

### Teacher's Notes:

**Bible Reading:** Ruth joins with God's people – [Ruth 1-4](#)

**Theme:** Places in the neighborhood

**Pronunciation:** /r/ and /k/ spelled k

#### Grammar:

- prepositions of place
- am/is/are with questions

#### Preparation:

- Pray
- Read [Ruth 1-4](#)
- Preview slides and song
- Optional: Bring maps, and items related to library, bank, post office, doctor and dentist, bakery, pharmacy, restaurant, grocery store, hair salon, park etc.



## Pray, Review, and Preview

**Bible Reading:** Ruth Joins with God's People - [Ruth 1-4](#)

**Theme:** Places in the Neighborhood

**Pronunciation:** /r/ and /k/ spelled k

**Grammar:**

- Prepositions of place
- am/is/are with questions

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### Pray

Pray for the class. You may want to thank the Lord for the neighborhood and daily provision.

### Check Homework and Review

Ask each student to read aloud or recite their homework from the last class. Check written work. Be sure they have read [Ruth 1-4](#) in their native languages in preparation for the lesson. The hyperlink of the Bible verses connects to <https://live.bible.is> where students can select from over 1,000 languages to read and listen to the verses.

Review the main points of the previous lesson and ask if there are any questions.



### 1A. Discuss Theme Picture:

- Our new lesson will be about places you might want to visit in a neighborhood
- Ask “What do you see in this picture?” and “What else?”
- Repeat and write their words.

Answers may include: pharmacy, bank, bakery, fruit shop, beauty shop, post office, clothing store, coffee shop, seafood restaurant, etc.

More advanced students can be encouraged to make complete sentences:

The post office is next to the beauty shop. The pharmacy is near the bank.

What do you see?

1. pharmacy

2. bank

3. bakery

4. post office

5. cafe





6. seafood restaurant

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### 1B. Show Theme Picture Words

Briefly show the words. Vocabulary practice begins on the next slide.

**Listen and repeat**



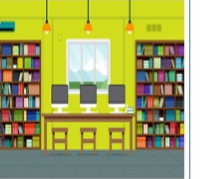
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
			
a grocery store	a hair salon	a bank	a restaurant
grocery stores	hair salons	banks	restaurants

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## 2A. Vocabulary:

- 1. Say the new words in a simple sentence:** "This is a bank." Repeat several times, while indicating the picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
- 2. Say the word and the article that goes with it several times,** as you indicate the object. For example, say: *a bank, a bank, a bank, a bank*. Have your students then repeat the word after you several times.
- 3. Say the word in the same sentence again.** Have students repeat after you each time, "This is a bank."
- 4. Check students' comprehension by asking direct questions.** For example, *What is this? Is this a hair salon?*

**Listen and repeat**

<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
			
a post office	a park	a kid	a library
post offices	parks	kids	libraries

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**2B. Vocabulary:**

1. **Say the new words in a simple sentence:** "This is a post office." Repeat several times, while indicating the picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.

2. **Say the word and the article that goes with it several times,** as you indicate the object. For example, say: *a kid, a kid, a kid*. Have your students then repeat the word after you several times.

3. **Say the word in the same sentence again.** Have students repeat after you each time, "This is a park."

4. **Check students' comprehension by asking direct questions.** For example, *What is this? Is this a library? What are these? Is this a park?*



**Listen and repeat**

<b>9</b> 	<b>10</b> 	<b>11</b> 	<b>12</b> 
a doctor's office	a bakery	a dentist's office	a pharmacy
doctors' offices	bakeries	dentists' offices	pharmacies

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### 2C. Vocabulary:

1. **Say the new words in a simple sentence:** "This is a bakery." several times, while indicating the picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
2. **Say the word and the article that goes with it several times,** as you indicate the object. For example, say: *a bakery, a bakery, a bakery*. Have your students then repeat the word after you several times.
3. **Say the word in the same sentence again.** Have students repeat after you each time, "This is a bakery."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? Is this a pharmacy? What are these? Are these bakeries?*



**Listen and repeat**

	Question	"be"	Subject	
Singular	Who	am	I	?
	What	are	you	
	When			
	Where	is	he she it	
	Why			
Plural	How	are	you we they	

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## 2D. Grammar – Question Words:

### Note:

**Who** is for questions about people.

**What** is for questions about things.


**When** is for questions about times, days, and dates.

**Where** is for questions about places.

**Why** is for questions about reasons. **Because** answers **why** questions.

**How** is for questions about condition or manner.

Model, Repeat, and Solo the pronunciation of all forms shown on the chart.



