JOIN IN

ist ein Lehrwerk für das Fach Englisch, das sich an Schülerinnen und Schüler der Berufsfachschulen für Sozialassistenz und Kinderpflege richtet. Das Buch ist für zwei Schuljahre konzipiert und bietet neben dem Grundkurs (Units 1–6) die Möglichkeit, über Basiskenntnisse des Englischen hinaus den mittleren Bildungsabschluss im Erweiterungskurs (Units 7–17) zu erwerben.

Die wichtigsten Grundlagen der englischen Grammatik werden kapitelbegleitend und in den Kontext eingebunden wiederholt. Dabei werden zunächst Basiskenntnisse (A2) aufgefrischt und im Erweiterungskurs werden die Lernenden auf das Sprachniveau des mittleren Bildungsabschlusses (B1) geführt.

In diesem Lehrwerk werden grundsätzlich die britische Schreibweise und britische Fachausdrücke verwendet. Ergänzend wird der Unterschied zwischen amerikanischem und britischem Sprachgebrauch herausgearbeitet.

Die Themenbereiche wurden so zusammengestellt, dass sie berufliche Schwerpunkte der Kinderpflege, Sozialassistenz sowie des Sozialwesens aufgreifen und hier insbesondere die Arbeit mit Kindern und Säuglingen in den Mittelpunkt stellen. Ausgangspunkt für den Grundkurs ist die Arbeit im Kindergarten sowie in der Krippe und in der Tagespflege. Es werden Themen bearbeitet, die den Alltag widerspiegeln. Daneben werden allgemeine Themen und Problembereiche behandelt, die sich z.B. mit Erziehung zur Gesundheitspflege, einem Auslandsaufenthalt oder der Inklusion von Kindern mit Behinderung oder der Integration von Kindern mit Migrationshintergrund bzw. Fluchterfahrung befassen. Der kreative Umgang mit englischer Kinderliteratur und englischen Reimen und Liedern kann Ansätze bieten, die englische Sprache im deutschen Kindergarten einzuführen.

JOIN IN

legt einen besonderen Schwerpunkt auf handlungsorientierte Aufgabenstellungen, die berufliche Handlungssituationen aufgreifen und ein fächerübergreifendes Arbeiten anstreben. Sie sind gekennzeichnet durch die Überschrift **"Hands-on task"**. Ziel dieser Aufgaben ist es ebenso, Methoden- und Sozialkompetenzen zu fördern.

Die Kompetenzen nach dem Europäischen Referenzrahmen werden bei Aufgaben ausgewiesen, in denen

> Reception

> Interaction

> Production

> Mediation

besonders geübt werden.

Im Anhang des Buches finden die Lernenden verschiedene **Methodenseiten**, die ihnen die für diese Aufgaben benötigten Informationen und Anleitungen zur Verfügung stellen. Zum besseren Lernen befinden sich die Vokabeln am Ende jedes Kapitels (mit Lautschrift) und zusammengefasst in einem alphabetischen Verzeichnis im Anhang.

SO JOIN IN AND ENJOY THE BOOK!

Autoren und Verlag

Als Audiotrack zum Download erhältlich

> Hi!
> My name is Janet Smith. I´m 16 and I´m from Liverpool, England.
> What do you want to know about me? Something about my hobbies? My hobbies are swimming and going to the gym to work out, but I also like reading and playing the guitar. I like meeting friends and going out in the evenings. I like dancing – and music, of course! I love shopping for clothes, but I don´t like food shopping in a supermarket or when my mother asks me to help her clean the house.
> I also like watching TV or even better Netflix. My favourite programmes are films and soap operas.
> I live with my mother and father. I have a little sister and a little brother. Sometimes I look after them when my parents work or when they go out. I love playing with my siblings, they are so cute.
> I don´t go to school any more, I passed my GCSEs in summer! Now, I am looking for an interesting job or a good training course. But what can I do?

This is me

Working with the text

A **What do you get to know about Janet? Find and list the keywords.**
name:
age: …
….

B **Your own introduction**
1. With the help of the list, create a poster in which you present the main facts about yourself.
2. Work in pairs and introduce yourselves to each other.
3. Introduce your partner to the class.

C **Ideas**
What can Janet do to find a job or a training course?
Where can she get information? Give her some ideas.

