*Week 22 Preparing date: 9/2/ 2025*

*Period 85 Teaching date: 10/2 2025*

**Unit 13: Our special days**

**Lesson 1 (1, 2, 3)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- use *What will you do \_\_\_? – We’ll \_\_\_.* to ask and answer questions about what someone will do for a special day

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our special days”.

- ***Vocabulary:*** Children’s Day, Teachers’ Day, Sports Day, Mid-Autumn Festival

- ***Structures***: *A: What will you do on Children’s Day?*

*B: We’ll sing, dance and have a party.*

- ***Skills***: speaking and listening

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control and independent learning: perform pronunciation and speaking tasks.

**3. Attitude/ Qualities:**

- Enhance understandings of what people do on special occasions

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 207, 208, 209, audio Tracks 21, 22, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 18, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| --- | --- | --- |
| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (3’)**  **2. Presentation (15’)**  **3.Practice: (7’)**  **4. Production: (6’)**  **5. Fun corner and wrap- up (4’)** | *Sing a song:* ***Tet’s coming***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Show the video on the screen.  <https://www.youtube.com/watch?v=cv8d4alcdk8>  - Ask Ss to listen, sing and dance the song.  - Say “Open your book page 18” and look at “*Unit 13, Lesson 1 (1,2,3)”.*  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in the new lesson.*  **\*Procedure:**  -T elicits the new words  *+*  *Children’s Day: ngày Quốc tế Thiếu nhi (explain)*  *+*  *Teachers’ Day: ngày Nhà giáo Việt Nam (situation)*  *+ Sports Day: ngày hội thể thao*  *(picture)*  *+* *Mid-Autumn Festival: Tết Trung thu (picture)*  - T models *(3 times).*    - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2. Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts in which the characters ask and answer questions about what someone will do for a special*  *day.*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters and their activities in the pictures.  *+ Who are they?*  *+ Where are they?*  *+ What are they talking about?*    - 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.  **Activity 3**  **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to correctly* *use What will you do \_\_\_\_? – We’ll \_\_\_\_. to ask and answer questions about what someone will do on / at a special day.*  **\*Procedure:**  **\* *Structures:***  - T asks Ss look at *picture b* in activity 1 and helps Ss know the structure from the dialogue.  - T introduces new structures for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences.  *A: What will you do on Children’s Day?*  *B: We’ll sing, dance and have a party.*  ***\*Drill pictures***  - Have Ss look at the picture and identify the characters and their activities    - Have Ss point at pictures, listen and run through all the pictures.  - Have Ss point at the bubbles, listen and run through model sentences.  - Have Ss to practise:  + T asks the first picture, Ss answer  + Ss asks the second picture, T answers  + Group A asks the third picture, group B  answers  + Group B asks the last picture, group A  - Ask Ss to work in pairs to practise asking and answering the question *What will you do \_\_\_\_? – We’ll \_\_\_\_.*  - T controls and corrects.  - Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to* *correctly What will you do \_\_\_? – We’ll \_\_\_. in a freer context.*  **\*Procedure:**  - Have ss look at the picture and draw their attention to the names of four special days and the activities characters will do on / at these days.    - Elicit the answer in the speech bubble and write it on the board. Get Ss to say the completed sentences.  - Have Ss role-play to practise asking the questions and giving their answers in pairs, using the structures *What will you do \_\_\_? – We’ll \_\_\_.*  - Invite a few pairs to point at the pictures and ask and answer questions.  Game: **Spin the wheel**  - Divide class into 2-4 teams  - Each team takes turns choosing a month of the year, then asks and answers using the clues shown on the screen. If the ss can successfully make a conversation, they get to spin the wheel and get points for their teams. | - Sing and dance the song together.  - Ss listen and open their books  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and write  -Look at the pictures and say  +In picture a:  Mai: *Do you also have Children's Day in your country, David?*  David: *We went to the beach.*  + In picture b:  Mai: *What will you do on Children’s Day?*  David: *We’ll sing, dance and have a party.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss come to the front of the classroom to practice.  -Ss listen  - Ss look at the picture and answer.    -Ss listen  -Ss listen and repeat  -Ss repeat to the structures  - Ss look, listen and repeat  *+Picture a:*  *Some children dancing on Children’s Day*  *+ Picture b:*  *Some children singing on Teachers’ Day*  *+ Picture c:*  *Two children playing badminton on Sports Day*  *+ Picture d:* *Some children having a party at Mid-Autumn Festival*  -Ss point at pictures, listen and repeat  -Ss point at the bubbles, listen and repeat  -Ss practice in chorus  -Ss practice in chorus  -Ss work in pairs to practise asking and answering the question  - Pairs of Ss point at the pictures and say in front of the class  -Ss look at the picture and answer  *+* *Four pictures showing four different activities on / at four special days*  - Ss say the completed sentences.  -Ss work in pairs to ask and answer  -Ss perform in front of the class.  - Ss listen  -Ss listen and play the game  -Ss praise the winner. |

