

Английский язык для общих коммуникативных целей. Основной курс – 3
Course Syllabus for «English for General Communication Purposes.
Upper-Intermediate – 3»

Approved by the Academic
Council of SoFL

Developer	D.L. Arzhadeeva, A.V. Zaharova, N.A. Kudinova, Y.M. Chanturidze
No. of credits	3
Contact hours	52
Independent study (hours)	62
Year of study, degree programme	The second year of study, 1- 3 modules
Study format	Full-time

Abstract

«English for General Communication Purposes. Upper-Intermediate» course is designed to give students of the B1 CEFR level the specific language training they need to succeed in real-life communication. Completing the course enables students to advance their English to the B2 CEFR level and feel confidence in using spoken and written English in different situations, e.g. participating in debates and discussions, expressing and justifying opinions, describing personal experience in detail, making presentations, writing reviews, etc. The course helps students develop vocabulary and grammar skills that facilitate comprehension of linguistically complex texts (i.e. scientific articles, analytical essays, book/event reviews) and conversations among fluent speakers on a variety of topics. The course employs authentic reading and listening materials such as newspapers and magazine articles, scientific articles, informal discussions and conversations, podcasts, etc. The course helps students become confident and eloquent speakers, successful creative writers and highly effective participants in different communicative situations.

Learning Objectives

The course pursues the following objectives:

- comprehensive development of skills and competences to the B2 CEFR level (HSE Scale 60-69 points);
- improvement of students' command of English for interpersonal and intercultural communication;
- enhancement of receptive and productive skills related to general purposes;
- expansion of vocabulary on a variety of topics;
- expansion of grammar structures in use.

Learning Outcomes

- produce monologues (descriptive/informative/reasoning); write down notes for later reference; communicate spontaneously their opinions and reactions, providing explanations

and examples, and invite others to join in; participate in debates (debate on abstract, complex topics)

- make presentations; give reasons in support or against a particular point of view, give the advantages and disadvantages of various opinions; participate in conversations and discussions on a range of topics in different contexts with good command of grammar and vocabulary; write clear and detailed lengthy texts summarizing the main ideas and selecting appropriate supporting details
- understand academic/ professional presentations which are linguistically complex; use basic listening techniques (predicting, understanding main ideas and details); participate in conversations and discussions on a range of topics
- understand text structure; understand lectures; following extended speech and complex lines of arguments; give clear and detailed talks on a wide range of topics, expanding ideas with relevant examples, evidence, or arguments; write clear, well-structured texts on a variety of subjects expanding points of view, developing arguments, synthesising and evaluating information (essays, reviews)
- understand the main ideas and certain details of relatively complex speech; understand dialogues and polylogues on both familiar and unfamiliar topics; read a variety of relatively complex texts on familiar and unfamiliar topics; use basic reading techniques, skimming & scanning (predicting, understanding main ideas, understanding details).

Course Contents

1. Topic 1. Life

Sub-topics: spare-time activities, kind acts, annoying accidents at work, disputes and arguments in different situations

Reading: understand newspaper and magazine articles / recognise similarities and differences between opinions

Listening: understand informal discussions / identify rhetorical questions

Speaking: persuade people to try different activities, narrate a short story in detail, talk about annoying incidents, negotiate solutions in disputes

Writing: changing the register of spoken information

Vocabulary: free-time activities, helping people, situations at work, fights and disputes

Grammar: cleft sentences, narrative tenses, exaggeration, function: negotiate solutions in disputes

2. Topic 2. Plans and actions

Sub-topics: the weather and plan activities, the law and courts, sports events, actions and news, gender stereotypes

Reading: understand magazine interviews / recognise lexical cues

Listening: understand a podcast / recognize fractions and multiples

Speaking: talk about the weather and plan activities, discuss legal cases and consequences, talk about sports events and news stories, give a short, clearly structured presentation, answer questions about the presented material

