

綜合領域沉浸式英語教學教案設計-
主題一

主題名稱	當我們同在一起	教學設計者	簡孟芳
教學對象	三年級第一學期	教學節次	4 節課(160 分鐘)
能力指標	3-2-1 參加團體活動，並能適切表達自我、與人溝通。		
學習重點	<p>學習表現：</p> <p>2b-II-1 體會團隊合作的意義，並能關懷團隊的成員。</p> <p>2b-II-2 參加團體活動，遵守紀律、重視榮譽感，並展現負責的態度。</p> <p>學習內容：</p> <p>Bb-II-1 團隊合作的意義與重要性。</p> <p>Bb-II-2 關懷團隊成員的行動。</p> <p>Bb-II-3 團體活動的參與態度。</p>		
領域核心素 養	<p>綜-E-B1 覺察自己的人際溝通方式，學習合宜 1 的互動與溝通技巧，培養同理心，並應用於日常生活。</p> <p>綜-E-C2 理解他人感受，樂於與人互動，學習尊重他人，增進人際關係，與團隊成員合作達成團體目標。</p>		
教學方法	討論教學法、分組合作學習		
英語學習	vocabulary	sentences	

<p>name, year, old, color: blue, green, red, pink, yellow, orange , favorite, happy, excited, nervous, worried, ping-pong, Taipei 101, straws and rubber bangs, teamwork, work, help, care, talk, listen,</p>		<ol style="list-style-type: none"> 1. What's your name? My name is_. 2. What's your favorite color? I like _____. 3. What do you like to do? I like _____. 4. What are you good at? I am good at_____. 5. What's your favorite animal? I like _____. 6. What are you scare of? I am scared of _____. 7. What's your favorite food ? I like <u>chicken</u>. 8. How do you feel about this new semester? I feel _____. 9. Who is this? 10. Pass the ping-pong ball in the cup. 11. Build a Taipei 101. 12. Work together. 		
<p>教學活動</p>		<p>教學 時間</p>	<p>教具</p>	<p>評量</p>

第一節

一、引起動機

開學了，小朋友們到了新的班級有這什麼的心情及發現呢？請小朋友先看課本 p4 and p5，看圖片中的怪獸的表情及心情。

--Teacher:

. It's the new semester, new classmates.

What do you know any of your classmates?

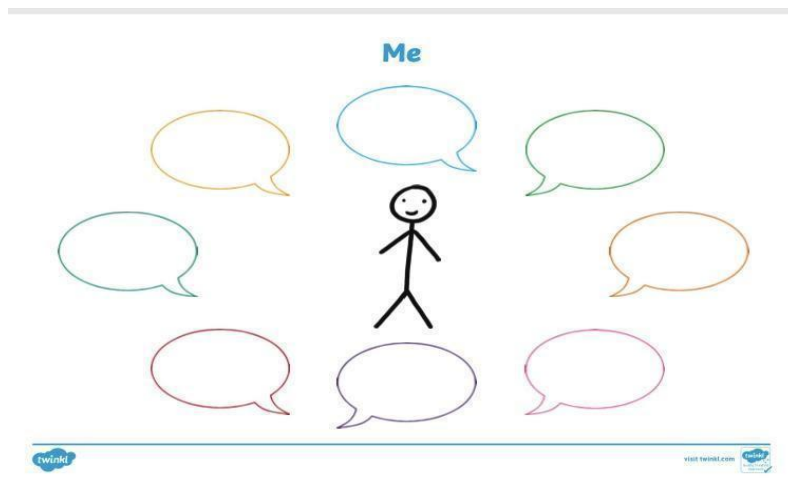
How do you feel? Let's look at the picture on p4 and 5.

How many monsters do you see? What happens?

How does he feel? Happy, excited, scared, worried, sad.

二、發展活動

體驗活動活動一：Me worksheet



請學生回答 PPT 上的八個問題，回答當中詢問部分學生他們的答案。

--Teacher:

1. What's your name? I am _____.
2. What's your favorite color? What color do you like? It's _____.
3. What do you like to do? I like to _____.
4. What are you good at? I am good at _____.
5. What's your favorite animal? What animal do you like? It's _____.
6. What are you scared of? I am scared of _____.
7. What's your favorite food? What do you like to eat? It's _____.
8. How do you feel about this new semester? I feel _____.

