

Giáo án English 11

PREPARING OF DATE:

TEACHING OF DATE	CLASS IN DATE	CLASS	TOTAL OF STS
		11A4	
		11A5	

Period : 70

UNIT 11: SOURCES OF ENERGY

READING

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

- understand the passage.
- identify the main idea.
- guess the meaning in context.
- express their own ideas about sources of energy.

II-Teaching methods: *integrated and mainly communicative.*

III-Teaching aids: hand outs, pictures, *lesson plan*, *board*, picture

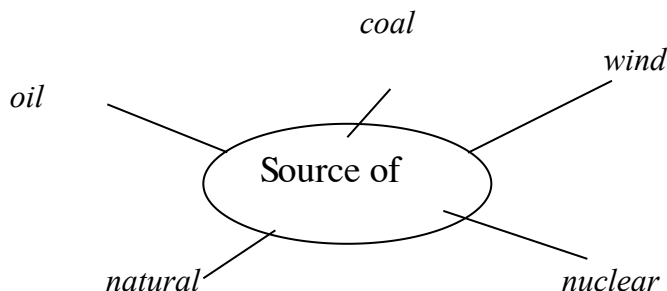
IV- Language content :

1. **Knowledge:** +Vocabulary : *Words describe sources of energy*
 + Grammar : *the tenes and relative clauses...*

2. **Skills :** develop reading.

PROCEDURE

Stages/time	Activities	Interactions
1. Warm up (5 m)	<p>Game: World Grid</p> <ul style="list-style-type: none"> - Prepare a poster of a word grid with 6 rows. (see Appendix) - Ask Ss to work in 2 groups and take turn to choose a numbered row. T gives the hints. - If Ss guess the word correctly, they 'll get one mark. If not, another group can give the answer and score the point. - The group that has more points will win the game. - Check Ss' understanding of the instruction. - Ss find out the vertical word. <p>Key: ENERGY</p> <ul style="list-style-type: none"> - Declare the winner. <p>Lead-in: Discussion:</p> <ul style="list-style-type: none"> - What sources of energy do you know ? 	<p>T → Ss</p> <p>Ss ↔ Ss</p>



<p>2. Pre-reading (10 m)</p>	<p><i>Expected answer:</i></p> <p>- Look at the pictures of the sources of energy on page 124 and name them.</p> <p>Expected answer: The sources of energy in the pictures are: wind turbine → wind power, solar panel → solar energy, dam → water power (hydroelectric power)</p> <p>Pre-questions: 1- What is our major source of energy ? 2- Is this major source limited ? why ? 3- How many sources of energy are mentioned in the text ? 4- Which one do you think is the alternative source of energy ? - To know the answers to the questions, we'll study.</p> <p>UNIT 11: SOURCES OF ENERGY</p> <p>Pre-teaching vocabulary: 1- alternative (adj): that can be used instead of something else: thay thế. (definition) 2- reserve (n): supply of something that is available to be used in the future or when it is needed: sự dự trữ. 3- to exhaust (v): to run out of, to weaken, to empty: làm kiệt quệ, (synonym) → exhausted 4- released (adj): be free: thả, phóng ra 5- limited (adj): (situation) eg: We have only 45 minutes for this lesson. We havetime for it.</p> <p>Checking vocabulary: Gap - Fill: Prepare a poster beforehand then hang on the board. Ask Ss to work in pairs and fill in each blank with a suitable word from the vocabulary.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Gap - fill:</p> <p>1- Six hundred balloons wereat the ceremony. 2- We are looking formethods of making it. 3- Fuel supplies are nearly 4- The food in the restaurant is cheap but the rather..... 5- Our company doesn't have a greatof capital.</p> </div>	<p>Ss ↔ Ss</p> <p>T ↔ Ss ↔ S</p> <p>T — Ss</p>
<p>3. While reading (15 m)</p>	<p>Key: 1-released 2-alternative 3-exhausted 4-limited 5-reserve</p> <p>* Activity 1: Answer the Pre questions Ask Ss to read the text silently and answer the pre-questions with a partner.</p>	

