**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 1: Activity 1-3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering about where someone was in the past.

- correctly say the words *theatre, aquarium, campsite, funfair* and use *Were you at the \_\_\_ yesterday? - Yes, we were. / No, we weren’t.* to ask and answer questions about where someone was in the past.

- use *Were you at the \_\_\_\_\_ yesterday? - \_\_\_\_\_\_\_* in a freer context.

- use the words *theatre, aquarium, campsite, funfair* in relation to the topic “Our outdoor activities”.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website: hoclieu.vn

**III. LEARNING EXPERIENCES**

**Warm – up: Matching game**

- Tell the class they are going to match the phrases with the correct pictures.

- Ss play the game.

- Lead in the new lesson.

**Activity 1: Look, listen and repeat.**

**Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters. Let them answer the questions *Where was Mai?* and *Where were Mai’s family?*

**Step 2:** Ask pupils to look at Picture **a**. Play the recording of the first dialogue for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture **b**.

**Step 3:** Invite a few pairs to listen to and repeat the sentences in the recording. Correct their pronunciation where necessary.

**Step 4:** Draw their attention to the question *Were all your family at home?* and the answer *Yes, we were.* Explain that *were* is used with *you, we, they*.Tell pupils that the question and answer are about where someone was in the past.

**Extension:** Invite a few pupils to the board and write the words they have learnt related to the topic (e.g. *museum, supermarket, backery, zoo, park,* …) on the board. Praise the pupil who can write more words in a short time.

**Activity 2: Listen, point and say.**

**Step 1:** Have pupils look at the pictures and elicit the words *theatre, aquarium, campsite* and *funfair*. Have the class repeat the words a few times.

**Step 2:** Have pupils point at Picture **a**, listen to the recording and repeat the words *theatre* and *yes*. Repeat the same procedure with the other three pictures.

**Step 3:** Point at the first speech bubble and have pupils listen and repeat the question *Were you at the theatre yesterday?* Then have them point at the second speech bubble, listen to the recording and repeat the answer *Yes, we were*. until they feel confident. Explain that they are a question and an answer about where someone was yesterday. Repeat the same procedure with Pictures **b**, **c** and **d**. Explain that the answers in Pictures **c** and **d** show that someone was not in the place yesterday.

**Step 4:** Have pupils work in pairs and practise asking and answering the question *Were you at the \_\_\_\_ yesterday? - Yes, we were. / No, we weren’t.* Go around and offer help if necessary. Draw pupils’ attention to the uses of *were* after *we* in positive answers and *weren’t* in the negative answers.

**Step 5:** Invite a few pairs to the front of the class to take turns pointing at the pictures and saying the questions and answers.

**Activity 3: Let’s talk.**

**Step 1:** Draw pupils’ attention to the pictures and say the words they have learnt. Ask questions to help them identify the contexts (see *Input*).

**Step 2:** Have pupils look at the first bubble. Read the question aloud and ask pupils to repeat it. Explain that they should fill in the gap with the places they have learnt. Ask them to look at the second bubble and identify what the answer should be (*Yes, we were. / No, we weren’t.*) and write it on the board. Get pupils to say the answer several times in chorus.

**Step 3:** Set a time limit for pupils to work in pairs, point at the pictures, ask and answer *Were you at the \_\_\_\_\_ yesterday? - Yes, we were. / No, we weren’t.* Go around the classroom to observe and offer help where necessary.

**Step 4:** Invite a few pairs to point at the pictures, ask and answer questions in front of the class. Praise them if they perform well.

**Step 5:** For a more able class, have pupils ask and answer questions about where they were yesterday, using the structures learnt.

**Fun corner and wrap-up:**

**Game: Game: Pass the card**

- Have pupils stand in two lines. Give a pupil of each group a card.

- Play music. Ask the pupil to pass the card to the next one.

- Stop music. Ask the pupil holding the card to ask a question. Invite another pupil to answer the question. If pupils ask and answer the questions correctly, they will get stickers. Continue the game until all the words are said.

**IV. REGULATION**

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**Lesson 1: Activity 4-6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- listen to and understand four communicative contexts in which characters ask and answer questions about where someone was in the past.

- complete four gapped exchanges with the help of picture cues.