10

自我
介紹
花瓣
卡

小組
合作

30

<p>綜合活動 老師發現很多同學喜歡吃牛肉、藍色、打球，同學間有許多的共同點，也有不同的地方，下週我們要來看看小朋友們的共同點有那些。</p> <p>What do we have in common? Ms. Chien found out that a lot of students like to eat beef, color blue and play sports.</p> <p style="text-align: center;">第一節結束 End of the 1st class</p> <p>第二節</p> <p>引起動機 (8 mins) 這是大家上週寫的 Me worksheet, Now let's go through all the questions again.</p> <p>發展活動 (25 mins) 活動一：Do we have something in Common. 小組活動:</p> <ol style="list-style-type: none"> 1. Four or five students in a group. 2. Talk and share your Me worksheet. 3. 看看你們有沒有 something in common. 4. One team leader. One notetaker. One speaker. <p>Now I need 4 students to show how to do it with me. (老師和四位學生示範，並分組及進行角色分配。)</p> <p>活動二: Sharing 各組學生代表輪流上台報告。 When you're up here, tell us your name and what you have in common.</p> <p>綜合活動</p> <ol style="list-style-type: none"> 1. 教師分享小組活動時看到的正向行為。 2. 完成各組討論及分享後，我們是不是更認識彼此? <p>第三節課</p> <p>暖身活動(10mins) 老師將上次學生完成的 Me worksheet 名字遮住拍照後做成簡報給學生猜是哪位同學，讓我們來考驗一下你們的默契。</p> <p>發展活動 (25 mins)</p> <ol style="list-style-type: none"> 1. 杯子傳球: <ul style="list-style-type: none"> -- Come up with a team name. -- Pass the ping pong to the box with a cup. -- The team that finishes first wins. -- Ms. Chien will set up the clock. <p>Now I need four students to show everyone how to do it.</p>	10		<p>發表</p> <p>聆聽發表實作評量</p>
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2. 討論: 如何可以更快?

How can you make it faster?老師先帶領全班討論，再分組討論，完成小組討論後，進行第兩次競賽。

--What can you do to make it faster? Rearrange the position? Is there any trick you can do to make it faster?

--Now Ms. Chien will give you 2 minutes to talk with your teammates to make you go faster in the next round.

-- Second round of the game.

三、綜合活動 (5 mins)

老師發現第二次大家的時間都縮短了，你們是怎麼做得的？

Can any team leader share with us how you did it?

-- Emphasize the importance of working together.

--Emphasize the appreciation of listening and sharing ideas.

第四節課

引起動機(10mins)

看看動物們如何團結合作:

1.What do you see? [The Power Of Teamwork - Funny Animation - YouTube](#)

2. Where might you find a team?

3. Why do teams work together?

發展活動 (25 mins)

1. 吸管 101

Teamwork:

You're going to build Taipei 101 with straws and rubber bands.

You will have 10 minutes to build Taipei 101.

2. Ask students to look the Wordle and have them tell what skills did they apply to make their Taipei 101.



綜合活動 (5 mins)

老師說明班級如同一個大家庭，如何讓我們大家庭更好。

We are a big team and family.

How can we make our class a good team?

We can:

- work together;
- listen to our teammates;
- talk to our teammates;
- help our teammates;
- thank our teammates;



(班規由各班導師與學生共同定訂。)