Writing: writing effective paragraphs

Vocabulary: the weather, the law and courts, sports events, actions and news, gender stereotypes

Grammar: ways of expressing the future, verb patterns and reporting, even and hardly, function: give a short, clearly structured presentation

3. Topic 3. Events

Sub-topics: successful and failing businesses, hosting events, arts events

Reading: understand stories / infer what will come next

Listening: understand the main points of a complex presentation / recognise nouns used as verbs

Speaking: talk about businesses and the economy, decide on the best kind of event for the town/city to host, talk about events

Writing: write a review of some event

Vocabulary: company's performance, cultural events

Grammar: adverbs and adverbial phrases, passive constructions, word grammar and patterns

4. Topic 4. News

Sub-topics: life's ups and downs, the news, voting and elections, statistics

Reading: understand an article / understanding cause and effect in a complex text

Listening: understand a discussion or debate / understand hypothetical situations in an argument

Speaking: tell stories about recent experiences and comment on them, talk about the impact of news stories and events, take part in a debate, give a presentation with visuals, answer questions about the presented material

Writing: expressing the personal significance of an event

Vocabulary: life changes, talking about the news, voting and elections, explaining statistics

Grammar: adding comments using must and can't, second, third and mixed conditionals, phrases to show the relationship between ideas, function: give a presentation with visuals

5. Topic 5. Science

Sub-topics: scientific achievements, book reviews, humour

Reading: understand linguistically complex texts / recognise small details that change meaning

Listening: follow a conversation between some fluent speakers

Speaking: report on and discuss science, describe books, tell jokes

Writing: use a range of idiomatic phrases

Vocabulary: science, book reviews, jokes and puns

Grammar: prepositions, linking words and phrases

Assessment

The final grade is composed of the following parts: 25% Written Assessment (WA) +20% Oral Assessment (OA) + 25% student Independent Work Assessment /online (IWA) + 30% Final Assessment (FA).

Only overall grade is rounded.

Written assessment elements can be taken during the course of 10 days after they took place if a student has a medical certificate. The 10-day period starts from the last day of the medical leave. This, however, does not apply to oral assessment and individual work assessment (elements cannot be retaken).

The Final Assessment may be taken again during the retake period. The first retake follows the structure of the Final Assessment. The second retake is conducted using unique Testing and

Assessment Materials which cover the materials of the whole course. The grade for the second retake corresponds with the grade for the entire course.

QUIZZES/TESTS ASSESSMENT (max 10 points)

Task completion chart:

96-100% - 10

91-95% - 9

86-90% - 8

78-85% - 7

71-77% - 6

61-70% - 5

51-60% - 4

36-50% - 3

21-35% - 2

1-20% - 1

0% - 0

Answers containing spelling mistakes are considered incorrect.

- Final Assessment, module 3

Period of Final Assessment: the final exam is held in class within 10 days before the exam period online on MS Teams platform.

The release of examination papers: during the session.

The exam consists of 3 parts: *Listening (30%), Reading (30%)* and *Writing (40%)* respectively in the total mark for the exam. 0 points in case of cheating.

Retaking exams: till the 15th of October 2022.

Time limit: 80 minutes online/offline.

Tasks complexity: B2.

Exam structure:

1.	<i>Listening (L)</i>	Listen to the text and complete the tasks 1-10.	max. 10 points
2.	<i>Reading (R)</i>	Read the text and complete the tasks 1-10.	max. 10 points
3.	<i>Writing (W)</i>	Write a review/report.	review assessment criteria/ report assessment criteria

Grading formula: $L*0,3+R*0,3 +W*0,4 = 10$

Note

Depending on the epidemiological situation the final test is held in class during the session week or online on Zoom or MS Teams platforms. Students must log in using their first name and surname. If a student connects to the videoconferencing session late, the time allocated for the element of assessment may be extended at the examiner's discretion (p. 34 of Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics).

The exam is conducted in written form online with proctoring.

Taking a break during the Exam is not allowed.