*Week 22 Preparing date: 9/2/ 2025*

*Period 86 Teaching date: 10/2/ 2025*

**Unit 13: Our special days**

**Lesson 1 (4, 5, 6)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- listen to and understand two communicative contexts in which pupils ask and answer questions about what someone will do for a special day.

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Our special days”.*

- ***Vocabulary:*** Review

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

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

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

**3. Attitude/ Qualities:**

- Show their pride in their personal information and what someone will do for a special day.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 210, 211, 212; audio Tracks 23, 24; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Student’s book Page 19, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| **Stages/ Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  **2.Practice: (25’)**  **3. Fun corner and wrap- up (5’)** | *Game:*  ***Pass the teddy bears***  *\*****Aims:*** *to* *revise the learned structures.*  **\*Procedure:**  - Give two different colored teddy bears to two pupils, a black teddy bear (ask the question) and a white teddy bear (answer the question).  - Ask ss to listen to music and pass the teddy bears.  - Stop music suddenly. Have the student with a black teddy bear make a question. Have the student with a white teddy bear answer the question.  - Repeat the game several times.  - Say “Open your book page 19” and look at *“Unit 13, Lesson 1 (4,5,6)”.*  **2.Practice: (25’)**  **Activity 1. Listen and tick or cross:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand four communicative contexts in which speakers ask and answer questions about what someone will do on / at a special day.*  **\*Procedure:**  - Have ss look at the picture and elicit the activities in the pictures.  *+What will they do?*    - 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 for pupils to do the task.  + Play the recording a third time for pupils to check their answers.  - Get Ss to swap books with their partner, then check answers as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Have ss explain the answers.  *Key: 1. x 2. x 3.v 4.v*  **Activity 2.** **Read and complete.**  ***\*Aims:*** *Ss will be able**to* *complete four gapped exchanges with the help of picture cues.*  **\*Procedure:**  - Get Ss to look at the pictures and identify the activities.    - Have Ss look at the four incomplete exchanges and elicits the options  - T models with sentence 1  + Have Ss circle the correct answer *(have a party)*  + Have Ss look at the picture and identify the needed information *(have a party).*  - Have Ss work in groups and complete the sentences 2, 3 and 4.  - Get Ss to swap books with a partner and check their answers before checking as a class.  -T gives feedbacks.  *Key:*  *1. have a party*  *2. Teachers’ Day*  *3. on Sports Day, We’ll*  *4. What will, sing and dance*  **Activity 3. Listen, complete and sing**  ***\*Aims:*** *Ss will be able to* *listen and complete the song What will you do on Children’s Day? and sing it with correct pronunciation, rhythm and melody.*  **\*Procedure:**  - Introduce the title and lyrics of the song:*What will you do on Children’s Day?*    - Tell ss the aim of the activity  - Draw ss’ attention to the gapped sentences and guess the missing words and complete the sentences.  - Play the recording all the way through for ss to listen to the whole song.  - Play the recording again for them to fill in the gaps with the missing words.  - Check answers together as a class.  - Play the recording line by line for pupils to listen and repeat.  - Invite a few groups to the front of the class to sing the song.  **Game:**  **Guessing game**  - Draw ss’ attention to the screen.  - Explain the rules of the game: Ss look at the clue and guess  + 1 open-picture: get 3 points  + 2 open -pictures: get 2 points  + All pictures left: 1 point . | - Ss listen to the teacher’s instruction  - Ss play the game  *Ex:*  *A: What will you do on Teacher’s Day?*  *B: We’ll sing and dance.*  - Continue playing the game.  - Ss open their books  -Look at the pictures and say:  *+ Picture 1:* *A group of children dancing*  *+ Picture 2:* *A group of children singing*  *+ Picture 3: Some boys playing football*  *+ Picture 4:* *A group of children having a party in the moon*  -Ss guess the answers  - Ss listen to the tape  - Ss listen again and do the task.  - Ss listen and check their answers  - Ss swap books with their partner, then check answers as a class and guessing  -Ss explain the answers  -Ss look at the picture and identify the activities.  -Ss look at the exchanged and pay attention  -Ss look and say the correct answer  -Ss listen and pay attention  -Ss complete the sentences  -Ss swap books with a partner and check their answers before checking as a class.  -Ss listen  - Ss listen and pay attention  - Ss listen to the teacher’s instruction.  - Ss look at the gapped sentences and guess the missing words and complete the sentences.  - Ss listen to the song  - Ss listen and fill in the gaps with missing words.  - Ss check answers together as a class.  - Ss listen to the recording, line by line, and repeat.  - Ss come to the front of the class to sing the song.  - Ss follow the teacher’s instructions.  - Ss look at the screen and guess what the word is. |

