

JTE/ALT Mid -Year Conference 2006

# Beyond The Textbook

## Supplementary Activities



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## Overview(概要)

Sheldon(1988) gives **three** main reasons for the use of the text in the foreign language classroom:

⇒developing teaching materials can be extremely difficult;

⇒time constraint;

⇒external pressure – such as from government, prefectures, and parents / guardians.

While also in favor of the use of the text while learning a new language, Cunningsworth(1984,p15) warns, "**...course materials for English should be seen as the teacher's servant and not his master.**" Otherwise, Almann(2001) argues that students' exposure to the foreign language may not be as meaningful.

## Going Beyond the Textbook(教科書の枠にとらわれない学習方法)

Clearly, the textbook has its purpose in the foreign language classroom. However, it – by itself- is woefully **inadequate** to meet the needs of **ALL** pupils. It is, therefore, most important for teachers/assistant teachers to identify supplementary materials to be used along-side the prescribed text.

Howard Gardner's **Theory of Multiple Intelligence** helps to explain how different students learn a foreign language, so that, in choosing to go beyond the textbook, instructors are better able to match students' varied needs with the available options.

**Table showing "Multiple Intelligence", characteristics, and ways to go beyond the textbook**

いろいろな考え方、特性、教科書の枠を越えた学習方法の一覧

| Multiple Intelligence   | Characteristics of learners  | Activities beyond the textbook  |
|---|--|---|
| Verbal-<br>Linguistic<br>Intelligence<br>(音を中心としたもの)<br><br>Refer to:<br>Work Sheets 1(a)<br>1(b)<br>6(a)<br>6(b)<br>6(c) | Respond <b>WELL</b> to sounds  | Form an English friendship group and go to the restaurant together/record live English broadcasts, then play in class as a listening exercise/conversation sheets/reading English newspapers (Yomiuri, for example)/word games(bingo, scrabble)/choral reading(the entire class reads aloud about <b>Halloween</b> , for example – just a FEW culturally-related sentences)/ story-telling(can either use the story as is already written OR re-write, using vocabulary to suit your lesson)/give commands(sit, stand, sing, dance – maybe "Simon says..." could be used).  |
| Musical Intelligence<br>(音楽を中心としたもの)  | Enjoy mood music and chants, for example, [I You 以外の単数S!]<br>[=except "I", "You", you have to add "s" to the verb if it (noun) is singular]. | Concerts/Karaoke/music festivals(English)/ songs(for example, Christmas carols in December, and 'Old Mc Donald' in summer – in each case, a large picture relating to the theme of the song could be placed on the chalkboard). Students can learn a lot of vocabulary – including new adjectives – from carefully selected songs!!/How about gems, especially with 'tongue – twisters' (alliterations) – such as " <b><i>I like <u>this one</u>; I like <u>that</u>. <u>This is thin</u>, but <u>that is fat</u>. I like <u>thin things</u>, I like <u>that</u>. I like <u>this one</u>; I like <u>that</u>.</i></b> " |

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| Multiple Intelligence   | Characteristics of learners        | Activities beyond the textbook  |
|---|------------------------------------|---|
| Logical-Mathematical Intelligence<br>(論理的、数学的なもの)                           | Need models or patterns as a guide | <p><b>Throw the ball around</b> game (Begin by asking students to form a circle. Then, play music in the background while a ball is thrown around the classroom (you may even choose to have the class outdoor). The music is stopped. The student with the ball is to make a sentence, using the pattern which the teacher creates. For example, if the target grammar is learning 'gerunds' the teacher chants, "I like swimming. I like writing. Everyone then chants, "I like..., I like..." - until the student with the ball provides a '<b>gerund</b>'/ games involving simulation can work well for 'shopping'/teachers could also make a sample calendar, then ask students to create theirs - of course, all the months, days, etc should be written in <b>ENGLISH</b>.</p> |
| Visual-Spatial Intelligence<br>(視覚的、空間的なもの)<br><br>Refer to:<br>Work Sheet3 | <p><b>SEEING</b> is believing!</p> | <p>International days with foreigners/study ALTs' culture at the computer lab/pictures/making cartoons/renting movies and films do add more meaning to words. /Worksheets can be made more exciting if <b>visual aids</b> are provided. Therefore, don't just say, "This box is larger than that one." Show the actual pictures of the two boxes(Slow learners, in particular, would be most appreciative of your time, effort and creativity!</p>  |