綜合領域沉浸式英語教學教案設計-

主題二

主題名稱	情緒大不同	教學設計者	簡孟芳
教學對象	三年級第一學期	教學節次	4 節課(160 分鐘)
核心素養 Core Competency	綜-E-A1 認識個人特質，初探生涯發展，覺察生命變化歷程，激發潛能，促進身心健全發展。		
學習重點 Learning Focus	學習表現 Students' performance	1d-II-1 覺察情緒的變化，培養正向思考的態度。	
	學習內容 Learning content	Aa-II-3 自我探索的想法與感受。 Ad-II-1 情緒的辨識與調適。	
學習目標 Learning Objectives	<ol style="list-style-type: none"> 1. 能從分享生活事件，認識自己及他人的情緒。(Knowledge) 2. 能分辨情緒讓自己感受舒服或不舒服。(Skill) 3. 能透過情緒溫度計表達情緒強度。(Attitude, Application) 4. 能理解教師使用雙語進行的教學內容，並樂於嘗試使用簡單的英語字詞句子回應教師的提問。(Bilingual Education) 5. 能參與小組討論活動，與同學合作，充分表達自己的想法。(Learning Attitude) 		
教學方法	討論教學法、分組合作學習、角色扮演		
英語學習	vocabulary	sentences	
	happy, sad, grumpy, angry, embarrassed, surprised, worried, confused, shy, stressed, bored, scared, ask, listen, understand, self-control, timekeeper, manager, notetaker, reporter, energy tree	<ol style="list-style-type: none"> 1. How do you feel? I feel _____. 2. How would you feel? I would feel _____. 3. Do you feel _____, too? 4. Make a paper airplane. 5. Fly your paper airplane. 6. Stop a paper airplane. 7. Pick up a paper airplane. 8. My name is _____. 9. Thank you for listening. 	
教學活動		時間	教具 評量

<p>情緒大不同</p> <p>第一節</p> <p>一、引起動機</p> <p>1. 詢問學生今天的情緒如何？ How are your today? Why?</p> <p>二、發展活動</p> <p>1. 你看得出他們的情緒嗎？ Please look at these faces. Can you see their emotions? Can you tell me how they feel? Words: happy, sad, grumpy, angry, embarrassed, surprised, worried, confused, shy, stressed, bored, scared.</p> <p>2. 小朋友你什麼時有類似的情緒？ Do you like to show us what makes you feel <u>happy</u>?</p> <p>3. How does he/ she feel? (a game from Baamboozle)</p> <p>三、綜合活動</p> <p>我們來猜猜看他怎麼了，是因為什麼事情？ What does he/she feel? Do you know what happened to him or her? 好像 we can tell how they feel. 但也不定正確. 而且 We can' t tell what happened to him or her.</p> <p>第二節</p> <p>一、引起動機</p> <p>1. Self-control paper planes. 學生製作紙飛機，並依規則試飛，由此活動帶出自我控制的概念。 Everyone, you're going to make a paper plane. You will get a piece of paper. Do you know how to make it? No? Okay here is the video to show you how. Now please follow it. Are you ready to fly your paper plane over to the other side? Yes? Good. Rule 1, Ms. Chien says go and you fly your plane. Rule 2, you can stop any plane with your palm. Rule 3, don' t pick up a plane before</p>	<p>5</p> <p>10</p> <p>10</p> <p>5</p> <p>5</p> <p>15</p>	<p>PPT</p> <p>廢紙</p>	<p>聆聽發表實作評量</p>
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<p>Ms. Chien says get one.</p> <p>Conclusion: This is called self-control.</p> <p>二、發展活動</p> <p>情緒你我他: How would your feel?</p> <ol style="list-style-type: none"> Review the adjectives we learnt last week. Read through the 10 situations and have students think about how they would feel? <ul style="list-style-type: none"> -數學期中考 45 分 -國語期中考 100 分 -刮刮樂中獎 5000 元 -You see a bear in the forest. -No school today. -老師請全班喝飲料, 但你沒有喝到。 -我們在玩時, 同學打到我。 -你今天不小心打到同學, 同學很生氣。 -你回到座位, 發現你的椅子都是水。 -You' re lost in Taipei. You don' t see your father and mother. Feeling relay: Students will take turns to write down their feelings in these situations. 	<p>23</p>	<p>PPT and the questions</p>	
<p>三、綜合活動</p> <p>下週老師會把大家的答案整, 我們再來進行討論。</p> <p>Everyone has different feelings/emotions for these situations. Next week we will look at your feelings and discuss it.</p>	<p>2</p>	<p>紙籤 PPT 及 small white-boards</p>	
<p>第三節</p> <p>一、引起動機</p> <p>情緒表情猜一猜</p> <p>Ms. Chien needs five students to act out their feelings for the situations. and you' re going to guess how he/she feels_____. and what happens to him/her?</p> <p>二、發展活動</p> <ol style="list-style-type: none"> 老師統整上週學生的反應, 請小朋友看看大家的反應: 	<p>10</p>	<p>3A paper</p>	