	<p>1- What is our major source of energy ? Our major source of energy is fossil fuels (oil, coal, natural gas).</p> <p>2- Is this major source limited ? Why? Yes, It is limited. Because our demand is increasing very quickly and fossil fuels will be exhausted within a relative short time.</p> <p>3- How many sources of energy are mentioned in the text ? The sources of energy mentioned in the text are : Fossil fuels, nuclear energy, geothermal heat, solar energy, wind power, water power .</p> <p>4- Which one do you think is the most potential energy of all the alternative sources of energy ? I think solar energy is the most potential energy of all the alternative sources of energy.</p> <p>* Activity 2: Table Completion</p> <ul style="list-style-type: none"> - Divide the class into 5 groups. - Copy the table below on the board. - Ask Ss to scan the passage to find out the advantages and disadvantages of each alternative source. - Move around to give help. <p>Feedback: each group chooses one source of energy and writes down its advantages and disadvantages of nuclear energy Answer key:</p> <table border="1"> <thead> <tr> <th>Sources of energy</th><th>Advantages</th><th>Disadvantages</th></tr> </thead> <tbody> <tr> <td>Nuclear energy</td><td>unlimited</td><td>very dangerous</td></tr> <tr> <td>Geothermal heat</td><td>available</td><td>Possible</td></tr> <tr> <td>Solar energy</td><td>Not only plentiful and infinite but also clean and safe</td><td>Possible in the day time</td></tr> <tr> <td>Wind power</td><td>Clean and unlimited</td><td>No wind → no wind energy</td></tr> <tr> <td>Water power</td><td>Clean and unlimited</td><td>Expensive</td></tr> </tbody> </table>	Sources of energy	Advantages	Disadvantages	Nuclear energy	unlimited	very dangerous	Geothermal heat	available	Possible	Solar energy	Not only plentiful and infinite but also clean and safe	Possible in the day time	Wind power	Clean and unlimited	No wind → no wind energy	Water power	Clean and unlimited	Expensive	<p>S</p> <p>S ← → S</p> <p>Ss ← → Ss</p> <p>Ss ← → Ss</p>
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Water power	Clean and unlimited	Expensive																		
<p>4. Post-Reading (9 m)</p> <p>5. Homework</p>	<p>Discussion: Which of these alternative energy sources is the most feasible in Vietnam ? Say why ?</p> <ul style="list-style-type: none"> - Ask Ss to work in groups and take notes their group's ideas. - Mix the group to share ideas. - Ask a representative of each group to come to the front of the class and present their group's ideas. - Give comments on their ideas. <p>Revise the reading lesson and prepare the next part.</p>																			

(1 m)		
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		11A4	
		11A5	

Period : 71

UNIT 11: SOURCES OF ENERGY

SPEAKING

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

- talk about advantages and disadvantages of energy sources.
- express their own ideas about alternative source of energy.

II-Teaching methods: *integrated and mainly communicative.*

III-Teaching aids: pictures, *lesson plan, board, picture*

IV- Language content :

1. **Knowledge:** +Vocabulary : *Words describe sources of energy.*

+ Grammar : *the tenes and relative clauses...*

2. **Skills :** develop speaking.

PROCEDURE

Stages/time	Activities	Interactions												
1. Warp up and lead in (5 m)	<p>Game: Right or wrong chair</p> <ul style="list-style-type: none">- Ask Ss to work in 2 groups. Five people from each group stand in two lines.- Put 2 chairs in front of the class. Stick the word: limited or unlimited on each chair. <p>T says out some sources of energy randomly. (Oil, wind power, natural gas, nuclear power, solar energy, coal, water power)</p> <ul style="list-style-type: none">- As Ss to listen and decide which energy is limited and which is unlimited.- Ss takes turns running to the right chair and sit down.- The group that scores more points will win the game, <p>Check Ss' understanding of the instruction.</p> <p>Key:</p> <table><tr><td>Limited</td><td>Unlimited</td></tr><tr><td>Oil</td><td>wind power</td></tr><tr><td>Coal</td><td>natural gas</td></tr><tr><td></td><td>nuclear power</td></tr><tr><td></td><td>solar energy</td></tr><tr><td></td><td>water power</td></tr></table> <p>Lead - in:</p> <ul style="list-style-type: none">- Who can tell me again about the advantages and disadvantages of these sources of energy?- Call on some Ss to answer the questions. T says: - Today, we are going to talk some more about the advantages and disadvantages of the sources of energy. Let's begin our lesson: <p>UNIT 11: SOURCES OF ENERGY</p>	Limited	Unlimited	Oil	wind power	Coal	natural gas		nuclear power		solar energy		water power	<p>Ss ↔ Ss</p> <p>T ← Ss</p>
Limited	Unlimited													
Oil	wind power													
Coal	natural gas													
	nuclear power													
	solar energy													
	water power													