## Question words

Questions	Answers
1. <b>Who</b> are they?	1. They are my <b>kids</b> .
2. <b>What</b> is this?	2. This is a <b>park</b> .
3. <b>When</b> is the class?	3. It's at <b>3:00 on Mondays</b> .
4. <b>Where</b> is the class?	4. It's at the <b>library</b> .
5. <b>Why</b> are you at school?	5. <b>Because</b> I need to learn English.
6. <b>How</b> are you?	6. I am <b>fine</b> , thanks!

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### 2E. Grammar - Question Words:

**Note:**

**Who** is for questions about people.

**What** is for questions about things.

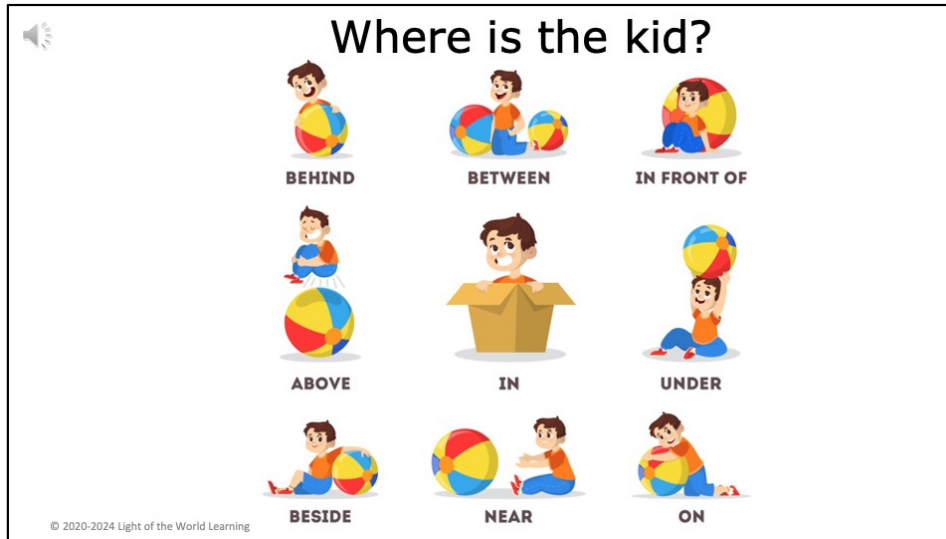
**When** is for questions about times, days, and dates.

**Where** is for questions about places.

**Why** is for questions about reasons. **Because** answers **why** questions.

**How** is for questions about condition or manner.

Model, Repeat, and Solo the pronunciation of all forms shown on the chart.



## 2F. Grammar – Review of Prepositions

Model, Repeat, and Solo the pronunciation of all forms shown on the chart.

### Answers:

1. The kid is behind the ball.
2. The kid is between two balls.
3. The kid is in front of the ball.
4. The kid is above the ball.
5. The kid is in the box.
6. The kid is under the ball. etc.

## Describe the locations

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1. The bank is **between** the grocery store and the restaurant.
2. The school is **across from** the library.
3. The pharmacy is **next to** the park.
4. The library is **around the corner from** the restaurant.

### 2G. Grammar and Vocabulary Practice:

**Between, across from, around the corner from** and **next to** describe locations.

**Note: Across from** often means on the other side of the street.

1. Describe the map with simple sentences: The park is next to the pharmacy. The bank is across from the school.
2. The park is near the pharmacy. The bank is near the grocery store. The library is near the post office.



## Listen and repeat

A: Excuse me. Where is the **post office**?

B: The **post office** is across the street, near the **bank**.

A: Sorry, I can't see it.

B: Do you see the big **grocery store**?

A: Yes, I see it.

B: The **post office** is between the **grocery store** and the **bank**.

A: Oh, great! Thank you!

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### 3A. Conversation 1:

**1. Model: Say both parts of the conversation several times.**

Use A and B cards for questions and answers, or stick figures, or change your physical position to indicate the dual parts. Role-play the parts to convey the meaning of the conversation. Students are to watch and listen as you ask and answer questions.

**2. Repeat: Say one line at a time and have students repeat until they understand.**

**3. Solo: You begin the conversation and call on individual students to respond.** Then reverse the roles (students are A, you are B).