<p>Now let's look at your feelings for these ten situations.</p> <p>2. Questions for discussion:</p> <p>-你的反應是(Do you feel <u>angry</u> too?) 為什麼有些人的反應會跟你不一樣。(Why do you have a different emotion/feeling for this?)</p> <p>-我們如何察覺自己的情緒。 How do we figure out what emotions we are feeling? How do you notice his or her feelings?</p> <p>-當不確定對方情緒時, 我們該如何做? 1. When we're not sure about his/her feelings, what can we do? 2. Role-play of the situation.</p> <p>-哪些情緒是你常有的? What emotions do you often feel?</p> <p>三、綜合活動</p> <p>1. 每個人表達情緒的方式不同, 情緒受想法及可能受當下的狀態影響, 如: 身體不適等因素。(想法, 對情形的解讀)</p> <p>2. 學會如何察言觀色, 可以讓我們更了解所處的環境, 並做出適當行為的判斷。</p> <p>1. Ask 2. Listen 3. Understand</p> <p>第四節 (尊重他人的情緒)</p> <p>一、引起動機</p> <p>https://www.youtube.com/watch?v=8AGgbIQyqR8</p> <p>What happened to the girl? (jealous-angery-love-self-control)</p> <p>二、發展活動</p> <p>1. 小組討論: Teamwork: 哪些情緒是你比較喜歡? 那些情緒是你比較不喜歡的? 請說明原因? The emotions you like and the emotions you don't like. You're going to find out what your teammates think. You need a manager, a reporter, a notetaker and a timekeeper. The manager helps everyone and makes sure everyone talks. The notetaker takes notes. The timekeeper makes sure everyone has the same amount of time taking and your team finishes the task before</p>	<p>5</p> <p>5</p> <p>30</p>	<p>A4 paper for notetaking</p> <p>Youtube video</p> <p>PPT</p>	
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<p>time's up. The reporter has to report your answer to the whole class.</p> <p>三、綜合活動</p> <p>從同學的報告中,我們發現,大部分的同學都不喜歡負面的情緒,但有部分同學喜歡像 bored, worried, 的情緒,因為 feelin bored,有時可以幫我們休息一下,而 worried, 可幫忙我們表現更好。</p>	5		
<p>第五節 (Energy Tree)</p> <p>一、引起動機。(情緒拔河)</p> <p>Who wants to be teacher' s anger? 情緒拔河, let' s see how angry I am. Let' s pull~. Don' t let go. 生氣心裡,就像你在跟自己的生氣拔河,一旦你放手,你會跌倒,這時我們可以怎麼做,先 stop my anger. Okay, now stop. How do you feel?</p>	5	cut paper leaves and a poster with a tree trunk	
<p>二、發展活動</p> <p>1. When we feel bad/sad/angry..., 有人來安慰我們,鼓勵我們, It would be wonderful. What nice words would you like to hear when you feel bad.</p>	25		
<p>2. 能量樹 (Engery Tree)</p> <p>1. Now you are going to write words that you want to hear when you feel bad. Everyone will have a leaf. When you are done, glue your leaf to the tree.</p> <p>2. Now let' s see what you like to hear from your friends when you feel bad.</p> <p>三、綜合活動</p> <p>Ms. Chien will stick your Energy Tree in the back of our classroom. Next time when someone feels bad, find his leaf and say the words to him. Okay.</p>	5		