**D. ADJUSTMENTS (if necessary):**

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*Week 22 Preparing date: 9/2/ 2025*

*Period 87 Teaching date: 14/2/ 2025*

**Unit 13: Our special days**

**Lesson 2 (1, 2, 3)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts in

which characters ask and answer questions about drinks they will have at an event.

- correctly use *What food / drinks will you have at the party? – We’ll have \_\_\_.* to ask and answer questions about food and drinks someone will hav an event.

- use *What food / drinks will you have at the party? – We’ll have \_\_\_.* in a freer context.

- ***Vocabulary:*** burgers, milk tea,

- ***Structures:***  *A: What food / drinks will you have at the party?*

*B: We’ll have milk tea.*

- ***Skills***: speaking and listening

**2. Competences:**

- Critical thinking and creativity: learn how to ask and answer questions about someone’s food and drinks at an event correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

**3. Attitude/ Qualities:**

- Enhance understanding of different kinds of food and drinks at different styles of event.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 212, 213, 214; audio Tracks 25, 26, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 20, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| --- | --- | --- |
| **Stages/ Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (3’)**  **2. Presentation (15’)**  **3.Practice: (7’)**  **4. Production: (6’)**  **5. Fun corner and wrap- up (4’)** | *Game:*  ***Roll the dice***  *\*****Aims:*** *to revise the sentence structures about someone who did something in the past.*  **\*Procedure:**  - Divide the class into groups of six. Have each student count the numbers from one to six.  - Ask a student from each group to roll the dice to choose a pupil asking the question.  - Ask that student to ask the question and invite another student of the group to answer the question.  - Say “Open your book page 20” and look at “*Unit 13, Lesson 2 (1,2,3)”.*  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in the new lesson.*  **\*Procedure:**  -T elicits the new words  *+*  *burgers: những bánh mì kẹp thịt*  *(picture)*  *+*  *milk tea: trà sữa (picture)*  - T models *(3 times).*    - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2. Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts in*  *which characters ask and answer questions about drinks they will have at an event.*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters and predict what they are talking about.    - Play the recording for them to listen.  - Play the recording again (sentence by sentence) for Ss to listen and repeat Correct their pronunciation where necessary.  - Invite a few pairs to the front of the classroom to listen to and repeat the sentences.  - T checks pronunciation for ss.  **Activity 3**. **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to use What food / drinks will you have at the party? – We’ll have \_\_\_. to ask and answer questions about food and drinks someone will have at an event.*  **\*Procedure:**  **\* *Structures:***  - 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 structures.  *A: What food / drinks will you have at the party?*  *B: We’ll have milk tea.*  ***\*Drill pictures***  - Have Ss look at the pictures and elicit identify the food and drinks.    - Have Ss point at pictures, listen and run through all the pictures.  - Have Ss point at the bubbles, listen and run through model sentences.  - Have Ss to practise:  + T asks the first picture, Ss answer  + Ss asks the second picture, T answers  + Group A asks the third picture, group B  answers  + Group B asks the last picture, group A  - Ask Ss to work in pairs to practise asking and answering the question *What food / drinks will you have at the party? – We’ll have \_\_\_.