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| Multiple Intelligence   | Characteristics of learners  | Activities beyond the textbook   |
|---|--|--|
| Bodily – Kinesthetic Intelligence<br>(経験を通したもの)                             | Like with the Total Physical Response(TPR) approach, Language learners best show aural (listening) comprehension by responding, physically. It is considered 'natural', as it reflects exactly how a child learns his first language/ "mother tongue"(L1). | English camps/tours of zoos/drama/maps(Teacher gives each student an identical map, showing public facilities, etc. Then he/she gives directions – if this is the target of the lesson. Students listen to the teacher's directions – go right, straight, etc. Finally, the students are to say where the journey/trip/vacation ends). Please use really <b>WEIRD</b> and <b>EXCITING</b> places! Then, a student may say, "I'm now in <b>hell!</b> "  |
| Interpersonal Intelligence<br>(各自の情報を使うもの)<br><br>Refer to:<br>Work Sheet 5 | Enjoy data collection and reporting  | Groups of students research different aspects of an English speaking country, then make that country's cultural newspaper/matrix chart (Students are given these to be completed after talking with their friends). The friends' names will first be written in a column, then key words will be written in one row). For example, if the target of the lesson is to teach fruits, a number or fruits could be written in a single row. If the student likes a selected particular fruit, place a tick in that box; otherwise, leave it empty. Afterwards, the students will return to their seats, then write sentences using the data collected. They could even use the data to play a "Guess who he/she is" game). |

| Multiple Intelligence   | Characteristics of learners   | Activities beyond the textbook   |
|---|---|--|
| <p data-bbox="165 319 508 542">Intrapersonal Intelligence<br/>(個人の感情など、内面に関することを使うもの)</p> <p data-bbox="165 606 508 877">Refer to:<br/>Work Sheets 2(a)<br/>2(b)<br/>4(a)<br/>4(b)<br/>4(c)</p> | <p data-bbox="519 319 984 454">Very personal, self - paced and self - chosen style(<b>NOT</b> group - oriented)</p> | <p data-bbox="995 319 2035 742">Scrapbooks/talking journals with close friends, family members, pen-pals/ writing stories based on a series of pictures/ Teacher can create amusing situations, to which the language learners could respond by writing <b>OR</b> expressing their personal feelings through drawing. For example, a teacher whose target is 'telephone conversation' could ask the students to apply the principles taught in class by drawing 2 cartoon characters, then writing the telephone conversation between them. Again, the teacher's creativity is what truly makes the difference!!</p> |

Framework: The Theory of Multiple Intelligence (Howard Gardner, 1983)

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## Resources(参考資料)

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|  |   |  |
|--|---|--|
| 1 Are you shy (シャイ 恥ずかしがりや)?                         | honest (オネスト 正直な人)<br>optimistic (オプティミスティック 前向きな人)<br>stubborn (スタボーン 頑固な人)              | -Yes, I am.<br>-No, I'm not.               |
| 2 Do you (like your class)?                          | play baseball (そのほかスポーツ)<br>have any CDs (もの・複数形で)  | -Yes, I do.<br>-No, I don't.               |
| 3 What (food) do you like?                           | sport / fruit / color / subject   | I like (sushi).                            |
| 4 How many (friends) do you have?                    | CDs / books / bicycles / erasers<br>pen cases / brothers / sisters                        | I have one ~.<br>~s. / about ~s. / no ~s.  |
| 5 How do you come to school?                         | By bicycle. / By bus.   | (I walk to school.)                        |
| 6 How do you say (onigiri) <in English>?             | in Japanese   | We say "(rice ball)."                      |
| 7 Who is that (boy)?                                 | girl, man, woman 近くの人をさして   | He / She is (Howard).                      |
| 8 Is (he / she) <funny> ?                            | friendly (親しみやすい) / kind (カインド 親切な人)<br>smart (スマート 頭がいい人)<br>easygoing (イージーゴーイング のんきな人) | -Yes, she / he is.<br>-No, she / he isn't. |
| 9 Does (he / she) <study hard>?<br>スタディ ハード 一生懸命勉強する | run fast (ラン ファスト 早く走る)<br>speak English well (ウェル 上手に英語を話す)<br>sing well (ソング ウェル 上手に歌う) | Yes, he/she does.<br>No, he/she doesn't.   |
| 10 What (subject) does he/she like?                  | *I think = 私は~だと思う<br>アイ シンク  | I think he / she likes English.            |