4. Once students can do both parts, **encourage free conversation** (students substitute for the blue words using all new vocabulary, or all of the 12 pictures).



## Listen and repeat

A: I need to go to the **dentist's office** today.

B: Do you like to go to the **dentist's office**?

A: No, but I like to go to **the bakery**.

B: Me too! Do you want to go to **the bakery** with me tomorrow?

A: Yes, I would love to!

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### 3A. Conversation 2:

- 1. Model: Say both parts of the conversation several times.** Use A and B cards for questions and answers, or stick figures, or change your physical position to indicate the dual parts. Role-play the parts to convey the meaning of the conversation. Students are to watch and listen as you ask and answer questions.
- 2. Repeat: Say one line at a time and have students repeat until they understand.**
- 3. Solo: You begin the conversation and call on individual students to respond.** Then reverse the roles (students are A, you are B).
- Once students can do both parts, **encourage free conversation**, with students substituting their own words for the blue words.



## Listen and repeat

1. /r/	2. /k/ spelled k	3. Challenge
Ruth	kids	
return	kitchen	
rainbow	kill	
restaurant	bakery	
repeat	park	

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### 4A. Pronunciation – Sound and Spelling:

**1. Model: Say the sound several times while pointing to it.**


(For example, point to the **r** and say /r/ /r/ /r/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/r/ Ruth, return, rainbow, restaurant, repeat). (/k/kids, kitchen, kill, bakery, park) Students just watch and listen.







**2. Repeat: Say the sound and each word several times, having students repeat each time after you in unison.** Be sure to use your normal voice and rate of speed. Do one column at a time, top to bottom.

**3. Solo: Call on individuals to say a sound and its word group.** Give lots of praise.

**4. Challenge:** Choose another sound from the lesson that is challenging for your particular students to pronounce. Use words from Parts 1 and 2 of the lesson, and from previous lessons to make

a group of 3-5 words. You may repeat the same challenging sounds in several lessons. Students need a lot of practice on sounds that do not exist in their first language.

 Listen and repeat

A. 	B.  	C.   
Ruth	women	library
with	wanted	pharmacy
will	people	bakery
park	famine	restaurant

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#### 4B. Hum and clap the stress.

Begin by humming the stress of a column of words. Hum higher, longer, and louder for big dashes and lower, shorter, and quieter for small dashes.

You may use hand gestures to indicate that **the stressed syllable is higher in pitch, longer in duration, and louder**. Invite your students to join in humming the rhythm. Once the class is humming the rhythm in unison, you can begin saying the words. You may also wish to clap the syllables while you say the words.

- 1. Model:** Hum and then say each word in the group several times. Students listen.
- 2. Repeat:** Students repeat words after you in unison.
- 3. Solo:** Call on individuals to read the entire group of words.

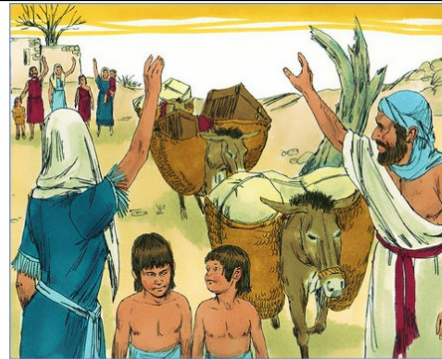


## Ruth joins with God's people

### Ruth 1-4

Sometimes God's people forgot him and broke his laws. Then God would send famine or war.

During one famine, Naomi, her husband and two sons moved to another country.



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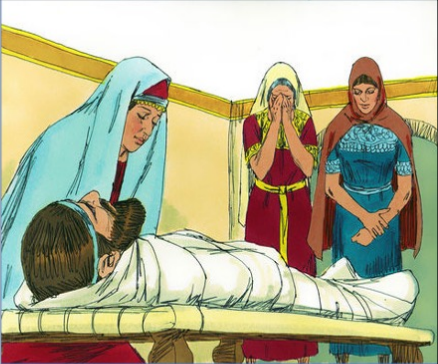
### 5A. Read Story:

Students have already read this story in their native language as part of their homework, so it will be familiar even if they do not know all the vocabulary yet. The pictures also will help them to understand. The hyperlink of the Bible verses connects to <https://live.bible.is> where students can select from over 1,000 languages to read and listen to the verses.