*  - T controls and corrects.  - Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  - T gives feedbacks.  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to* *use What food / drinks will you have at the party? – We’ll have \_\_\_. in a freer context.*  **\*Procedure:**  - Ask questions to help them identify the context.    - Elicit the answer in the speech bubble and write it on the board. Get Ss to say the completed sentences.  - Have Ss role-play to practise asking the questions and giving their answers in pairs, using the picture cue *What food / drinks will you have at the party? – We’ll have \_\_\_. And What will you do at/ after the party?- We\_\_\_*  - Invite a few pairs to point at the pictures and ask and answer questions.  - Invite some pairs of ss to ask and answer questions about the real activities  **Game:**  **Prepare for your party**  - Divide the class into three teams.  - Tell the ss that they are working at a restaurant. They have to ask their customers what food and drinks they want for their parties and serve on the table.  - Ask the ss to look at pictures and read the full sentences.  - Ask ss to check their friends’ pronunciation.  - Play the game. | - Ss listen to teacher’s instruction  - Ss play the game  *Ex:*  *A: What will you do on \_\_\_\_?*  *B: We’ll \_\_\_\_\_\_*  - Ss open their books  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and write  -Look at the pictures and get to know the characters in the pictures.  *+ In picture a:*  Mary: *Hi, Mai. Will you come to my birthday party next Sunday?*  Mai: *Yes, I will. Thanks!*  *– In picture b:*  Mai: *What drinks will you have at the party?*  Mary: *We’ll have fruit juice and milk tea.*  Mai: *Shall I bring some fruit?*  Mary: *Yes, please!*  -Ss listen  -Ss listen and repeat in chorus  - Pairs of Ss listen and repeat  -Ss listen  -Ss look at the picture and answer.    -Ss listen  -Ss listen and repeat  -Ss repeat to the structures.  - Ss look, listen and answer  *a: A pizza*  *b: Two burgers*  *c: Three glasses of milk tea*  *d: Two bottles of apple juice*  -Ss point at pictures, listen and repeat  -Ss point at the bubbles, listen and repeat  -Ss practice in chorus  -Ss practice in chorus  -Ss work in pairs to practise asking and answering the question  - Pairs of Ss point at the pictures and say in front of the class  -Ss look at the picture and answer  *+*  *Some food and drinks (chicken, vegetables, rice, grapes, mineral water and milk) for a meal on the first table. Some food and drinks (apples, chips, a pizza and a burger, apple juice and milk tea) for a*  *party on the second table*  - Ss say the completed sentences.  -Ss work in pairs to ask and answer  *A:What food / drinks will you have at the party?*  *B:We’ll have pizza.*  *A: What will you do at/ after the party?*  *B: We’ll sing and dance*  -Ss perform in front of the class.  - Ss ask and answer about their family.  -Ss listen to the teacher  - Ss play the game  - Continue playing the game. |

**D. ADJUSTMENTS (if necessary):**

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*Week 22 Preparing date:9/2/ 2025*

*Period 88 Teaching date: 14/2 2025*

**Unit 13: Our special days**

**Lesson 2 (4, 5, 6)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- use *What food / drinks will you have at the party? – We’ll have \_\_\_.* to ask and answer questions about the food and drinks someone will have at an event

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Our special days”.*

- ***Vocabulary:*** Review

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

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

**3. Attitude/ Qualities:**

- Enhance understanding of what people eat and drink on special occasions.