- revise the target vocabulary items and structures through the game *Memory game*.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website: hoclieu.vn

**III. LEARNING EXPERIENCES**

**Warm – up:** Qs-As

- Revise the sentence structures *Were you at the \_\_\_ yesterday? - Yes, we were. / No, we weren’t,* using pictures *(theatre, aquarium, campsite, funfair, beach, school)*

**Activity 4: Listen and tick or cross.**

**Step 1:** Draw pupils’ attention to the pictures and ask them to identify the characters and the places. For example, the boys in Picture **1** are at the funfair. The children in Picture **2** are at the cinema. The girls in Picture **3** are at the sports centre. The boy and his father in Picture **4** are at the aquarium.

**Step 2:** Do Picture 1 together as an example. Play the recording of the first exchange *(Were you at the funfair yesterday? – Yes, we were.).* The exchange means that the children were at the funfair. Draw pupils’ attention to Picture **1**, where they can see two boys at the funfair. So they should put a tick in the box.

**Step 3:** Play the recording all the way through. Then play the recording again for pupils to listen and tick or cross the pictures.

**Step 4:** Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers, if necessary.

**Extension:** If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus and individually. Correct their pronunciation where necessary. You may ask pupils to point at the pictures and say where the characters were yesterday (e.g. *Look at Picture 1. The boys (or Minh and Nam) were at the funfair yesterday. Look at Picture 2. The children were at the cinema yesterday*.)

**Activity 5: Read and complete.**

**Step 1:** Do Exchange 1 together as an example. Have pupils read the exchange. Draw their attention to the first gap in the question and explain that the gap refers to the place Linh and her friend(s) were last weekend. Let them look at the picture and identify the place (*funfair*). Then have pupils look at the answer and identify that the answer should be *we were*. Give pupils time to complete the gaps with *funfair* and *we were*.

**Step 2:** Give pupils time to do the rest of the task independently. Go around the classroom to offer help where necessary.

**Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class.

**Step 4:** Invite a few pairs to act out the completed exchanges in front of the class. Correct their pronunciation where necessary.

**Activity 6: Let’s play**

**Step 1:** Tell pupils that they are going to revise the target vocabulary items and structures they have learnt in Lesson 1. Explain how the game is played (in *Input*). Check comprehension.

**Step 2:** Invite two groups (three pupils each) to the front of the class. Have them listen to the topic (*At the campsite*). The first member of the first group (a girl) tells the place where she and her friends were yesterday (e.g. *We were at the campsite yesterday.*) The second member (a boy) listens to the girl, repeats the information about the place where she and her friends were yesterday (e.g. *They were at the campsite yesterday.*) The third member (a girl) repeats the boy’s information and adds in the place she and her friends were yesterday (e.g. *They were at the campsite yesterday. We were at the campsite, too*)*.* Check comprehension.

**Step 3:** Divide the class in groups of three. Set a time limit for pupils to play the game. The group members discuss and decide the order of the speakers in the group. The game ends when all group members have done their roles. The group that says the most sentences in the shortest time will win the game.

**Fun corner and wrap-up:**

**Game: Pass the balls! (ppt)**

- Give two different coloured balls to two pupils, a red ball (ask the question) and a yellow ball (answer the question).

- Ask pupils to listen to music and pass the balls.

- Stop music suddenly.

- Have the pupil with a red ball ask a question. Have the pupil with a yellow ball answer the question.

E.g. Pupil A: *Were you on the beach yesterday?*

 Pupil B: *No, I wasn’t.*

- Praise pupils if they do the activity well.

**IV. REGULATION**

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**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 2: Activity 1-3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about activities someone did in the past.

- correctly say the phrases *listen to music, watch the fish, dance around the campfire, play chess* and use *What did you do yesterday? - We \_\_\_\_.* to ask and answer questions about activities someone did in the past.

- use *What did you do yesterday? - We \_\_\_\_.* in a freer context.

- use the phrases *listen to music, watch the fish, dance around the campfire, play chess* in relation to the topic “Our outdoor activities”.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website: hoclieu.vn

**III. LEARNING EXPERIENCES**

**Warm – up: Game: Ring the bells (ppt)**

- Tell pupils they are going to look at the picture and choose the correct answer *a, b* or *c*.

- Divide the class into two groups.

- Have one pupil from each group play *Rock, paper, scissors* to find the group which plays the game first.

- Have two pupils from two groups look at the picture and choose the correct answer *a, b* or *c* to fill in the blank. If he/ she has the answer, he/ she will ring the bell to give the answer.

- If he/ she chooses the correct answer, he/ she gets points for his/ her group. The group with more points is the winner.

- Have pairs of pupils read the sentences.

**Activity 1: Look, listen and repeat.**

**Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters. Let the class answer the question *Where were Mai and Minh last Saturday?* Check comprehension.