To take the exam, a student should:

- check the operation of the webcam, microphone, headphones or speakers, the speed of the Internet (for the best results, it is recommended to connect the computer to the network via a cable);
- prepare the necessary items for the exam tasks (pens, A4 paper for a draft);
- disable other applications in the task manager of the computer, except for the platform (Zoom or MS Teams).

The student provides the necessary conditions for the exam:

- sufficient level of illumination;
- low noise level;
- absence of interference with video and audio signal transmission;
- a fully operational webcam (including built-in laptop cameras);
- a fully operational microphone (including built-in laptop cameras);
- a permanent and stable Internet connection with a data transfer rate of at least 5 Mbps.

During the writing part of the exam, it is prohibited to:

- turn off the webcam and microphone; reduce its level of sensitivity to sound;
- use auto-correct functions, notes, textbooks, other educational materials;
- leave the desk area during the Exam (leave the visibility zone of the webcam);
- use headphones, headsets for any other reason than to complete the Listening section of the exam;
- use “smart” gadgets (smartphone, tablet, etc.);
- involve another person to help with the Exam, talk with another person during the Exam;
- read tasks out loud.

In the event of a long-term communication failure with the Zoom or MS Teams platform during the exam, the student must record the fact of the loss of communication with the platform (take a screenshot/photograph of the entire screen so that the time and the application/web browser window are visible, get a response from the Internet provider) and report the problem to the office of the student’s Program and to the teacher (in one email).

Note:

According to part 33 of Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics «... The use of materials not permitted by this list, attempts to communicate with other students or other individuals (e.g., through electronic means of communication), unauthorized movement in the examination room, having electronic means of communication that are not allowed by the teacher, intended disconnection from the video conference or switching browser tab, when it is clear that the teacher forbids the action, and other violations of examination procedure constitute ground for the end of exam for the particular student (student’s removal from the examination room, disconnection from the videoconference, etc.) with a subsequent “0” grade in the examination grade column.

REVIEW ASSESSMENT CRITERIA (max 10 points)

Recommended word count – 250-300

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task (writes a title and a catchy introduction which identifies the reviewed item, gives a complete and fair description of the item, makes valid recommendations in conclusion); presents a fully developed position in

answer to the question with relevant, fully extended and well supported ideas (presents a thorough discussion);

2 points – the student addresses all parts of the task although some parts may be more fully covered than others (writes a title and a relevant introduction, gives a narrow description, makes valid recommendations in conclusion); presents a relevant position although the conclusions may be unclear or repetitive; presents relevant main ideas but some may be inadequately developed/unclear;

1 point – the student responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate: the student does not write a title but writes an introduction, gives a short description of the item, makes invalid recommendations in conclusion; the student presents a position but it is unclear; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported;

0 points – the student does not adequately address any part of the task: the student does not write an introduction, presents undetailed arguments, neither presents the personal impression nor the verdict; does not express a clear position; presents few ideas which are largely undeveloped or irrelevant.

Coherence and Cohesion (max 2 points)

2 points – the student writes a clearly structured objective review on the item, uses a variety of linking devices which connect the ideas appropriately, organises information in a logical order, uses paragraphing sufficiently;

1 point – the student writes a poorly structured review, uses a limited number of linking devices, does not use paragraphing sufficiently;

0 points – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of vocabulary specific to this topic without repetitions, makes 1 lexical or spelling mistake, the review is written in the appropriate register;

1 point – the student uses a limited range of vocabulary, fails to use active vocabulary items, makes 2 lexical or spelling mistakes, the student uses the appropriate register;

0 points – the student uses basic vocabulary, makes 3 or more lexical / spelling mistakes, the student uses an inappropriate register.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a variety of complex grammar structures and makes 1 grammar mistake;

1 point – the student uses basic grammar structures and makes 2 grammar mistakes;

0 points – the student makes numerous grammar mistakes which impede understanding.