- Express their preferences for food and drinks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 216, 217; audio Tracks 27; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Student’s book Page 21, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/ Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  **2.Practice: (25’)**  **3. Fun corner and wrap- up (5’)** | *Play a game:* ***“Run to the corner”***  *\*****Aims:*** *to* *revise the sentence structure* **\*Procedure:**  - Draw ss’ attention to the pictures and say the name of food and drinks.  - Ask 2 ss to come to the front and ask about *their food and drinks they want at their parties*.  + When they finish answering the questions, other players (1 from each team) will run to the pictures mentioned and say the name of that food/ drinks.  + Who faster is the winner and get 1 point for that round.  - Say “Open your book page 21” and look at *“Unit 13, Lesson 2 (4,5,6)”.*  **Activity 1. Listen and tick:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand two communicative contexts in which characters talk about food and drinks they will have at an event and tick the correct pictures*  **\*Procedure:**  - Elicit the names of the food and drinks    - 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 2.** **Read and complete**  ***\*Aims:*** *Ss will be able**to* *complete two gapped exchanges with the help of picture cues.*  **\*Procedure:**  - Ask Ss to identify the food and drinks someone will have at a meal / party.  - Have Ss look at the 2 incomplete exchanges and elicits the missing words in the sentences.  - T models with the first sentence  + Ask Ss what is missing in the sentence *(will).*  + Have Ss look at the picture and identify the needed information *(And what drinks will we have)*  - Have Ss work in pairs and complete  - Get Ss to swap books with a partner and check their answers before checking as a class.  *Key:*  *1. will, apple juice*  *2. burgers and pizza, we, mineral water and milk tea*  **Activity 3. Let’s play.**  ***\*Aims:*** *Ss will be able to practise the target vocabulary and sentence patterns by playing the game Our Children’s Day party menu*  **\*Procedure:**    - Tell the class that the game will be played in groups of three. Ss in each group will discuss as many names of *fruit, food and drinks* as possible in the menu for their *Children’s Day party*  - Invite two or three groups to the front of the class.  - Let Ss have a time limit to make a menu (*including fruit, food and drinks*).  - Each group shows and tells the menu to the class. The group that says the most sentences about their menu with correct grammar will be given five points / stars.  **Game:**  **Lucky Food (ppt)**  - Divides the class into 3 teams.  - Each team takes turns choosing a food/ drink and answering the question.  - T checks the answer with the whole class.  - Ss collect the points if they answer the question correctly.  - The team with the most points is the winner. | - Ss pay attention.  -Ss play the game  - Ss congratulate to the winner  - Ss open their books  - Look at the pictures and say:  *1a. Two burgers, some chips, two apples and two bottles of mineral water*  *1b. Two burgers, some chips, two apples and two glasses of milk tea*  *1c. Two burgers, some chips, two apples and two glasses of apple juice*  *2a. Two burgers, some grapes and two glasses of apple juice*  *2b. Two pizzas, some grapes and two glasses of apple juice*  *2c. Some chips, some grapes and two glasses of apple juice*  -Ss guess the answers  - Ss listen to the tape and match  - Ss listen again, match and swap books with their partners.  - Ss check their answers and guessing  - Ss answer and check  -Ss listen and repeat.  -Ss look at the picture and say  -Ss follow the teacher.  -Ss read and answer  -Ss work in pairs and fill in the gaps  - Ss swap books and check  -Ss listen and pay attention  - Ss play the game  -Ss play the game  -Ss play the game  -Ss play the game |

**D. ADJUSTMENTS (if necessary):**

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