<p>3- While-speaking: 18 mins</p>	<p>Pre -teaching Vocabulary (books closed)</p> <ul style="list-style-type: none"> - Renewable: (adj) that is replaced naturally >< nonrenewable. (explanation) - Reactor: (n) (translation) - Radiation: (n) (example) - Hydroelectricity: (n) using the power of water to produce electricity. (picture) <p>* Checking vocabulary: ROR</p> <p>1. Activity 1: In pairs, Ss decide which statement is about the advantage (A) and which is about the disadvantage (D) of various sources of energy. (Task 1- page 127)</p> <p>Feedback; Teacher writes the words: Advantages and disadvantages on the board. Ask 7 Ss from each group to make 2 lines. T reads a statement randomly aloud. Ss run to the board to slap on the word they choose.</p> <p>Key:</p> <p>1. D 2. D 3. D 4. A 5. D 6. A 7. D</p> <p>2. Activity 2: Introducing the Dialogue (books closed)</p> <p>Hang a flipchart of an open dialogue on the board.</p> <div data-bbox="410 924 1211 1192" style="border: 1px solid black; padding: 5px;"> <p>A: I think/believe that ...(1)...can be an alternative source of energy. B. Why do you think/ believe so? A. because our major source of energy is ... 2.... while the wind is...3 ... and4 B. I know it is also ...5 ... to the environment. However, it is not .. 6.. when there is no wind.</p> </div> <p>Ask Ss to guess the missing words. Work in pairs to fill in the gaps with the words in the box below:</p> <div data-bbox="410 1266 1211 1341" style="border: 1px solid black; padding: 5px;"> <p>available abundant clean and safe wind power running out unlimited wind.</p> </div> <p>Key: 1- wind power 2- running out 3. abundant 4- unlimited 5. clean and safe 6. available</p> <p>3- Useful language : - Expressing ideas</p> <ul style="list-style-type: none"> - I thinkk ... - I believe ... - In my opinion - Personally... - I don't thinkk ... <p>* Activity 1: Repetition</p> <ul style="list-style-type: none"> - Have Ss repeat the dialogue after the teacher - model the conversation with one student. - Have Ss role play the conversation in pairs simultaneously - Call some pairs to the front of the class to act out the conversation 	<p>T → Ss → S</p> <p>S ↔ S</p> <p>S ↔ S</p> <p>T → Ss → S</p>
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		11A4	
		11A5	

Period : 72

UNIT 11: SOURCES OF ENERGY

LISTENING

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

- listen to specific information.
- express their own ideas about how to protect environment.

II-Teaching methods: *integrated and mainly communicative.*

III-Teaching aids: paper, markers ,*lesson plan*, board, picture

IV- Language content :

1.**Knowledge:** + Vocabulary : *Words describe* protect environment.

+ Grammar : *the tenes and relative clauses...*

2. **Skills :** devolop listening.

PROCEDURE

Stages/ Timing	Activities	Interactions								
1. Warm- up 5 mins	<p>Game: Pictionary</p> <ul style="list-style-type: none">- Ask Ss to work in four groups.- Prepare some pieces of paper on which there is one word: ocean/ sun/ land/ grass/ air/ coal. <div><div>OCEAN</div><div>SUN</div></div> <ul style="list-style-type: none">- Give a piece of paper to one person in each group. This person doesn't show it to the other in his or her group, then explains the word by drawing. When the others in his group can recongzine what the word is, they will say it aloud.- Teh group that gets more right words will the game.- check Ss understanding of the instruction.- Declare the winning group.	T → Ss → S								
2. Pre- listening : 5 mins	<p>Lead- in: Have Ss show the pictures they have just drawn and ask: What do these pictures refer to?</p> <ul style="list-style-type: none">- Expected answer: They are about natural resources. <p>Ask Ss: Which of them are nenewble and which of them are non renewable ? Why ?</p> <p>Have Ss to work in pairs and guess the answers.</p> <table><tr><td>Natural Resources</td><td>Renewable</td><td>Nonrenewable</td><td>Reasons</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>To know the answer. We're going to listen to a text about natural resouces and natural environment</p> <p>- Pre- teaching Vocabulary:</p> <p>1. ecologist (n) person who studies ecology: nhà sinh thái học.</p>	Natural Resources	Renewable	Nonrenewable	Reasons					T ← Ss S ← S
Natural Resources	Renewable	Nonrenewable	Reasons							