凱旋國小綜合領雙語語教學教案設計-

主題三

主題名稱	自我的探索	教學設計者	簡孟芳、李進修、張筑喻	
教學對象	三年級第一學期	教學節次	7 節課(280 分鐘)	
核心素養 Core Competency	綜-E-A1 認識個人特質，初探生涯發展，覺察生命變化歷程，激發潛能，促進身心健全發展。			
學習重點 Learning Focus	學習表現 Students' performance	1a-II-1 展現自己能力、興趣與長處，並表達自己的想法和感受。 1a-III-1 欣賞並接納自己與他人。		
	學習內容 Learning content	Aa-II-1 自己能做的事。 Aa-II-2 自己感興趣的人、事、物。 Aa-II-3 自我探索的想法與感受。 Aa-III-1 自己與他人特質的欣賞及接納。 Aa-III-2 對自己與他人悅納的表現。 Ba-II-2 與家人、同儕及師長的互動。 Ba-II-3 人際溝通的態度與技巧。 Ba-III-3 正向人際關係的建立。		
學習目標 Learning Objectives	透過活動及經驗分享，覺察自己的興趣及長處，並欣賞自己及他人的興趣及長處。			
教學方法	討論教學法、分組合作學習、角色扮演			
英語學習	vocabulary	sentences		
	hobby, hobbies, running, biking, playing computer/video games, swimming, drawing, playing basketball, playing table tennis, playing soccer, playing board games, skateboarding, show and tell, strength, a manager, reporter, a timekeeper, notetaker	1. What' s your hobby? 2. Do you like ____? 3. My strengths are _____ and _____. 4. I am _____. 5. My hobby is _____. 6. I am the reporter of Team ____.		
教學活動		時間	教具	評量

<p>第一節 興趣萬花筒</p> <p>1、引起動機</p> <p>老師介紹自己平時喜歡做的事情，以及做這些事帶來的感覺。</p> <p>Look at the picture. Can you tell what Ms. Chien likes to do after school?</p> <p>When I am gardening, I feel happy and calm.</p> <p>2、發展活動（興趣萬花筒）</p> <p>1. 影片（興趣的定義）：</p> <p>https://stv.naer.edu.tw/video.jsp?p=288550&t=s</p> <p>You are going to watch a video. Find out the answers for these two questions.</p> <p>--What is a hobby?</p> <p>--What' s Snake' s hobby?</p> <p>2. 興趣猜一猜(Two pictures one hobby)</p> <p>Look at the pictures and tell what hobby it is.</p> <p>Do you like _____?</p> <p>Let' s see what the most popular is in our class.</p> <p>3、綜合活動</p> <p>小朋友除了我們老師今天給大家看的興趣活動，小朋友你們是不是有其他老師沒有列出來的興趣，對嗎？今天老師要請小朋友想想自己喜歡做的事有那些？</p> <p>I want to assign you a task today. Think about what you like to do in your free time. Next week you' re going to share that with us.</p>	<p>5</p> <p>15</p> <p>15</p> <p>5</p> <p>15</p>	<p>PPT</p>	<p>聆聽發表評量</p>
<p>第二節（我的興趣）</p> <p>一、引起動機（翻花繩）</p> <p>a video: https://www.youtube.com/watch?v=akxtLtJ9PqE</p> <p>Let' s watch a video.</p> <p>Do you know anyone who likes doing this string trick?</p> <p>Now let' s learn how to make a broom with a string.</p> <p>二、發展活動（My hobby mini booklet.）</p>	<p>15</p>	<p>30 條 翻花繩子</p>	<p>聆聽發表實作</p>