Outdoor play areas and outdoor toys

Look at the pictures

slide • seesaw • scooter • climbing frame • sandbox with sandbox toys • rocking animal • tricycle • roundabout • goal wall • swing • skipping rope • bobby car/ride-on-toy

1. Can you name what you can see in the pictures?
2. Do you have these toys in the outdoor play area of your nursery school? What else do you have?
3. Is there a favourite children like to play with? Why do they love playing with it?

Working with language

Look at the text below and fill in the missing words from the box.

spades • plant pots • watering cans • shovels • wheelbarrow – gardening gloves • rake • seeds

---

Getting the gardening project started

After Joanna Murphy's advice, some staff meetings and meetings with parents Janet is glad that she now can start her gardening project. She has all her gardening tools, pea and sunflower seeds and tomato and strawberry seedlings. Now she wants to prepare a bed. One weekend, parents, children and staff meet at nursery school for gardening work.

1. First of all, Noah's, Helen's and Susanna's fathers remove the roots of the old bushes. For this work they use … to dig deep holes in the soil.
2. Jamal's father wants to carry three large sacks of soil. But they are too heavy and he uses a large … with which he can easily wheel them up to the new bed.
3. The other parents spread the new soil with a … all over the bed, trying to make a flat surface.
4. Meanwhile the children start putting tomato seedlings into some … . Here they should grow until they are large enough to plant the large bed.
5. Miriam and Silvia don't like to have dirty hands and Janet gives them … .
6. Now the children who want to start planting the new bed take their small … and start digging holes for the first strawberry seedlings.
7. Peter's father digs some straight lines in the bed and tells the children to scatter some pea and sunflower … along the lines.
8. After planting the seeds and seedlings in the ground Janet hands small … over to the children to fill them for the first watering.

Hands-on tasks

Production/Interaction

Joanna Murphy says that she now means to start a new project. She wants to create a sensory garden. What is a sensory garden? Sit in small groups and "brainstorm" that topic. Design an information poster and present it in class.

Four new children and their families at Tiny Tots Nursery

Jamal: 3 years and 8 months

Jamal and his family arrived in England two years ago. He is one of thousands of refugee children who fled with their family from the war in Syria.

Whereas his elder sister Aseel (six and a half) has been attending primary school for a year and is
5 quickly learning English, Jamal can hardly speak any English. Aseel was looking forward to school and was able to make friends, but Jamal is rather timid and shy. He clings to his parents and spends his time with his mother. He doesn't have any other contacts. Very often he sits at the kitchen table looking at a picture book he was given at the reception centre when his family came over to England from a
10 refugee camp in southern Beirut. Here they waited for six months before they were allowed to leave Syria. Now Jamal's family lives in a flat close to the nursery school. His father got a job in a Liverpool garage as an experienced mechanic. Jamal's mother stays
15 at home looking after the children.

Jenna: 4 years and 1 month

Jenna comes from a large family. She has two sisters and one brother. Her sisters Nelly and Rebecca were at Tiny Tots before they started infant school. Jenna is not the youngest child. Her brother Leo is a four-month-old baby.
5 Jenna's family lives on the outskirts of Liverpool in an old farmhouse which offers a lot of space for the family. There are three generations living under one roof, Jenna's grandparents, parents and her sisters and brothers. And in two weeks there will also be Ichika from Japan, an au pair who is going to help Jenna's mother take care of the children. Jenna is very excited about starting
10 nursery school and can't stop talking and asking Nelly and Rebecca about it. She is a very curious girl and loves trying new things, for example she likes doing handicrafts with packaging, paper, boxes, cardboard or cloth which her mother would otherwise throw away. Jenna already knows
15 Tiny Tots because she has accompanied her parents picking up Nelly or Rebecca. Last year she joined in Tiny Tots summer festival and was able to make friends with Sabrina who has been in
20 the red group for half a year. Sabrina is an only child and she is glad to have Jenna as a new friend. Sabrina lives together with her two mothers Sonia and Merit.

Computer games for preschoolers?

Electronic devices are a reality in families today. Half of all children under the age of 4 use a smartphone or computer. Kids typically start using these devices at the age of three and a half.
There are lots of games for small children, but what is actually good for them?

Experts give answers

Many families need a way to connect with grandparents and other relatives who live far away. Brief video chats are fine for toddlers as young as 18 months, but a parent needs to be present.