**3- While-
listening 20
mins**

2. to coserve(v): to avoid wasting something : giữ gìn, bảo tồn covervation (n)
Checking Vocablary: - Teacher says out the definition, Ss give Vietnamese meaning. Ss make a sentence with the word.

*** Activity 1: table Completion**

Ask Ss to listen and check their guessing.
- Have Ss listen to the recording twice. At the first time, ask Ss to list all the resouces they hear. At the second time, Ss tick which resource is renewable and which is nonrenewable.
- Let them compare their answers.
- Check the answers with the class.

Natural Resourese	Renewable	Non renewable	Reasons
Grass			It will grow quickly.It takes m of year to coal unlimied unlimited unlimited.
Coal			
Fossil fuels			
Solar energy			
Air			
Water			

T → Ss → S

*** Activity 2 : Multiple Choice**

- Ask Ss to read task 1 (page 129) carefly, guess the answer. Listen to the tape and circle the word they choose.

Key: 1-d 2-C 3-D 4- A 5-B

*** Activity 3 : Gap - Fill**

- Give Ss three minutes to read the paragraph carefly and guess the missing words.

- Ask Ss to listen to the tape again and fill in the gaps with the words they have heard.

- Let them call out their answers.

Key:

1- unlimted 2- atmosphere 3. may

4. gases 5. amounts

Dissscussion

Ask Ss to work in groups of the five to discuss the questions:

- What can we do to keep the resources renewable ?

- What should we do to protect our environment ?

Feedback:

One studenr from each group comes to the front of the ideas.

Other give comments.

- Learn the new words by heart.

- Prepare the next part.

S ↔ S

Ss ↔ Ss

**4. Post-
listening : 12
mins**

5- homework: 1 min		
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		11A4	
		11A5	

Period : 73

UNIT 11: SOURCES OF ENERGY

WRITING

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

- read the information from the chart.
- Write a description from a chart.

II-Teaching methods: *integrated and mainly communicative.*

III-Teaching aids: hand outs, posters, *lesson plan, board,*

IV- Language content :

1. **Knowledge:** + Vocabulary : *Words describe protect environment*

+ Grammar : *the tenes and relative clauses...*

2. **Skills :** develop writing.

PROCEDURE

Stages/time	Activities	Interactions
1. Warm up (5 m)	<p>Game: Hot Seat</p> <ul style="list-style-type: none"> - Put 2 chairs in front of the class. - Ask Ss to work in 2 groups. One person from each group sits on each chair. - Write a word on the board. The others in their group explain the word without using the exact word on the board. - When the person on the chair can say out the word correctly, their group will get one mark. It's time to change another Ss to continue the game. <p>The words chosen for the game: petro, coal, energy, proportion, nuclear, hydroelectricity.</p> <ul style="list-style-type: none"> - The group that scores more points will win the game. - Declare the winning group. 	<p>Ss ↔ Ss</p>
2. Pre-writing (10 m)	<p>Lead-in: Are you interested in the energy consumption in your family ? your city ? your country ? Do you know how much energy your country consume in a year ? To know how to read and write a chart of energy consumption, we will study the lesson today.</p> <p>SOURCES OF ENERGY</p> <ul style="list-style-type: none"> * - Hang the chart on the board and explain the information in the chart. <p>In pairs, Ss look at the chart carefully and read the passage, contrasting the chart with the passage to find out the missing</p>	<p>T ↔ Ss</p> <p>S ↔ S</p>