- A. Read the story out loud to the class.
- B. Write words that students ask about on the board and give simple definitions. For example, famine=no food.
- C. Ask for volunteers to read aloud paragraphs from the story.
- D. Ask if there are any questions or comments about the story.
- E. Ask the story questions and discuss as a group.



Many years passed. Her sons married women of that country. Then Naomi's husband and two sons died.



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**5B. Read Story:**

- A. Read the story out loud to the class.
- B. Write words that students ask about on the board and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



Naomi decided to return to Canaan. She was very unhappy. Her sons' wives (daughters-in-law) wanted to go with her. She said, "Stay here. I have nothing left for you."




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### 5C. Read Story:

- A. Read the story out loud to the class.
- B. Write words that students ask about on the board and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.

One of the women returned to her father's house.

But the other, named Ruth, said, "I will not leave you. Wherever you go, I will go. Wherever you stay, I will stay. Your people will be my people, and your God, my God."



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**5D. Read Story:**

- A. Read the story out loud to the class.
- B. Write words that students ask about on the board and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



Then Naomi took Ruth and  
went to Canaan.

In Canaan, Ruth took care  
of Naomi. Ruth worked in  
the fields. She brought grain  
to Naomi for food.



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### 5E. Read Story:

- A. Read the story out loud to the class.
- B. Write words that students ask about on the board and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



Boaz was the owner of the fields. Boaz was a good man.

Even though Ruth was a foreigner, Boaz saw that she loved Naomi. He saw that she loved God. So Boaz married Ruth.




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### **5F. Read Story:**

- A. Read the story out loud to the class.
- B. Write words that students ask about on the board and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.

Then God gave Boaz and Ruth a son. Naomi was very happy. Their son became the grandfather of David. David was a great and good king.



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**5G. Read Story:**

- A. Read the story out loud to the class.
- B. Write words that students ask about on the board and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.
- D. **When finished with the story, ask if the learners have any questions or comments about it.**

Next slide has story questions.



## Answer the questions

1. Why was Naomi unhappy?
2. What did Naomi's daughter-in-law, Ruth, say to her when Naomi was leaving?
3. What does it mean to be a "good man?"
4. Ruth was good to Naomi. She took care of her. Who do you take care of?


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### 5H. Reading Comprehension Questions:

Ask the questions and discuss as a group. For questions 1 and 2 you may go back to the story to help them find the answer. After answering the questions, invite students to make comments on this story, or ask additional questions.

#### Answers:

1. Her husband and two sons had died.
  2. Ruth said "I will not leave you. Wherever you go, I will go. Wherever you stay, I will stay. Your people will be my people, and your God, my God."
- For questions 3 and 4, answers will vary.

 Listen and write the words.

1.
2.
3.
4.
5.
6.
7.

read	park
bakery	people
returned	kick
rainbows	Ruth
kitchen	wanted
famine	kill
kiss	repeat
restaurant	kids

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### 6A. Activities – Dictation of /k/ and /r/ sounds

Read the sentences below, repeating the word you want students to hear and write.

1. kids, kids (The kids are in the library.), kids
2. Ruth, Ruth (Ruth wanted to go with Naomi.), Ruth
3. restaurant, restaurant (The restaurant is behind the bakery.), restaurant
4. kitchen, kitchen (We cook in the kitchen.), kitchen
5. repeat, repeat (She repeats the words.), repeat
6. rainbows, rainbows (I love to see rainbows in the sky.), rainbows
7. returned, returned (Naomi returned to Canaan.), returned

Hide words for more advanced students. Check spelling after students write the answers.



## Match the questions and answers.

Questions	Answers
1. Who are you?	A. They're good.
2. What is this?	B. Because I need books.
3. When is lunch?	C. I work at a pharmacy.
4. Where is your job?	D. It's at 12:00 PM.
5. Why are you at the library?	E. I'm Joe. I'm a doctor.
6. How are your kids?	F. This is a bakery.

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### 6B. Activities – Pair work

With a partner, students will practice asking and answering the questions.

#### Answers:

1. E
2. F
3. D
4. C
5. B
6. A

🔊 Write questions and ask your partner.

Questions	Answers
1. Where is <u>the park?</u>	It's next to the library.
2. Why are you _____	
3. Who is _____	
4. How is _____	
5. When is _____	
6. What is _____	
7. Where are _____	

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**6C. Activities – Questions and Answers:**

Pair work. Write a question. Add a question mark. Fill in the blank spaces.