Smart phones and tablets for preschoolers? Absolutely not! Parents often feel their child needs to learn how to use technology early, but children won't fall behind if they wait a few years to swipe a touch-screen or press a button. Digital devices are so easy to use, they 'll catch up quickly when the time is right. And they'll learn far more reading a book with you than they would from watching videos.

There should be no screen time for toddlers younger than 18 months. A little screen time can be okay for older toddlers, and children 2 and older should get no more than an hour of screen time per day.

High-quality educational media are best for young children. However, it's important for you and your child to be active together and to talk about the activity afterwards.

SENSIBLE RULES

- *Set time limits*
- *Keep devices out of bedrooms*
- *Choose a game that's age-appropriate*
- *Talk with your child: Share screen time with your child as much as possible and chat about what you're seeing and hearing.*
- *Be a good role model: Even at a young age, your child is studying and imitating you. Put down your phone during meals and one-on-one time.*

Working with the text

Answer the questions by matching them with the information above.

1. How much screen time is acceptable?
2. Is it OK for a toddler to video-chat with relatives?
3. Will my child miss out if I don't allow any screen time?
4. How can I manage screen time at home?
5. Is an educational computer game good for my pre-schooler?

Computer games in nursery school?

Task:
Some parents suggest having some tablet computers for preschoolers in your nursery school. Do you think this is a good idea? Say why yes or why no.

Production

Over to you

Websearch
Working with a partner, choose one online game and present it to your class, maybe with a white board or a document camera in your classroom.

These questions may help you:
1. What is the topic of the game?
2. How do you play the game?
3. Do you think preschoolers would like it? Say why / why not.

> Some suitable websites are:
>
> https://www.wdrmaus.de/spiel-und-spass/spiele/index.php5
>
> https://www.kleineschule.com.de/onlinespiele.html

Think about it

In recent years, electronic media like computers and smart phones have become a part of school life. Here you can find some examples of what students can do:

> Do a web search • learn new words • write a text • play learning games •
> give presentations • do homework • communicate with schoolmates •
> communicate with teachers • read and write email • use a messaging service

Tasks:
1. Say how you use electronic media at school. Give examples from your school life.
2. Do you like working with electronic media? Explain your answer.

Working with language

Do you remember how to say an English date?
Here are some American holidays – read them out in class.
Remember that in English there is a difference between a written date and the way you say it.

Example:
Halloween is on 31 October: *"… on the thirty-first of October"*
or: Halloween is on October 31:   *"… on October the thirty-first"*

1.	New Year's Day	1 January
2.	Martin Luther King's Birthday	15 January
3.	Mother's Day	8 May
4.	Juneteenth: End of Slavery	19 June
5.	Independence Day	4 July
6.	Columbus Day	12 October
7.	Thanksgiving	24 November
8.	Christmas	25 December
9.	Labor Day	the first Monday in September (look it up in your calendar)

Role play

Interaction

As some of the parents have complained about last year's Halloween celebration at the kindergarten, **Anne**, the head nurse has invited **Dylan** and **Laverne**, the parents' representatives to discuss this year's Halloween. **You** are also asked to join the discussion as well as **Rajat**, an Indian-born older man, who has been working for the kindergarten as a volunteer for some years as some kind of janitor.
Look at your role card, take a minute to think about what to say, take a few notes if necessary, but do not prepare a written text. Then start the discussion. Use the elements on the role card, but feel free to add any of your own arguments. Maybe you can find a solution?

Anne
She likes Halloween and does not think that the children are really frightened; she is quite happy with things as they are and does not want to change too much.

Dylan
He is very concerned that the smaller kids could panic when they see skeletons or pictures of ghosts and goblins. He wants a kinder, softer Halloween and wouldn't mind if there was no Halloween celebration at all.

Laverne
She also wants some changes, but her point mostly is that the children should be more active and make things themselves, not just consume what the adults have prepared for them.

You
Make up your mind!
…
… ?

Rajat
He is a migrant from a small village in India and mostly objects to the wasteful use of resources. He thinks that things should be recycled and used again and not be thrown away. He offers to make a solid box where things could be kept for next year.

Working with language

Analysing infants' and toddlers' body language: For those who care for children from birth to three, it is important to understand their body language, such as crying and laughing, in order to get information on how they feel.