**Step 2:** Ask pupils to look at Picture **a**. Play the recording of the first dialogue for them to listen and familiarise themselves with the characters’ voice. Play the recording again, sentence by sentence, for pupils to listen and repeat. Correct their pronunciation where necessary. Draw pupils’ attention to the use of *were* after *We*.

**Step 3:** Repeat the same procedure for Picture **b**. Draw pupils’ attention to the question *What did you do there?* and the answer *We played badminton.* Explain that they are used to asking and answering about the activity Minh and Mai did in the past (on Saturday).

**Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat both dialogues. Correct their pronunciation where necessary.

**Activity 2: Listen, point and say.**

**Step 1:** Ask pupils to look at Picture **a**. Draw their attention to two girls listening to music at the theatre. Play the first part of the recording for pupils to listen and repeat the phrase (*listen to music*) under the picture, in chorus and individually, until they feel confident.

**Step 2:** Have pupils look at the speech bubbles and elicit the missing words in the answer (*listened to music*). Play the second part of the recording for pupils to listen to and repeat the question (*What did you do yesterday?*) and the answer (*We listened to music.*) until they feel confident. Explain that the question and answer are used to express the activity someone did in the past and that *listened* is the past tense of the verb *listen*. Check comprehension.

**Step 3:** Repeat **Steps 1** and **2** for Pictures **b**, **c** and **d**. Go around the classroom and offer help if necessary.

**Step 4:** Invite a few pairs to point at the pictures and act out the exchanges in front of the class. Praise good performance.

**Activity 3: Let’s talk.**

**Step 1:** Ask pupils to look at the pictures and identify the places and characters. Let pupils answer the questions such as *Who can you see? Where are they? What are they doing?* Remind them that the first exchange is used to ask and answer questions about

where someone was yesterday and the second about activities someone did there.

**Step 2:** Ask them to repeat the questions in chorus. Then point at each bubble and give an example answer for pupils to repeat in chorus (e.g. *Where were you yesterday? – We were at the campsite?, What did you do there? We danced around the campfire*.) Let pupils listen to and repeat the questions and the answers a few times, individually and in chorus.

**Step 3:** Give pupils time to work in pairs and take turns asking and answering questions about where the characters were and what they did with the help of the picture cues. Remind them to use the verbs in the past tense.

**Step 4:** Invite a few pairs to the front of the class and point at the pictures and act out the exchanges.

**Extension:** Put pupils into pairs and have them point at each picture and take turns asking and answering with the target structure of the activity in a freer context.

**Fun corner and wrap-up:**

**Game: Slap the board**

- Divide the class into two groups. Ask pupils to stand in two lines.

- Stick the cards with words they have learnt on the board.

- Call out a phrase, e.g. *listen to music* and have the first pupil from each group race to slap the correct card on the board and say it correctly.

- The first pupil to slap the correct card wins a point for their group.

- The group with more points wins. Praise the winner.

**IV. REGULATION**

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**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 2: Activity 4-6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- listen to and understand a text / passage in which the character talks about activities she and her friends did at the campsite and circle the correct options.

- complete two gapped exchanges with the help of picture cues.

- To sing the song *What did you do?* with the correct pronunciation, rhythm and melody.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website: hoclieu.vn

**III. LEARNING EXPERIENCES**

***\* Warm up****:* Game: Hot seat

- Tell pupils that they are going to listen to music and answer the question.

- Divide the class into five groups.

- Elect one pupil from each group to sit in the Hot Seat, facing the classroom with the board behind him/her.

- Write a word on the board. One of the group members of the pupil in the Hot Seat must help the pupil guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.

- Continue until each group member has described a word to the pupil in the Hot Seat.

**Activity 4: Listen and circle.**

**Step 1:** Ask pupils to read the questions and the answers. Draw their attention to the gaps in the answers and the options given. Have them work in pairs to guess the correct options that can be used to fill the gaps. Check comprehension.

**Step 2:** Play the recording all the way through so that pupils can become familiar with the character’s voice. Then play the recording again for them to listen and circle the correct options.

**Step 3:** Get pupils to swap their books with a partner and check their answers before checking as a class. Then play the recording and stop at the key sentence for the class to double-check their answers. Correct the answers if needed.

**Extension:** If time allows, have pupils retell the texts with the help of the answers they have done (e.g. *We were at the campsite last Sunday. In the morning, we walked around the lake. In the afternoon, we visited the zoo. In the evening, I played the guitar*.)

**Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

**Activity 5: Read and complete.**

**Step 1:** Do the first gapped exchange together as an example. Have pupils read the first question and guess the missing word in the answer (the place Ben was). Draw pupils’ attention to the picture and fill in the gap (e.g. *sports centre*). Then have pupils read the second question and guess the missing words in the answer (the activity Ben did). Ask them to look at the picture and elicit the missing words in the gap (*played football*). Give pupils time to read the exchange, look at the picture and fill in the gaps.

**Step 2:** Give pupils a time limit to do the second exchange. Go around the classroom and give help where necessary. Draw their attention to the use of *we* in the answers. Explain that we put -*ed* after the verb to show an activity in the past.

**Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board.

**Extension:** Ask pupils to use other words to fill in the gaps in the two exchanges. Then invite one pair of pupils to act out the completed exchanges in front of the class.

**Activity 6: Let’s sing.**

**Step 1:** Draw pupils’ attention to the title and lyrics of the song. Remind them the questions and answers in the lyrics are used to talk about the places the children were and the activities they did in the past (yesterday). Remind them the similarity of the questions but the differences in the answers in two verses of the lyrics. Encourage them to point at the pictures to reinforce their understanding. Check comprehension.

**Step 2:** Play the recording all the way through for pupils to listen carefully to the pronunciation and melody. Then play the recording line by line for them to listen and repeat. Correct their pronunciation where necessary.

**Step 3:** Play the recording all the way through and have pupils sing and clap along.

**Step 4:** Put pupils into two groups. One group sings the questions and the other group sings the answers.

**Extension:** Invite a few groups to the front of the class to sing. Encourage them to use other words to replace the place in the second line (e.g. I was on the beach) and the activities in the fourth and fifth lines (e.g. I played football, I played football on the beach).

**Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

**Fun corner and wrap-up:**

***Questions and answers:***

- Tell pupils they are going to ask and answer the questions about where their friends were and what they did there.

- Invite pairs of volunteers to the board. One pupil asks the question about where his/ her friend was and what he / she did there, another one answers the question.

 E.g. Pupil *A: Where were you last weekend?*

 Pupil *B: I was at the campsite.*

 Pupil *A: What did you do there?*

 Pupil *B: I danced around the campfire.*

- Have pairs of pupils continue practising with other friends.

- Praise pupils if they perform well.

**IV. REGULATION**

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**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 3: Activity 1-3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- correctly pronounce the three-syllable words with the stress on the first syllable as in *ˈcinema* and *ˈbakery* in isolation and as in the sentences *I was at the ˈcinema yesterday*. and *We were at the ˈbakery yesterday.*

- identify the stress on some three-syllable words and circle the word with a different stress pattern from the other two words.

- say the chant with the correct word stress, rhythm, and pronunciation.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website: hoclieu.vn

**III. LEARNING EXPERIENCES**

**Warm – up: *Sing a song***

- Spend a few minutes revising the previous lesson by having pupils sing the song *What did you do?* on page 65.

- Play the song for pupils to listen to and sing in chorus.

- Play the song again for pupils to sing in chorus and clap hands to reinforce the activity.

- Invite one pupil or a group to perform the song in front of the class.

**Activity 1: Look, listen and repeat.**

Step 1: Have pupils point at the word ꞌcinema and the sentence I was at the ꞌcinema yesterday. Draw attention to the stress on the first syllable of the word ꞌcinema. Play the recording of the word and the sentence for pupils to listen and repeat in chorus and individually, until they feel confident. Correct their stress and pronunciation if necessary.

Step 2: Invite a few pupils to listen to and repeat the word and the sentence in front of the class. Praise them when they do the task well.

Step 3: Repeat Steps 1 and 2 for the word and the sentence in the second line. Go around

the classroom and correct their pronunciation if necessary.

Step 4: Give pupils a time limit to practise saying the words and reading the sentences in

pairs or groups.

**Activity 2: Circle, listen and check.**

**Step 1:** Tell pupils the goal of the activity. Explain that they have to odd out the words with the first stress among the three syllable words. Then they listen to the recording and check the correct options. Check comprehension.
**Step 2:** Give pupils a time limit to do the task individually. Have them read the words and odd out the ones that have the stress on the first syllable. Then get pupils to swap books with a partner to check their answers.
**Step 3:** Play the recording and have pupils listen and check the options. Correct the answers where necessary.

**Step 4:** Invite a few pupils to read aloud the words in front of the class. Correct the stress in the words where necessary.