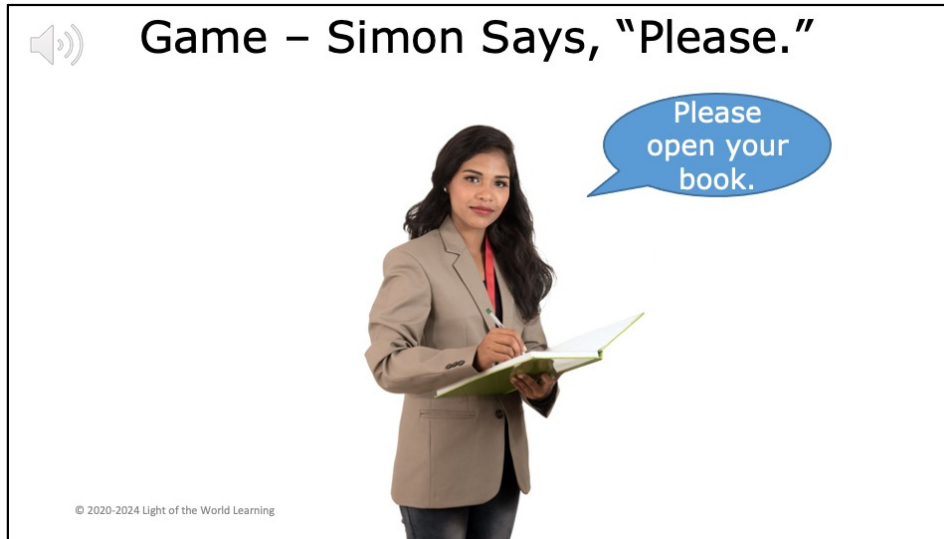
Ask students to interview a partner and write their partner's answers.

Switch roles and answer the partner's questions.

Check answers for correct grammar and punctuation.

Student's questions and answers will vary, but may include:

- |                                |  |
|--------------------------------|--|
| 2. Why are you at the dentist? | Because I have a toothache.              |
| 3. Who is that man?            | That man is a doctor.                    |
| 4. How is your friend?         | My friend is doing well, thank you.      |
| 5. When is Christmas?          | Christmas is December 25 <sup>th</sup> . |
| 6. What is this?               | This is a book from the library.         |
| 7. Where are your kids?        | My kids are playing in the park.         |



## 7. Game

The teacher gives commands for the students to act out, but only if the teacher says "please." The teacher and each student will all need two small objects (pencil, pen, book, bag etc.)

Does everyone have a pencil and a book? Okay! Now please do what I say, but only if I say the word "please".

1. Please put the pencil on the book.
2. Please put the pencil under the book.
3. Please put the pencil beside the book.
4. Please put the pencil above the book.
5. Please put the pencil in the book.
6. Put the pencil below the book (I didn't say please!)
7. Please put the pencil on the book.
8. Please put the pencil over the book.
9. Put the pencil between the book and your hand. (I didn't say please!)

10. *For #10-20, the teacher will hold up the objects and students must say the answer.* Please tell me, where is the pencil?
11. Please tell me, where is the pencil?
12. Please tell me, where is the book?
13. Please tell me, where is the pencil?
14. Tell me, where is the pencil? (I didn't say please!)
15. Please tell me, where is the pencil?
16. Please tell me, where is the book?
17. Please tell me, where is the pencil?
18. Tell me, where is the pencil? (I didn't say please!)
19. Please tell me, where is the pencil?
20. Please tell me, where is the book?



## 1 & 2 Homework

1. Read the next lesson's Bible verses: [Jonah 1-4](#)
2. Write 6 sentences about places in your neighborhood.

- A. There are 2 grocery stores.
- B.
- C.
- D.
- E.
- F.
- G.

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### 8A. Homework 1 and 2 – Reading the next Bible Lesson in L1 and writing about self with new vocabulary

Students will always read the Bible lesson in their first language (L1) before reading it in English the following lesson. Help them get a Bible in their own language if they don't have one. They may also use ScriptureEarth.org or other Bible translation resources. The hyperlink of the Bible verses connects to <https://live.bible.is> where students can select from over 1,000 languages to read and listen to the verses.













**Model.** Go over each of the homework assignments to be sure the student understands what to do.

**Repeat.** Encourage students to find someone with whom to practice conversing and reading the completed homework assignment. They may use a bilingual dictionary.

**Solo.** Students will share their homework when they are finished.

After they have shared their homework, be sure to check it for correctness, including spelling. Explain mistakes, while providing praise and encouragement. Answers will vary.