Crying can have different meanings. What does the child's facial expression tell you? Is there eye contact or not? Is the child searching for it or avoiding it? What about kicking the feet? This can show interest. Barriers with arms and legs may show unwillingness. A lot of children touch the part of their body which is important to them at the time, like rubbing eyes when tired or touching the forehead while thinking about something.

Look at the photos and the children's body language. Say what mood the child is in and what the relevant body signs are. What do they tell you? Use the words from the word box below.
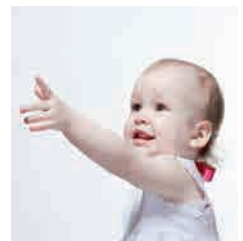

1

2

3

4

5

6

7

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9

10

Words describing moods

confused • awake • lively • interested • angry • tired • astonished • dissatisfied • satisfied •
fast asleep • unwilling • contented • discontented • stubborn • surprised • bright • alert • sad

Words describing body activities

raise • cross • open • close • shut • build up barriers • kick • rub • smile • look angry • widen •
touch • avoid • search for • be active • move strongly • stay calm • sit/lie still

Planning meals for children

Janet is starting her new work experience in a nursery school. Of course she gets to know the children first but after breakfast her colleague Sarah gives her a guided tour of the premises. She explains everything that is important. Now they are in the dining-room.

Sarah: Well, this is the dining-room. Here the children have breakfast and lunch. We particularly look after the children's food. We want them to get a balanced diet.

Janet: Yes, I know. We talked about a balanced diet and all the nutrients at school.

Sarah: Well, then you will know that children need different groups of food that are particularly good for children, such as milk, vegetables, eggs, some meat and fish. We try to provide a healthy mixture of these foods.

Janet: I see. And what about drinks?

Sarah: Look at the trolley over there. Children who are thirsty can always get something to drink. We offer water because it's pure and quenches the thirst. We don't allow sweet and sugary drinks in here.

Janet: Yes, our teacher Mrs Shotton says that sugary drinks can cause tooth decay and spoil the children's appetites.

Sarah: She's absolutely right. Sometimes we offer fruit juice but we dilute it with water because the juices are too acid. We also offer milk, for example in the afternoon.

Janet: Do you have a menu?

Sarah: Yes, of course, look here, this is this week's menu:

Menu					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Breakfast	milk, cereals with banana, toast	milk, porridge, apple	milk, yoghurt, toast	milk, cereals, toast	milk, cereals, toast
Lunch	maccaroni and cheese, broccoli, fruit salad, water	chicken nuggets, chips, mushy peas, yoghurt, water	bean and sausage stew*, bread rolls, fresh peach, water	fried fish, rice salad, strawberry mousse, water	pancakes with fruit filling, water
Mid-afternoon	diluted fruit juice, cheese and biscuits	milk, fruit scone	diluted orange juice, rice crackers	banana milk shake	hot chocolate, dried fruit mix (raisins, apricots)

Janet: What is the asterisk for?

Sarah: Oh yes, this is important. There are children of different cultures and religions in our nursery school, for example Muslims. They don't eat pork. And some Muslims will only eat meat if the animal has been killed in a certain way by specialist butchers. The asterisk means that we have to pay attention and serve something different to them.

Janet: That's very complicated, isn't it?

Working with the text

A **Answer the following questions which help you to analyse Jamal's case.**
1. What positive aspects in Jamal's development do Mary, Rita and Tom mention?
2. What behavioural problems do they point out?
   Explain the meaning of these keywords by using them appropriately in your own sentences.

> stranger anxiety • feeling uncomfortable, miserable •
> be intimidated and confused • weak language production •
> retreat into one's shell • traumatic experience

3. How do Mary, Rita and Tom try to improve Jamal's situation?
   Identify what support they think of …
   • to integrate him into the group and group activities
   • to establish trust and bonding
   • to promote his language production
   • to overcome his behavioural problems

Hands-on tasks

Production/Interaction

A **Sit in small groups and think of further support for Jamal. What else could Mary, Rita and Tom do? Present and discuss your results in class. Don't forget to give reasons.**

B **Sit in small groups and discuss activities which could help to promote Jamal's language production. Make three suggestions in class saying why you believe them to be suitable for Jamal. Discuss your results in class.**

Working with language

Verbs describing behaviour

A **A Find verbs in the text that mean…**
1. Make something get bigger, better, more efficient or on the contrary more serious or worse.
2. Make someone feel comfortable and take away her/his worries.
3. Give a positive answer so that someone feels okay, and so that someone knows they answered a question correctly.
4. Use positive aspects, a positive situation or something else which is positive to improve a situation even more.
5. Make someone feel relaxed and stop any feelings of being upset or excited.
6. Watch and manage a situation or job and feel certain that everything is fine.
7. Manage a situation and deal with problems and difficulties.