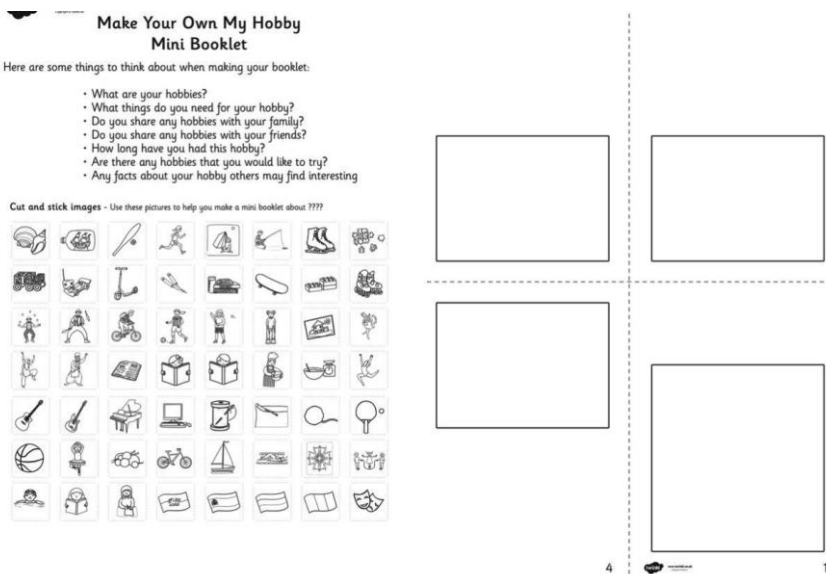
現在我們要來做一做我的興趣小書。

Now you' re going to make your hobby booklet.

Here are some things to think about when making your booklet:

1. What are your hobbies?
2. What things do you need for your hobby?
3. Do you share any hobbies with your family?
4. Do you share any hobbies with your friends?
5. How long have you had this hobby?
6. Are there any hobbies that you would like to try?
7. Any facts about your hobby others may find interesting?

Here is the pattern for your booklet.



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PPT and worksheets

This is Ms.Chien' s booklet. Let' s take a look and you will know how to make it.

三、綜合活動

老師剛剛發現小朋友的興趣有語文類、有體能類、有.....很多元，下週老師想請小朋友進行興趣分享會的討論，請小朋友選擇一項自己的興趣活動中選擇一樣與大家分享。

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<p>Next week, Ms. Chien will have you talk about our hobby sharing activity. You' re going to choose one of your hobbies to share with us.</p>			
<p>第三節 (興趣分享會討論)</p> <p>一、引起動機 (認識同學的興趣)</p> <p>閱讀同學的 hobby booklet. 並選出你欣賞的作品。</p> <p>Read and Pass:</p> <p>We are going to read the hobby booklets you made. and you will get 5 stickers to vote for your favorite booklets.</p> <p>Question:</p> <p>1. Do you remember any of the booklets you just read?</p> <p>2. Who did a good job? Why?</p>	<p>15</p> <p>10</p> <p>5</p>	<p>students' booklets</p>	<p>聆聽發表實作評量</p>
<p>二、發展活動 (Team Discussion)</p> <p>Videos to show kids how to share their hobbies:</p> <p>1. https://www.youtube.com/watch?v=jSDUtnxHuZ4 .</p> <p>2. https://www.youtube.com/watch?v=ESfMpo9ozrk 3.</p> <p>https://www.youtube.com/watch?v=o_rpHvtgt_Q</p> <p>--想一想 :</p> <p>1. In the video, are the kids doing great?</p> <p>2. What did they do before their Show and Tell?</p> <p>3. What shall you do before our Show and Tell?</p> <p>4. Now you' re going to talk about what hobbies you' re going to share with us in three weeks (12/20).</p> <p>--Group discussion:</p> <p>1. We need a notetaker, a recorder, a reporter, and a timekeeper.</p>	<p>10</p> <p>10</p>	<p>worksheet for notetaking</p>	

2. You will have 6 minutes to take the questions.

3. Here is the worksheet for you to take notes.

Show and Tell

Questions:

1. What shall we do before our Show and Tell?
(Show and Tell 前我們可以如何準備?)

a. _____
b. _____
c. _____
d. _____

2. What are you going to show us?

name : _____ What : _____

a. _____
b. _____
c. _____
d. _____
e. _____

--Sharing Time:

1. Everyone will have 1.5 minutes to show us your answers.

三、綜合活動

Now we know how to get ready? Next week Teacher will bring the 介紹順序 to show you who goes first. You will have three weeks to get ready. Our Show and Tell will be on 12/20(一).

第四節 長處挖挖挖

1、 引起動機 (Arm Wrestling)

老師與學生，或學生與學生進行腕力比賽。

有沒有人想要老師比腕力。

Anyone?