**3. Write the words.**

<b>1</b> 	<b>2</b> 	<b>3</b> 	<b>4</b> 	<b>5</b> 	<b>6</b> 
a grocery store					
grocery stores					
<b>7</b> 	<b>8</b> 	<b>9</b> 	<b>10</b> 	<b>11</b> 	<b>12</b> 

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**8B. Homework 3 – Write the Vocabulary Words with the Pictures:**

This homework practices writing the vocabulary words in singular and plural forms. Number one is an example.

**Answers:**

1. a grocery store/ grocery stores
2. a post office/ post offices
3. a library/ libraries
4. a hair salon/ hair salons
5. a park/ parks
6. a bakery/ bakeries
7. a bank/ banks
8. a kid/ kids
9. a doctor's office/ doctors' offices
10. a restaurant/ restaurants
11. a dentist's office/ dentists' offices
12. a pharmacy/ pharmacies



4. Mark the /r/ and /k/ sounds. Then write and say the sentences.

A. Ruth had a son.	
B. The baker is in the kitchen.	
C. The kids are at the park.	
D. I met my friend at the restaurant.	
E. "Please repeat your name."	
F. She will return to the bank.	

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### 8C. Homework 4 – Write and Say Sentences with the New Sounds:

This homework practices writing, spelling, and pronouncing /r/ and /k/ spelled k.



## 5. Answer the Questions

A. Why was Naomi unhappy?	
B. Where did Naomi decide to return?	
C. Who worked in the field?	
D. Who married Ruth?	
E. Who gave Boaz and Ruth a son?	
F. Who became the grandfather of King David?	

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### 8D. Homework 5 – Bible Story Review:

- A. Because her husband and sons died.
- B. Naomi decided to return to Canaan.
- C. Ruth worked in the field.
- D. Boaz married Ruth.
- E. God gave them a son.
- F. The son of Boaz and Ruth became the grandfather of King David.

## 6. Homework – Choose 1 verse to memorize

**A**

“Wherever you go, I will go. Wherever you sleep, I will sleep. Your people will be my people. Your God will be my God.”

Ruth 1:16 ERV

**B**

The women there said to Naomi, “Praise the Lord who gave you this child.”

Ruth 4:14 ERV

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### 8E. Homework 6 – Memorize a Verse:

Learners get to choose A, B, or C (on the next slide) to memorize. Please notice that the memory work is not long. Everyone, regardless of skill level, should be able to do it.

**1. Model.** Recite a verse from memory.

**2. Repeat.** Encourage students to find someone with whom to practice conversing and reading the completed homework assignment.

**3. Solo.** Students will recite the verse from memory at the next class.

6. Homework – Choose 1 verse to memorize



C

"You are the light that shines for the world to see. You are like a city built on a hill that cannot be hidden."  
Matthew 5:14 ERV

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**8F. Homework 6 – Memorize a Verse:**

Learners get to choose A, B, (from previous slide) or C to memorize.



## 7A. Homework

grocery store

hair salon

bank

school

restaurant

post office

library

pharmacy

doctor's office

dentist's office

park

bakery

- A. If you are sick, go to the **doctor's office**.
- B. If your tooth hurts, go to the \_\_\_\_.
- C. If you want to mail a letter, go to the \_\_\_\_.
- D. If you need to buy medicine, go to the \_\_\_\_.

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### 8G. Homework 7 – Fill in the Blanks:

Use the words provided to fill in the blanks. To model, write "If you are sick, go to the doctor's office."

#### Answers:

- A. doctor's office  
B. dentist's office  
C. post office  
D. pharmacy

## 7B. Homework

grocery store   hair salon   bank   school  
restaurant   post office   library   pharmacy  
doctor's office   dentist's office   park   bakery

E. If you want to borrow a book to read, go to the \_\_\_\_\_.

F. If you are hungry, go to a \_\_\_\_\_ or \_\_\_\_\_.

G. If you need a haircut, go to the \_\_\_\_\_.

H. If you need stamps to mail a letter, go to the \_\_\_\_\_.

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## 8H. Homework 7 – Fill in the Blanks:

Use the words provided to fill in the blanks.

### Answers:

E. library

F. restaurant, bakery, grocery store

G. hair salon

H. post office



## 8. Homework

1. Is this ad for a dentist's office or a doctor's office?
2. What is the phone number?
3. What is the dentist's name?
4. What is the address?
5. How much is the cleaning?