B **Here are six nouns. What are the corresponding verbs?**
a) integration   b) promotion   c) behaviour   d) guidance   e) retreat   f) suggestion

C **Look at task A as an example for writing definitions of words.**
Explain in your own words what the verbs of task B mean.

> • *There is also a method card on page 197 on explaining words*
> *in English which you can use for help.*

Grammar box: Who – which – that

*Andrew, **who** suffers from cerebral palsy, visits one of the integrated nursery school classes at Windham.*	**Who → für Personen** • im nicht notwendigen Relativsatz (= nach *who* steht eine Zusatzinformationen, die für das Verständnis des Hauptsatzes entbehrlich ist) • Der *who*-Satz wird durch Komma abgetrennt.
*The majority of the children at Windham, **which** was established in 1910, are children with special needs.*	**Which → für Gegenstände** • im nicht notwendigen Relativsatz (s. o.) • Der *which*-Satz wird durch Komma abgetrennt.
*This is the woman **who / that** works as a physiotherapist.*	**Who / that → für Personen** • im notwendigen Relativsatz (= nach *who* steht eine Information, die für das Verständnis des Satzes unentbehrlich ist) • Der *who*-Satz wird <u>nicht</u> durch Komma abgetrennt.
*This is the nursery school **which / that** offers integrated nursery school classes.*	**Which / that → für Gegenstände** • im notwendigen Relativsatz (s. o.) • Der *which*-Satz wird <u>nicht</u> durch Komma abgetrennt.

Practising grammar

Here is Mrs Palmer on her tour of the house with some parents. Fill in *who* or *which*.

Mrs Palmer: I'd like to welcome you here in our entrance hall (1)… dates from 1910. As you can see there is a wheelchair ramp (2)… makes it possible for those children (3)… can't walk to get around the whole building. There are also some lifts (4)… are at the back of the hall.

Parent A: Is it possible to see the classroom (5)… my daughter is going to be based in soon?

Parent B: Yes, I'd also like to see my son's classroom and I'd like to meet the nursery nurse (6)… will be in charge of his group.

Mrs Palmer: No problem, we will arrange everything for you. Perhaps we could do a tour of the house first and see our outside play area (7)… is also very interesting because there you will find some equipment (8)… is especially designed for children with special needs. That way you will see everything. And then you will have the opportunity to meet the whole staff team and speak to everyone (9)… is of interest to you.

Parent C: Is it true that you are the only nursery school (10)… offers integrated nursery school classes here in Manchester?

Mrs Palmer: Yes, that's true. And I don't want to show off but you won't find another nursery school in Manchester (11)… is as well-equipped and as well-staffed as ours. Everyone (12)… works for us is especially trained to give your child the best health care he or she needs.

Parent D: What do we have to do to apply for a place at your nursery school?

Mrs Palmer: Well, that's a very complicated question (13)… I would like to answer later. First of all, let's go on our tour of the house (14)… you will surely enjoy.

Working with the text

Fill in the missing words from the text.

Today there is a wide range of toys. Most toys can be used by all children, those with a special need and those who are (1) …. Good toys help children to develop their (2) …. For this reason toys for children with a special need should make use of the senses a child can use. Children with a (3) … need some kind of visual signal, like a (4) … which the child activates by (5) …. Those who suffer from a visual loss need a toy which makes some kind of (6) …. It's also important how a toy feels like, the texture of a toy should always be (7) …. Children with a grasping problem need a toy which they can (8) … and (9) … easily. For example, those children can be offered a (10) … instead of a ball. Too large toys are also a problem for children who sit in a (11) … because they might not fit on their (12) ….

Hands-on task

Look at the following children and their special needs.
On the basis of the text and what you have learnt about toys in unit 5, what kind of toy would you suggest for them? Give some advice.

Aden, 4 years old
Aden suffers from brain damage which causes mental and physical difficulties.
He needs some time to understand how a toy works and he is very slow in movement.
His grip isn't firm.

