ask Ss read and find the correct picture on the right to match. + When Ss answer picture b, tell Ss draw a line to match the sentence and the picture-Have Ss work in pairs and match the sentences 2, 3, 4.- Ask a few Ss to stand up and read the sentences aloud.-T gives feedbacks.*Key:1. b 2. c 3. d 4. a* **C. Production** **Activity 6 : Let’s play*****\*Goals:*** *Ss will be able to* *practice the target language by* *playing* ***Miming game.*****\*Procedure:**-Elicit the language that Ss need to talk about break time activities (*play football, play chess, play volleyball, do word* *puzzles, chat with friends, play tble tennis…*)-Explain how the game is played:+One Ss mimes the action of doing an activity.+Other Ss look at him/ her, guess the action and what it is, *ex: play football.*-Model the game with two Ss-Divide class into four groups, each group, choose a pupil to do the actions while the resr guesses the words.+Ss get one point for each correct answer.-The group with most point wins***\*Consolidation******Goals:*** *Ss will be able consolidate and wrap up the content* *of the lesson.***\*Procedure:**- T asks ss to answer the following questions: *+ What have you learnt from the lesson today?* *+What are the core values of the lesson? (if the teacher can* *take from the lesson).*- T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.**. Homework. (3’)****-** Practice part 5 again. - Prepare the new lesson: *Unit 10, Lesson 3 (1,2,3).* |

 | Whole classWhole classWhole classWhole class/ Individual workWhole classIndividual work Whole classWhole classWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workWhole classIndividual work/ Group workPair work |

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|  **Week 17- Period 65: Lesson 3****\* Warm-up and review: 5’** *Game:* ***Find and circle the words****\*Goals****:*** *to create a friendly and active atmosphere in the class to beginning the lesson.***\*Procedure:**

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| **F** | M | V | **C** | E | P | S | **V** | B | T |
| **O** | C | T | **H** | N | E | B | **O** | B | H |
| **O** | L | U | **E** | A | V | X | **L** | O | I |
| **T** | E | L | **S** | N | N | T | **L** | X | N |
| **B** | B | S | **S** | M | K | K | **E** | V | K |
| **A** | C | D | K | O | K | K | **Y** | E | B |
| **L** | R | O | E | E | C | V | **B** | A | H |
| **L** | H | B | B | W | W | N | **A** | A | Y |
| D | **F** | **O** | **O** | **T** | S | O | **L** | S | M |
| V | O | B | L | Y | Y | Z | **L** | W |  |

- Divide class into 2 groups- Ask Ss to find and circle the words that they learnt.- Which groups find the best correct words is winner.- Give Ss time to play the game. **Rows:** *foot***Columns***: football, volleyball, chess*-T checks who’s winner?- Say “Open your book page 72” and look at “*Unit 10, Lesson 3 (1,2,3)”.* | Group work |
| **\* New lesson:****Activity 1. Listen and repeat: (8’)*****\* Goals:***  *Ss will be able**to correctly repeat the sounds of the letter* ***f*** *and letter* ***v*** *in isolation, in the words* ***f****ootball and* ***v****olleyball, and in the sentences I play* ***f****ootball at break time. and I play* ***v****olleyball at break time. with correct pronunciation and intonation.***\*Procedure:**- T gives instruction to the letter ***f*** and ***v,*** *football* and *volleyball, and in the sentences*   *I play* ***f****ootball at break time. and I play* ***v****olleyball at break time.*- Play the recording for the letter ***f, v.*** - Encourage Ss to point at the letter/ word/ sentence while listening. - Play the recording again and encourage Ss to listen and repeat. - Do this several times until Ss feel confident. - T calls some Ss to practice.- T gives feedbacks.**Activity 2.** **Listen and circle. (8’)*****\* Goals:*** *Ss will be able**to identify the target words football and volleyball while listening.***\*Procedure:**- Elicit the sentences and the gap-fill options.- T ask Ss to guess the answers.+ T writes Ss’guessing on the board.- Listen to the tape:+ Play the recording+ Play the recording again and get Ss to swap books with their partners.+ Play the recording again to check answers together as a class. + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.- Play the recording, sentence by sentence, for the class to listen and repeat in chorus. - Invite one or two Ss to stand up and read the completed sentences.*Key: 1.a 2.b***Activity 3. Let’s chant (9’)*****\* Goals:***  *Ss will be able to say the chant with the correct rhythm and pronunciation* **\*Procedure:**- Introduce the title and lyrics of the chant.- Play the recording for Ss to listen to the whole chant.+ Have them repeat the title and lyrics line by line.+ Ask Ss to attend to the sounds of the letters *f* and *v* and the words *football* and *volleyball.*- Play the recording all the way through for Ss to listen to pronunciation and melody.- Play the recording line by line for Ss to listen and repeat - Play the recording for Ss to chant and clap along.- Ask Ss to practice chant and clap along in pairs or groups.- Invite groups to the front of the classroom to perform the chant-T gives feedback. | Whole classWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workGroup workWhole classWhole classPair workGroup work |
| **Fun corner and wrap up: (5’)**- T asks ss to answer the following questions: *+ What have you learnt from the lesson today?* *+What are the core values of the lesson? (if the teacher can take from the lesson).*- T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.**Homework.** **-** Practice the chant more. - Prepare the new lesson: *Unit 10, Lesson 3 (4,5,6).* | Group workindividual |