Really? (本当?) / I see. (なるほど) / Sorry? (えっ?) / One more time, please. (もう一度お願いします)  
 リアリー アイシー ワン モア タイム プリーズ

| Grade 1 | Class | No. | Name |
|---------|-------|-----|------|
|---------|-------|-----|------|

| Item                     | Score | Comments |
|--------------------------|-------|----------|
| Attitude (態度、音量、アイコンタクト) | 5     |          |
| Fluency (流れ)             | 10    |          |
| Accuracy (正確さ、発音、アクセント)  | 10    |          |
| Total (合計)               | 25    |          |

## Speaking Test について

## 内容

- ① 今回はコミュニケーションシート1~3についてのテストをします。
- ② 家族の写真について、ハワード先生とお互いに質問しあいます。

## やり方

- ① 出席番号順に行います。
- ② 図書準備室の中に受験者1人と、待機者3人の計4人入ります。
- ③ 必要事項を記入した評価カードをハワード先生に渡した時点からテストが始まります。
- ④ ハワード先生が終わりの合図をするまで、テストは終わりではありません。
- ⑤ 終わったら速やかに準備室を退室し、図書室で課題に取り組んでください。
- ⑥ 図書室の学習態度がひどいときはテストの点数を減点します。

## 評価

- ① Attitude
  - ・ 一生懸命相手に伝えようとしているか。
  - ・ 相手の話を理解しようとしているか。
  - ・ 声の音量は適当か。
  - ・ アイコンタクトをしているか。
- ② Fluency
  - ・ 会話の流れを止めることなく受け答えしているか。
  - ・ 合図地などを打ち自然な会話をしているか。
- ③ Accuracy
  - ・ 正確な文法で受け答えしているか。
  - ・ 発音やアクセントは正確か。

## 準備物

- ① 自分の家族の写真(誰か一人でも写っていればいい。)
- ② コミュニケーションシート No.1~3

## テスト終了者用課題

- ① 手紙を終わらせる
- ② Program8 の単元テスト勉強(曜日、新出単語、ワークシート、宮城の学習帳)
- ③ 単語リスト100

# マンガを使って英作文を作ろう！！

ちょうどいま、プログラム8で、電話の受け答えの練習をしています。習った表現を使って、自分のストーリーを書いてみよう！！

ルール1 ワークシート"Using the phone"で習った表現を必ず何個か使うこと。

ルール2 3枚全部を埋める必要はありません。半分のページでもいいです。自分の使いたい所を抜き出しても構いません。ですが、最低でも4コマは使ってください。

ルール3 もちろん英語で！

全員が提出、という訳ではありません。出したいと思った人は、冬休み前までに提出して下さい。出してくれた人はもちろん、英語の成績として評価したいと思います。(成績が上がることはあっても下がることはありません。)皆さんの創造性あふれるたくさんの作品を待っています。

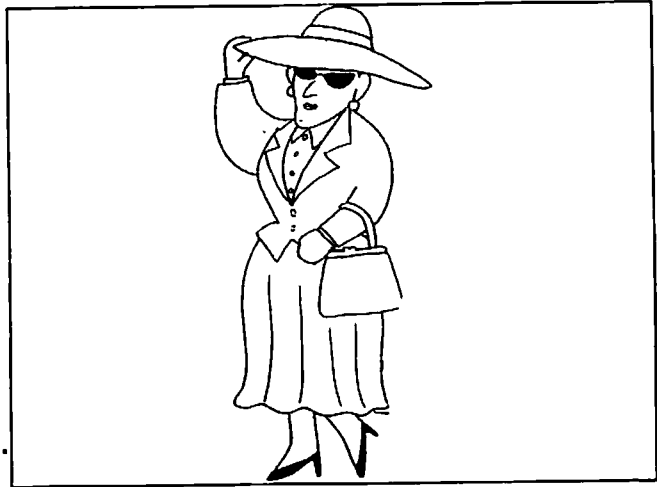


1年 組 氏名

お話を作ってみよう！

右の絵を見てください。絵からイメージをふくらませ、友達と交代で英文を一文ずつ足していこう。どんなお話ができるかな？

(Look at this picture. Use your imagination to describe her in ONE sentence, then allow you friends to EACH write ONE sentence to complete the story).