James, 5 years old
James has serious dyspraxia which means that he still can't walk.
He only crawls. He also suffers from visual impairment.

Amy, 5 years old
Amy has to sit in a wheelchair. She suffers from cerebral palsy.
Because of a malfunction of her right arm she isn't able to move and use it.

Häufige Fehlerquellen im Englischen

Falsch	Richtig
Simple Present – Bei Verben im Simple Present gilt folgende Regel: *he / she / it* – „s" muss mit! **Vgl. Unit 1**	
He **ask** his mother for help.	He asks his mother for help.
She **eat** a lot of biscuits.	She eats a lot of biscuits.
It **play** in the garden.	It plays in the garden.
Fragen im Simple Present – Bei Fragen im Simple Present erfolgt die Umschreibung mit *to do*.	
What colour **has** snow?	What colour does snow have?
Goes he to school every morning?	Does he go to school every morning? **Vgl. Unit 1**
Verwechslung von there – they're – their Die Worte klingen gleich, aber haben unterschiedliche Bedeutung: *there = dort; they are = sie sind, their = ihre*	
They always had good weather in **there** holidays.	They always had good weather in their holidays.
Their very excited about their trip to Paris.	They are very excited about their trip to Paris.
They will visit a lot of museums **their**.	They will visit a lot of museums there.
Verwechslung von it's – its Die Worte klingen gleich, aber haben unterschiedliche Bedeutung: *it's (it is)* bedeutet *es ist. Its* ist ein Pronomen und heißt *sein / ihr*. **Vgl. Unit 1**	
The dog looked at **it's** puppies.	The dog looked at its puppies.
Its a wonderful day today.	It's a wonderful day today.
Is it your car? No, **its** Rita's.	Is it your car? No, it's Rita's.
Verwechslung von become – get Das deutsche „*bekommen*" heißt im Englischen „*to get*". „To become" heißt übersetzt „werden"!	
I want to **get** a teacher.	I want to become a teacher.
If children watch too much TV, they will **become** nightmares.	If children watch too much TV, they will get nightmares.
Verwendung von this – these „*This*" wird im Singular verwendet. „*These*" ist Plural und wird nur dort verwendet.	
I don't understand **this** things.	I don't understand these things.
Oh, look at **this** wonderful flowers.	Oh, look at these wonderful flowers.
I like **these** coloured shirt very much.	I like this coloured shirt very much.

Feedback geben

Feedback geben bedeutet, jemandem zu sagen, welchen Eindruck seine Präsentation auf einen persönlich gemacht hat.

Warum Feedback?
- Feedback kann helfen, die eigene Präsentation zu verbessern.
- Feedback ist nicht dazu da, jemanden persönlich anzugreifen.

Diese Regeln helfen Ihnen,

wenn Sie Feedback geben:
- Seien Sie professionell.
- Seien Sie ehrlich, genau und fair.

wenn Sie Feedback bekommen:
- Keine Rechtfertigungen.
- Es ist eine Chance – nutzen Sie sie.

Feedbackbogen
Er ist nützlich, um Beobachtungen festzuhalten. Diese Beobachtungen sind die Grundlage für ein Feedback, auch auf Englisch. Folgender Beobachtungsbogen bezieht sich auf die „Reading-aloud activity" in Unit 13. Mit anderen Beobachtungskriterien kann er für vielfältige Aktivitäten und Präsentationen genutzt werden.

Giving feedback
For: reading-aloud activity (Unit 14)

Useful expressions

I think that …	In my opinion …	To my mind …
I saw / heard …	I couldn't see / hear …	
I would suggest that …	My suggestion would be that …	
I didn't understand …	Could you explain …	

Ratings: ++ = *Excellent*   + = *Good*   0 = *OK*   − = *Not good at all*

	Student / Group 1	Student / Group 2	Student / Group 3	Student / Group 4
The reading • is fluent • loud enough • uses voice for meaning	++ too quiet …			
The readers work with pictures	+			
The readers use props	–			
The children can be active	++			

Beispiel
I think that your reading was very fluent, but a bit too quiet, I couldn't hear everything clearly. You worked a lot with a pictures and I saw that the children liked that. In my opinion you prepared your activity in a way that the children could be very active. I suggest that you use some props to make your reading even livelier.