<p>3. While-writing (20 m)</p>	<p>information. - Compare the answer with other pairs ... - Call on some Ss to read out their answers. Key: 1- 100 million tons 2. Nuclear and Hydroelectricity 3- 18 million tons</p> <p>* Elicit the tense and the language which is used in the passage from Ss. +) Useful Languages: - use Simple Past tense. - to be under / over / + figure. - to make up the largest ... - to account for / to take the smallest ... a small amount of a large proportion of a large percentage of - There was / were + noun / noun phrase. e.g: There were 10 million tons of coal used in 2000. - as much as - as + noun / noun phrase + as +) Outlining: 1. Give out the topic sentence. 2. Write some detaild sentences/supporting ideas for the topic sentence.</p> <p>* Activity 1: - Based on the chart in the textbook on page 130, Ss write a description of the trends in energy consumption in the year 2005 in Highland. - Set the time limited in 5 minutes. - Move around to give help. - When Ss have finished, ask them to exchange their writings, comparing and give corrections. Sample writing: The total energy consumption in 2005 was over 140 million tons/ under 160 million tons. Nuclear and Hyroelectricity made up the largest amount of this figure. There was nearly as much petroleum used as coal which only made up the smallest proportion of the total about 41 million tons. * Activity 2: - Have Ss work in pairs to describe the chart, using similar function of language. Give correction if necessary. * Activity 3: - Divide the class into 4 groups.s - Deliver a large piece of paper for each group.</p>	<p>T → Ss</p> <p>T → Ss → S</p> <p>S</p> <p>Ss ↔ Ss</p> <p>S ↔ S</p> <p>Ss ↔ Ss</p>
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<p>4. Post-writing (9 m)</p> <p>5.Homework (1 m)</p>	<ul style="list-style-type: none"> - Ask Ss to compare the amount of energy consumption in the two years 2000 and 2005. - Set the time limited in 10 minutes. - Move around to give help if necessary. - Ask Ss to stick their posters on the board. <p>Correction</p> <ul style="list-style-type: none"> - Give correction and comments on their writing <p>Suggested writing;</p> <p>There was an upward trend in the consumption of coal and nuclear & hydroelectricity but there was a sharp decrease in the use of petroleum. The amount of coal used increased by 20 million tons and the consumption of nuclear & hydroelectricity went up dramatically by 54 million tons . However, the amount of petroleum consumed in 2005 fell by 15 million tons.</p> <ul style="list-style-type: none"> - Rewrite the comparison of the chart into Ss' books. 	<p>T —————> Ss</p>
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- Aims:** By the end of the lesson, the students will be able to:
- distinguish the sounds / r/, /spl/ and /spr/
 - understand the use of Relative clauses replaced by participles and *to*-infinitives.
 - write the sentences with relative clauses replaced by participles and *to*-infinitives.

Teaching aids: Realia, picture, flipchart, handout.

PROCEDURE

Stages/time	Activities	Interactions															
1. Warmer lead-in (1 m)	<p>Game: Show a picture or a realia of a shrimp, a split ring, spring onion then ask: - What are these ? Expected answer: They are : a shrimp, a split ring and a piece of spring onion. - Ask Ss to listen to the teacher and repeat. - shrimp / rimp /: - split ring / 'split 'rin /: - spring onion / sprin ' ni n/: Elicit the consonant clusters / r/, / spl /, / spr /.</p>	T → Ss															
2. Presentation 1 (8m)	<p style="text-align: center;">Pronunciation</p> <p>Hang on the chart with the sounds: / r /, / spl /, / spr /</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">/ r /</th><th style="width: 33%;">/ spl /</th><th style="width: 33%;">/ spr /</th></tr> </thead> <tbody> <tr> <td>shred</td><td>split</td><td>spray</td></tr> <tr> <td>shrill</td><td>splash</td><td>spread</td></tr> <tr> <td>shrug</td><td>spleen</td><td>sprain</td></tr> <tr> <td>shrink</td><td>splutter</td><td>sprat</td></tr> </tbody> </table> <p>Point to each sound and read it aloud three times. Ask Ss to repeat the sounds. Call on some Ss to pronounce them.</p> <p>Practice: * Listen and repeat. - Read out some examples of the sounds. - Ask Ss to add some more words that contain the sounds. * Give each sound a number: 1- / r / 2- / spl / 3- / spr / T reads the words randomly, Ss listen and shout 1 or 2, 3 depending on the sound Ss hear. Example: T: spring Ss: three T: shrug Ss: one * Practice reading aloud the sentences on page 131.</p>	/ r /	/ spl /	/ spr /	shred	split	spray	shrill	splash	spread	shrug	spleen	sprain	shrink	splutter	sprat	T → Ss → S
/ r /	/ spl /	/ spr /															
shred	split	spray															
shrill	splash	spread															
shrug	spleen	sprain															
shrink	splutter	sprat															
3- Presentation 2 (15 m)	<p style="text-align: center;">Grammar</p> <p>Relative clauses replaced by participles and to infinitives 1- Active participles:</p>	T ↔ Ss															
		T ↔ Ss															