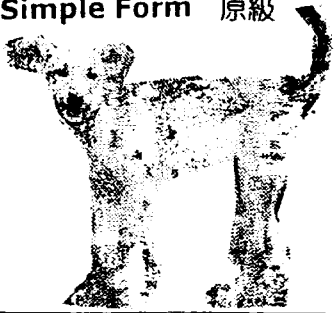
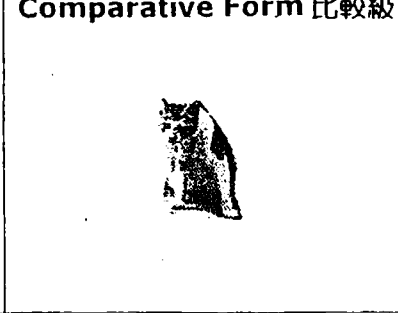

A large empty rectangular box for writing the story.

2<sup>nd</sup> Grade Class No. Name \_\_\_\_\_

Book: Sunshine 2, Programs 9 and 10

Target: Using *adjectives* in the *Simple, Comparative, and Superlative* Forms


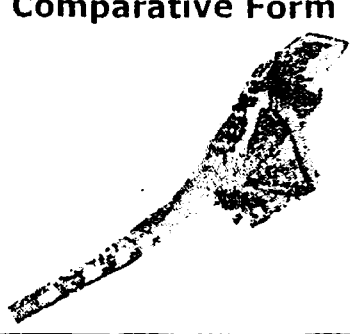

**Grammar Point 1** 音節が1つの形容詞には、比較級には -er、最上級には -est を後ろにつける。( If an adjective has only ONE syllable, add 'er' to form the comparative and 'est' to form the superlative).

| Simple Form 原級  | Comparative Form 比較級   | Superlative Form 最上級  |
|---|--|---|
|  |  |        |
| This is a dog.<br>It runs fast.   | This is a cat.<br>It runs <u>faster</u> than the dog.                              | This is a cheetah.<br>It runs <u>faster</u> than the cat.<br>It runs the <u>fastest</u> . |

Exercise 1: Write the correct forms of adjectives below.

| Simple Form | Comparative Form | Superlative Form |
|-------------|------------------|------------------|
| short       |                  | shortest         |
|             | longer           | longest          |
| tall        | taller           |                  |
| hard        |                  |                  |
|             |                  | coldest          |

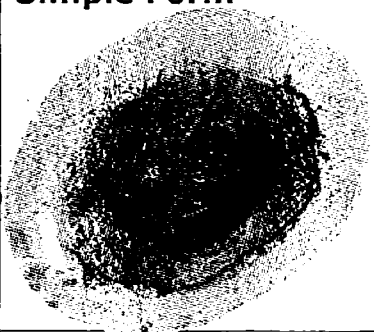
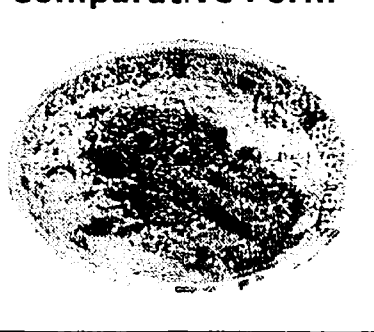

**Grammar Point 2** 音節が1つか2つでyで終わるものはyをiに変えてから -er, -est をつける (If an adjective with one or two syllables ends in 'y', change 'y' to 'i', then add 'er' or 'est' - as in Grammar Point 1 above ).

| Simple Form   | Comparative Form  | Superlative Form  |
|---|---|---|
|  |  | <br>Utada Hikaru |
| This is a snake.<br>It's lovely.  | This is a lizard.<br>It's <u>lovelier</u> .   | This is a musician.<br>She's the <u>loveliest</u> .   |