Dental Cleaning Special \$39.00  
Take care of your teeth!  
Call 918-518-6305  
Dr. Kim Nelis, DDS  
2804 101<sup>st</sup> Street, Tulsa

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### 8I. Homework 8 – Everyday Reading and Writing:

The learners will read the advertisement (ad) and answer the questions.

#### Answers:

1. Dentist's office.
2. 918-518-6305.
3. Kim Nelis.
4. 2840E 101st Street, Tulsa
5. \$39.00



## 9. Homework - Write answers

What is your favorite...?

- A. Restaurant?
- B. Store?
- C. Pharmacy?
- D. Park?
- E. Hair salon?
- F. School?



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### 8J. Homework 9 – Writing about theme or Bible Story:

**Model.** Write something about **your** life and share it with the students. For example, “My favorite grocery store is Tischler's because it is close to my house and it is small.”



## 10. Homework - Now I can...

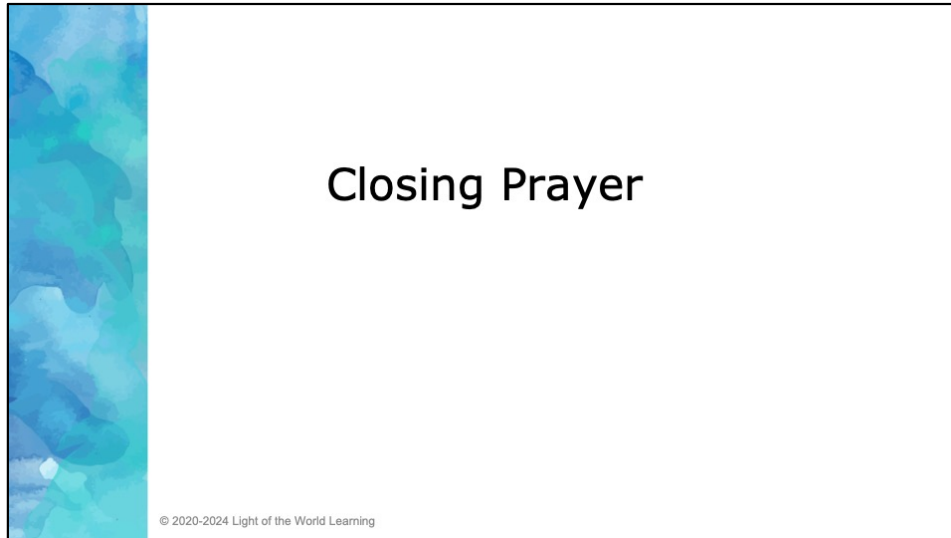
- I can ask and answer **who, what, where, when, why** and **how** questions.
- I can describe locations of places in my neighborhood.
- I can understand, say, read, and write the 12 vocabulary words.

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### 8K. Homework 10 – I Can Statements

The student must be able to achieve all of these skills before the next lesson. If not, the lesson can be repeated or additional practice materials can be used.

Review all of the skills at the beginning of the next lesson. Be sure to give lots of praise and encouragement!



### Pray

You may want to ask for any special prayer requests, then pray for your students and bless them.

## Help us share the Light of the World!

Thank you for using our materials. If these lessons are a blessing to you, please give or volunteer to help others learn English through the Bible.

For more information, visit [LightOfTheWorldLearning.org](https://LightOfTheWorldLearning.org)



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## Appendix



- How to Use Lessons: [bit.ly/UseLOTW](https://bit.ly/UseLOTW)
- Irregular Verb List: [bit.ly/ListVerbs](https://bit.ly/ListVerbs)
- Lesson Downloads: [LightOfTheWorldLearning.org](https://LightOfTheWorldLearning.org)
- Order Books: [bit.ly/BooksLOTW](https://bit.ly/BooksLOTW)
- Share Your Feedback: [bit.ly/FeedbackLOTW](https://bit.ly/FeedbackLOTW)
- Table of Contents: [bit.ly/TocLOTW](https://bit.ly/TocLOTW)
- Video Channel: [youtube.com/@LightOfTheWorldLearning](https://youtube.com/@LightOfTheWorldLearning)
- Vocabulary List: [bit.ly/VocabUS](https://bit.ly/VocabUS)
- Website: [LightOfTheWorldLearning.org](https://LightOfTheWorldLearning.org)

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