Conclusion: The winner has a lot of physical strengths.

What can your strengths do?

5

a notice to parents about our Show and Tell

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聆聽發表實作評

<p>Move things? Change things? Make it happen? 我們除了 physical strengths, 我們還可以有那些 strengths. Now let' s look at the pictures and see if you know what their strengths are?</p> <p>2、 發展活動</p> <p>1. 多啦 A 夢人物的長處</p> <p>reference:https://www.dora-world.com.tw/character.php https://www.cartoonfact.com/2019/09/5-positive-nature-of-doraemon-cartoon.html</p> <p>Do you know who they are and what their strengths are?</p> <p>Conclusion:some strengths are big/ small/ visible/ invisible.</p> <p>2. 長處鏈 (Strength chain.)</p> <p>--Talk with students about their strengths. --Read through the worksheet to have students see what strengths they could have. --</p> <p>worksheet: have students color their strengths, and then cut their strengths off the worksheet and stick them into rings. Finally connect the rings together to make a chain, a Strength Chain.</p> <p>(未完成的部分, 請小朋友帶回家完成, 可與家人討論自己的長處。)</p> <p>3、 綜合活動</p> <p>Our strengths can help us move things, change things, and make things happen. Next week we are going to be sharing in groups with your teammates what your strengths are.</p> <p>第五節(欣賞同學的長處)</p> <p>一、引起動機</p> <p>a video (無名英雄-施比受有福) :</p>	<p>2</p> <p>10</p> <p>25</p> <p>5</p>	<p>PPT</p> <p>worksheet for strength chain</p> <p>scissors glue makers</p>	<p>量</p>
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<p>https://www.youtube.com/results?sp=mAEB&search_query=%E7%84%A1%E5%90%8D%E8%8B%B1%E9%9B%84+%E6%96%BD%E6%AF%94%E5%8F%97%E6%9B%B4%E6%9C%89%E7%A6%8F</p>	10		聆聽發表實作評量
<p>討論影片中人物的優點。 What are his/her strengths? 二、發展活動 1. 我的優點分享 Strengths Chain sharing --想一想除了我們現在有的 strengths, 還有哪些 Strengths 是自己想要擁有的? 可以如何培養?</p>		students' strength chains	
<p>Now you' re going to share your strengths with your teammates. --Timekeeper: Everyone will have a minute to share. --Manager: Make sure everyone shares. And everyone receives their strengths from others. --Notetaker: Take notes of any 有趣的討論。 --Reporter: Share with us the interesting discovery of your team.</p>	15		
<p>2. 長處大串鍊 Now we' re going to glue together our Strengths Chains.</p>	10		
<p>三、綜合活動 每個人都有優點, 只要用心觀察, 如果大家能互相肯定, 不僅團體氣氛佳, 也有助於大家長處的發展。大家記得要多多給同學鼓勵, 把我們的長處用在 move things, change things, and make things happen.</p>	5		
<p>第六、七節 (興趣分享會) 一、引起動機 教師示範如何上台報告。 Now Ms. Chien is going to show us how to tell</p>	5		

<p>us about your hobby.</p> <p>二、發展活動 (Team Discussion)</p> <p>學生介紹自己的興趣。</p> <p>You' re going to take turns to show us your hobby.</p> <p>Everyone will have 1.5 mins.</p> <p>First, you tell us your name.</p> <p>Next, you tell us what your hobby is.</p> <p>Then, you show us your hobby.</p> <p>Fourth, you tell us any interesting things about your hobby.</p> <p>三、綜合活動</p> <p>每個人都有自己的興趣，適度的展現出來彼此分享與學習，剛剛我們看到了小朋友們的興趣，有沒有小朋友發現自己也想培養今天同學介紹的興趣。每個人都能擁有許多的興趣，興趣可以調劑生活，紓解壓力，持續練習同一興趣活動，你也能成為大家的專家。</p>	<p>70</p> <p>5</p>	<p>PPT and 表演程序表</p>	<p>聆聽發表實作評量</p>
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