**Exercise2: Write the correct forms of adjectives below.**

| Simple Form | Comparative Form | Superlative Form |
|-------------|------------------|------------------|
| sunny       |                  | sunniest         |
| easy        | easier           |                  |
|             | busier           | busiest          |
| lazy        |                  |                  |
|             |                  | prettiest        |

**Grammar Point3** 2以上の音節があるものには比較級には more, 最上級には most を単語の前におく。(For all other adjectives of two or more syllables, add 'more' or 'most').

| Simple Form  | Comparative Form   | Superlative Form   |
|--|--|--|
|  |  |  |
| This is okonomiyaki.<br>I think it is delicious!                                   | This is katsudon.<br>I think it is <u>more</u> delicious!!                         | This is tempura.<br>I think it is the <u>most</u> delicious!!!                       |

**Exercise3: Write the correct forms of adjectives below.**

| Simple Form | Comparative Form | Superlative Form |
|-------------|------------------|------------------|
| interesting | more interesting |                  |
| attractive  |                  | most attractive  |
|             | more exciting    | most exciting    |
|             | more important   |                  |
| difficult   |                  |                  |

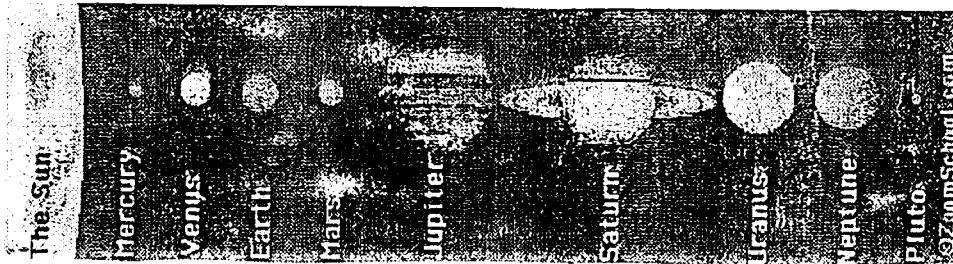
**Grammar Point4** 校則が嫌いな生徒は稀にいますが、形容詞の世界にも規則が嫌いな不規則変化をするものがあります。注意してくださいね！ (Like those **FEW** students at your school who don't like school rules, so too are there a **FEW** 'irregular' adjectives in the English language. Please keep your eyes on them!).

| Simple Form | Comparative Form | Superlative Form |
|-------------|------------------|------------------|
| bad         | worse            | worst            |
| good        | better           | best             |
| little      | less             | least            |
| far         | farther          | farthest         |

**Summary Exercise**

( )内に与えられた形容詞を正しい形にかえて書き入れなさい。Write the correct forms of adjectives to complete the sentences below .

a) Jupiter is the \_\_\_\_\_ planet from the sun. (large)



b) The \_\_\_\_\_ country in the world is China. (populated)

c) Mount Everest, in the Himalayas, is \_\_\_\_\_ than Mt. Fuji. (high)

d) Is English the \_\_\_\_\_ language to learn? (easy)

e) Which is \_\_\_\_\_ from Japan - Canada or New Zealand? (far)

f) Bangkok was the \_\_\_\_\_ capital (sunny) on December 5, 2005, but Beijing was the \_\_\_\_\_ . (cold)

|             |  |    |
|-------------|--|----|
| Bangkok     |  | 28 |
| Beijing     |  | -9 |
| Hong Kong   |  | 11 |
| Honolulu    |  | 22 |
| London      |  | 4  |
| Los Angeles |  | 11 |
| Manila      |  | 24 |

g) These are four babies. Is Chris  
 as \_\_\_\_\_ as Tony?(cute)  
 Who is the \_\_\_\_\_?(cute)  
 By the way, who do you think is the  
 \_\_\_\_\_? (happy)



Chris



Tony



Utako



Edward

h) Who/Which group is the \_\_\_\_\_ in Japan? (popular)



Matsushima Nanako



Matsui Hideki



Morning Musume

i) Who is the \_\_\_\_\_?(smart)



Koizumi  
 Junichiro  
 (Japanese PM)



Tony  
 Blair  
 (British PM)



George  
 Bush  
 (U.S. President)



Jacques  
 Chirac  
 (French President)

j)

Is



Saddam Hussein  
 (Former Iraq President)

than



Osama bin Laden  
 (Terrorist)

?(bad)