**Activity 3: Let’s chant.**

**Step 1:** Have pupils read the first verse of the chant and draw their attention to the first stress on the words *yesterday, cinema* and *interesting*. Check comprehension.

**Step 2:** Play the recording of the first verse for pupils to listen. Play the recording again, lineby line, for pupils to listen and repeat. Draw their attention to the stress of the words, the rhythm and pronunciation. Encourage them to clap while chanting.
**Step 3:** Repeat **Steps 1** and **2** for the second verse of the chant. Draw pupils’ attention to the first stress on the words *yesterday* and *bakery.* Check comprehension.
**Step 4:** Play the recording all the way through for pupils to chant and clap.

**Fun corner and wrap-up:**

**Game: Stand up - Sit down (ppt)**

- Tell pupils how to play the game.

- Have five pupils in each group take turns playing the game.

- Have them listen to the words and stand up or sit down. If they hear the word with the first syllable, they will stand up. If they hear the word with the second syllable, they will sit down.

- Repeat the game until all the words are said.

**IV. REGULATION**

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**Lesson 3: Activity 4-6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- read a text and show understanding by completing the gaps in the mind map.

- write a short text about outdoor activities with the help of the picture cues and gapped

sentences.

- present the results of a survey about outdoor activities to the class using the target language.

- Show their love and interest in doing free-time activities.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website: hoclieu.vn

**III. LEARNING EXPERIENCES**

**Warm – up:** Chant

- Review the chant.

- Play the chant for pupils to listen and say the chant in chorus.

- Invite a few groups to the front of the class to say the chant. The class may say the chant along and clap to reinforce the activity.

- Praise the pupils if they do it well.

**Activity 4: Read and complete.**

**Step 1:** Tell pupils the goal of the activity and explain that they should read the text and find the correct information to complete the gaps in the mind map. Draw their attention to the first gap which has been done as an example *(e.g. We: jogged around the lake).* Check comprehension.

**Step 2:** Have pupils look at the mind map and identify the name of the characters. Then let them read the text and find appropriate activities that they did and fill in the gap.
**Step 3:** Set a time limit for pupils to do the task independently. Remind pupils to use one activity for each gap. Go around the classroom and offer help if necessary.
**Step 4:** Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.

**Extension:** Invite one or two pupils to point at the completed mind map and tell the class about the activities the children did (e.g. *Last Saturday, we went to Hyde Park. We jogged around the lake in the morning. At noon, we had a party. Toby played the guitar. Frank sang. In the afternoon, Julia and Laura played badminton. David and the boys learned how to ride horses*.)

**Activity 5: Let’s write.**

**Step 1:** Tell the class the goal of the activity and explain that they should write a short text with the help of the picture cues and the first gapped sentence. Tell pupils that they should write about 30 words. Check comprehension.

**Step 2:** Do the first gapped sentence together as an example. Have pupils read the sentence and elicit the gap in the sentence. Then have them look at the picture and identify the place they went to (campsite) and write the word in the gap.

Example: *Last summer, we went to the campsite.*

**Step 3:** Give pupils time to look at the pictures and write the text independently. Go around and offer help if necessary.

**Step 4:** Get pupils to swap their books with a partner and check their texts before checking as a class.
**Step 5:** Invite one or two pupils to read their completed texts in front of the class.

**Suggested answer:**

 *Last summer, we went to the campsite. In the morning, we walked along the long road and watched the flowers (around the lake). At noon, we had a small party. We sang some English songs and ate cakes and sweets. In the afternoon, the boys played tug of war and the girls played badminton. We were all happy.*

**Activity 6: Project**

**Step 1:** Explain that pupils should ask one or two friends, using the suggested questions and answers shown in the survey (as homework). Then they use the survey to tell the class about where their friends went last summer and what activities they did.
**Step 2:** Have pupils work in groups of five. Each pupil shows his / her survey and tells the group about it, e.g*. Hi. Last summer, Linh and I were at the campsite. In the morning, we walked around the lake. In the afternoon, we sang and danced around the campfire. We had a lot of fun at the campsite.* Go around the classroom and offer help if necessary.

**Step 3:** Invite a few pupils to show their surveys and tell the class about them. Praise good performances.

**Fun corner and wrap-up:**

**Game: Mind map (ppt)**

- Introduce the activity.

- Show a mind map.

- Put pupils in four groups. Give each group a mind map. Ask pupils in each group to complete the mind map.

- Then have one pupil from each group to the front of the class to present their task.

- Praise pupils to encourage their performance.

**IV. REGULATION**

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