<p>3- Practice: 15 mins</p>	<p>- Show a picture of a girl playing with a dog and tell Ss: She is Lan's sister. What is she doing ?-She is playing with her dog. Eliciting question: who can combine these sentences into one ? Write on the board: * The girl who is playing with the dog is Lan's sister. →The girl playing with the dog is Lan's sister. - The man who spoke to Jonh is my brother. →The Man speaking to Jonh is my brother. - Ask Ss to look at the examples carefully. Elicit the rules from a Ss. Write the notes on the board. Note: - We can use a pretenr participle to replace a relative clause which has an active meaning. 2. Passive participles: Show the second picture and tell Ss: The picture has won the first prize. It was drawn by a blind. Ask Ss to combine the two sentences into one. * The picture which was draw by a blind has won the first prize. The picture drawn by a blind has won the first prize. - Elicit the rules from Ss. Write the notes on the board. Note: - We can use a past participle to replace a relative clause which has a passive meaning. 3- Infinitive relative clauses: Ask Ss: a. Which was the first country which won the world cup? Have Ss ask that question in another way. →Which was the first coutry to win the world cup ? b. The last person who leaves will have to turn out the lights →The last person to leave will have to turn out the lights - Ask Ss to look at the examples carefly. - Elicit the rules from Ss. - Write the notes on the board. Notes: - We can use a to- infinitive to replace a relative clause. - We often use a to - infinitive after an ordinal number (first, second ...) after next and last, after, only, and after superlative adjectives. 1- Exercise 1: - Ask ss to rewrite the sentences in exercise 1 , using present particple phrase.</p>	<p>T ←→ Ss</p> <p>T → Ss</p> <p>T ←→ Ss</p> <p>Ss ←→ Ss</p>
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<p>4. Production:5 mins</p> <p>3- Homework: 1min</p>	<p>- Move around to give help. - Have them exchange their exercise to check. Key: 1- The boy playing the piano is Bend. 2- Do you know the woman coming toward us? 3- The people waiting for the bus in the rain are getting wet. 4- The scietists searching the case of cancer are making progress. 5- The fence surrounding hose is made of wood. 6- We have an aoartment overlooking the park. 2- Exercise 2: - Ask Ss to rewrite the sentences in execise 2, usung past participle phrase. - Move around to give help. - Have them exchange their execise to check. Key: 1- the ideas presented in that book are interesting. 2- I come from a city located on in the southern part of the coutry. 3- They live in a house built in 1890. 4- the photographs published in the new extraordinary. 5- The experiment conducted at the University of Chicago was succesful. 6- They wok in a hospital sponsored by the government.</p> <p>3- Exercise 3 - Ask Ss to rewrite the sentences in exercise 3, usung infinitive phrase. - Ask Ss to come to the board and write them down. - Check Ss' tasks and give corrections. Key: 1- Jonh was the last man to reach the mountain. 2- The last personh to leave the room must turn off the lights. 3- The first person to see is Mr Smith. 4- This is the second person to be killed in that way. 5- The first person to catch the ball will be the winner Show some pictures and ask Ss to work in pairs, making the sentences with Relative clause replaced by participles or to infinitives.</p> <p>- Make 5 sentences relative clauses replaced by participles and to infinitives. - Teacher delivers the handouts to the Ss.</p>	<p>Ss ←→ Ss</p>
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