差出人の名前・住所

封筒の左上に書く。名前を1行目に、2行目からが住所である。住所は、日本とは逆に小さい区分から大きな区分の順になる。国名はすべて大文字で、下線を引いて目立つようにするとよい。

相手の名前・住所

封筒のほぼ中央に書く。受取人の氏名には、必ず Mr., Ms., Mrs., Dr. などの敬称をつける。



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11-14 Yakuin 3 Chome  
Chuo-ku, Fukuoka 810-0022  
JAPAN

Kazuko Shikado  
13-1 Rokugo  
Wakabayashi-ku, Sendai-shi 984-0834  
110円

SANTA CLAUS  
NORTH POLE HOH OHO  
CANADA  
By AIR MAIL

↓  
二は自分の住所を書くこと

- Room 3 Tanaka-so  
R/#3 Tanaka-so  
c/o Hitoshi Ito  
(c/o ... care of)
- 速達 Express  
機密 Confidential
- St. Street ~通り  
Ave. Avenue ~街  
Pl. Place ~町  
Apt. Apartment ~アパート  
Bldg. Building ~ビル  
Rm. Room ~号室


- ★ 自分の住所以外は大文字で!!
- ★ 重さがあると110円以上かかります。(259gまで110円、504gまで190円) なるべく軽めの紙を使用しましょう
- ★ 通常5~7日カタダまでかかります。12/5までカタダに着くためにはなるべく早めに出しましょう。

**Program 8 Challenge!**

今回は E-mail の文を勉強しました。そこで、今回勉強したことを生かして、カナダにいるサンタクロースに手紙を書いてみましょう。うまく行けば、サンタさんから皆さんに返事が来るそうです。

**Step 1** まずはサンタさんに聞きたいこと、伝えたいことを日本語でまとめてみよう。

# サンタさん好きな食べ物?   
 どうやって世界にまわる人ですか?   
 トナカイの餌は何ですか?   
 サンタさんは日本が好きですか?




ヒント

- ① サンタさんの好きな(食べ物、色、スポーツ)は?
- ② どうやって~へ行くのですか?
- ③ トナカイを何匹飼っていますか?      など コミュニケーションシートも使ってね!

**Step 2** 下書きをしよう

Hello Santa Claus,  
 Nice to meet you.  
 My name is Yuka.  
 I have a question.  
 1. How do you go to many countries in the world?  
 2. What food does reindeers like?  
 3. How many Santa Clauses friends do you have?  
 4. Do you like Japan?  
 We love you Santa Claus!  
 please come to my house.  
 Merry-Xmas!  
 Your friend,



My dear little friend, Miho

There's nothing more relaxing than sitting here with my good pal Rudolph and reading wonderful letters from children like you.

Not that I can relax for long! Christmas Eve is coming fast and there's so much to do. Did you know that last night my elves ran out of paint for the toys? But don't worry! With the help of a few reindeer and some Christmas magic, we flew up into the sky and filled the elves' paint pots with colours from the Northern Lights.

Unfortunately, some of the elves were in such a rush to try the new colours that they fell right into the paint pots. One elf was shimmering silver, another was glittering gold, and one was a more brilliant blue than the twinkle in my eye. Hol Hol Hol

Speaking of the workshop, I'd better get back. Be good, and I hope you have a wonderful Christmas!

Love,

Santa

I'm good, I love lots of food even the cookies I get from boys and girls, I love Tonakai, I like a lot of sports, I'm very honest. I like the thought of a beautiful girlfriend but I love Mrs Claus and she won't be very happy! Happy Holidays

Santa



Activity Sheet 2

# I am going to play baseball!

Class(        )No(        )Name(        )

※ be going to (動詞の原形)で、(動詞の原形) をするつもりです。  
 という意味で、未来を表すことができます。

A: What are you going to do tomorrow?

B: I am going to play baseball.

A: Thank you! Good-bye.

B: Good-bye.

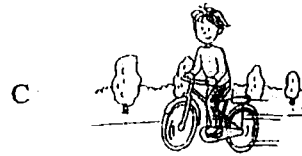
I am going to .....



play the piano



go shopping



ride my bicycle



study English



play tennis with my friend

Memo

| Name of your friends | What your friends are going to do |
|----------------------|-----------------------------------|
| Example Mr.Sato      | C                                 |
| 1                    |                                   |
| 2                    |                                   |
| 3                    |                                   |
| 4                    |                                   |
| 5                    |                                   |

Mr. Sato is going to ride his bicycle.