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|  **Week 17- Period 66: Lesson 3****Warm- up and review: (5’)***Game:* ***“Chant”****\*****Aims:*** *to review the vocabulary and structure about greet and respond to greetings.* **\*Procedure:**- Ask Ss chant and do the actions in Unit 10, Lesson 3 page 66 in groups. - Give point for the groups and encourage them.- Say “Open your book page 67” and look at *“Unit 10, Lesson 3 (4, 5, 6)”.* | **Pair work** |
| **\* New lesson:****Activity 1. Read and tick. ( 8’)*****\** Goals:**  *Ss will be able**to* *read the exchange and tick the correct boxes in the table bout Mary’s, Lucy’s, Bill’s and Minh’s break time activities***\*Procedure:**- Explain how to complete the task: read the dialogue and tick the correct break time activities in the table. - Ask Ss to read the list of the break time activities in the first column of the table. - Ask Ss look at the name on the right side of the table. - Ask Ss read the text and tick the correct activities- Let Ss swap and check answers. - Check the answers- Ask some Ss to read the text aloud. *Key:* **Activity 2.** **Let’s write (9’)*****\* Goals:*** *Ss will be able**to use the target language in a real context by completing a gapped text about their school break time activities***\*Procedure:**- Check comprehension and elicit to Ss read the gapped text and fill in the gaps.- Let Ss read the gapped text and fill in the gaps. - Have Ss complete the first gap together as an example: *I am in the school …….*- Ask Ss to look at the gap and ask them what is missing. Then let them identify the *playground.* After that, let them write down the suitable word in the gap.- Give Ss time to complete the text independently. - In pairs or groups, ask Ss to swap their complete texts before checking as a class.- Invite some Ss to come to the board and read the answer.  *Key: Pupils’ answer***Activity 3. Project. (8’)*****\* Goals:*** *Ss will be able to revise the target by asking and answering questions about school break time activities and talking about them to the class.***\*Procedure:**- Elicit the language needed to do the task: *What do yo do at break time? –I…………..*Write it on the board.- Model with one Ss, asking: *What do you do at break time?* And the Ss answer: *I play football.* Put a tick in the column *football* in the table.- Ask Ss to work in groups of six.- Invite some Ss to report on their work using the language leanrt.- Have Ss tick their notes on the walls of the classroom as a display.  | T- Whole classWhole class/ Individual workPair workPair workT- Whole classWhole class/ Individual workPair workIndividual work |
| **Fun corner and wrap up: (5’)*****\*Consolidation******\*Goals:*** *Ss will be able consolidate and wrap up the content of the lesson.***\*Procedure:**- T asks ss to answer the following questions: *+ What have you learnt from the lesson today?* *+What are the core values of the lesson? (if the teacher can take from the lesson).*- T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more. **Homework.** - Prepare the new lesson: *Review 2 (1, 2, 3).* | Whole class |

**Comments:**………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..…………………………