**Rokugo Junior High  
English  
Second Graders  
Situation Responses**

Below are some situations. Read each carefully before giving a suitable response. You may use a single word, phrase or sentence.

1) John is traveling on a train in Australia when he sees someone who looks like an ALT who was working at his school four years ago.

- a) What does John ask the ALT?
- b) What is the ALT's reply?

2) While on home-stay in Jamaica, your host family introduces you to a famous reggae singer.

- a) What does your host family say to you?
- b) How do you greet the singer?

3) Paul is visiting Washington, in the United States. He sees a building looking like a restaurant, and immediately feels hungry.

- a) What does he ask his American friend?
- b) When does his friend suggest they go for lunch?

4) Carlton and his girlfriend are visiting New Zealand. A security guard sees them. Realising they are foreigners, he approaches them.

- a) What does the security guard say to them?
- b) What do they tell the security guard?

5) An eighty year old English lady is listening to the relaxing music being played by a guitarist. Shortly after, she sees many people leaving the park and wonders if it's about to be closed. She speaks to the guard.

- a) What does she say to the guard?
- b) What was the guard's advice?

6) It was an extremely hot day in Trinidad. Having danced to 'claypso' for two hours in the street, the Japanese tourist became thirsty.

- a) What does he ask his Trinidadian friend?
- b) What was the friend's response?

7) You have been standing by a bus stop in Hawaii. Having not seen any bus pass, you become impatient.

- a) What do you say to the Hawaiians, also standing by the bus stop?
- b) What do the Hawaiians say to you?

8) While shopping in Ireland, you saw a beautiful necklace, but could not remember the English word for 'necklace'. Your other Japanese friend was beside you.

- a) What did you say / ask your friend?
- b) What did you ask the clerk in the jewelry store?

9) Mary is offered roast beef while on vacation in Texas. However, she can't eat beef, but really likes pork.

- a) What does Mary say to refuse the offer?
- b) What is Mary's request?

## 場面ごとの対応

5つの場面をよく読み、それぞれの場面に合った対応を下さい。簡単な単語、言い回し、文を使っていいです。

## 場面設定のリスト

- 1) ジョンがオーストラリアで電車に乗っていると、4年前に学校で教えていたALTらしき人を見かけました。
  - a) ジョンはALTの先生になんと声をかけますか？
  - b) ALTは何と答えてきますか？
  
- 2) ジャマイカにホームステイをしている時に、ホストファミリーから有名なレゲエの歌手を紹介されました。
  - a) ホストファミリーはどのように、あなたに紹介しますか？
  - b) あなたはどのようにその歌手に挨拶しますか？
  
- 3) ポールは友達とワシントンを訪れています。彼はレストランのような建物を見つけ、突然お腹がすいてきました。
  - a) 彼はアメリカ人の友達になんと頼みましたか？
  - b) いつ友達はお昼に行こうと提案しますか？
  
- 4) カールトンと彼の彼女はニュージーランドを訪れました。警備にあっているガードマンが2人が外国人だとわかり、近づいてきます。
  - a) ガードマンは2人に何と言いますか？
  - b) 2人は何と答えましたか？
  
- 5) 80歳のイギリス人の婦人がギターリストによって演奏されている、気持ちの安らぐ曲を聴いていました。まもなく、たくさんの人が公園を去っていき、公園が閉まる様子でした。彼女はガードマンのところへ行き言いました。
  - a) ガードマンに婦人はなんと言ったでしょう。
  - b) ガードマンは何とアドバイスしたでしょう。
  
- 6) タイの国でとても暑い日でした。～を2時間踊り続けて、日本の観光客は喉が渇きました。
  - a) タイの友達に日本の観光客はなんと言いますか？
  - b) 友達は何と答えてきますか？
  
- 7) あなたはハワイのバス停に立っています。時間が過ぎてもバスが来る様子はありません。だんだんいらだってきたあなたは……。
  - a) 隣に立っているハワイの人にあなたはなんと聞きますか？
  - b) ハワイの人は何と答えてきますか？



## Notes