Punctuation (max 1 point)

1 point – the students may make 1-2 punctuation errors;

0 points – the students make more than 2 punctuation errors.

- Independent work assessment

Assessment criteria for self-directed work:

- Task Achievement

- Creativity
- Depth of information analysis
- Format of presenting
- Meeting the deadline

10 – 100-96% of fully completed tasks at home/in the classroom/online work, 9 – 95-91%, 8 – 90-86%, 7 – 85-78%, 6 – 77-71%, 5 – 70-61%, 4 – 60-51%, 3 – 50-36%, 2 – 35-21%, 1-20-1%, 0 – 0%. A fully completed task means that an assigned task meets the deadline and all the requirements.

Note

Independent work includes activities that students do at home, in the classroom and online. The elements of independent work cannot be retaken.

- Oral assessment

PRESENTATION ASSESSMENT CRITERIA (max 10 points)

If the content of the presentation does not relate to the topic, a student receives “0” for the whole presentation.

Task Response (max 3 points):

3 points – the student fully addresses all parts of the task: the presentation corresponds to the chosen topic; it is clearly divided into introduction, main body and conclusion, all content points are covered; introduction contains the purpose and the plan of the presentation, each part of the main body has an explicit pattern of organisation (illustration, cause and effect, comparison, definition, etc.); conclusion includes both summary and the final statement and rounds the presentation of appropriately; presentation contains appropriate references in APA style in speech and slides; various coherence devices are used;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the presentation partially corresponds to the topic, it is clearly divided into introduction, main body and conclusion and the parts of the presentation are connected with linking devices; presentation contains appropriate references in APA style in speech and slides;

1 point – the student responds to the task only in a minimal way or the answer is tangential, the format may be inappropriate: the presentation partially corresponds to the chosen topic, not all the content points are covered it is not clearly divided into introduction, main body and conclusion; presentation is free from logical fallacies; presentation does not contain appropriate references in APA style in speech and slides;

0 points – the student does not adequately address any part of the task: the presentation is not divided into introduction, main body and conclusion and the parts of the presentation are not connected with linking devices; presentation does not contain appropriate references in APA style in speech and slides.

Language Use (max 3 points):

3 points – the speaker uses an appropriate amount of academic vocabulary, terminology is relevant to the subject, synonyms are used to avoid repetitions, the hedging strategies are applied when applicable, the speaker uses collocations and advanced grammar when needed,

pronunciation and speech flow are natural, occasional vocabulary and grammar mistakes in speech causing no difficulties for the audience; texts on slides have no vocabulary and grammar mistakes; the speaker naturally fills in the pauses caused by breakdowns of different nature;

2 points – the speaker complies with academic register, the speech is characterized by fluency and adequate pace; the speaker does not use collocations, omits vocabulary and grammar mistakes that sometimes cause difficulties for the audience, and/or there are 1-2 vocabulary and/or grammar mistakes on slides; the speaker naturally fills in the pauses caused by breakdowns of different nature;

1 point – the speaker demonstrates limited language resource; the vocabulary and grammar are generally appropriate with a few non-impeding inaccuracies; the speaker fills in the pauses caused by breakdowns of different nature with effort;

0 points – the speaker demonstrates poor language resources, omits vocabulary and grammar mistakes that cause serious difficulties for the audience, and the speaker does not fill in the pauses.

Manner of Delivery (max 2 points):

2 points – the presenter speaks with confidence maintaining a certain level of dynamics and keeping an appropriate posture and body language, maintains the adequate level of eye contact, uses stress, intonation and pausing appropriately; the presentation is given without reading off the slides or paper within the given time limit; the presenter makes 1-2 pronunciation mistakes in words of common use causing no difficulties for the audience, when answering questions; the speaker interacts with ease and responds appropriately;

1 point – the presenter makes 3-4 pronunciation mistakes causing difficulties for the audience and/or the presenter uses stress, intonation and pausing with limited control causing some difficulties for the audience; the presentation is given without reading off the slides or paper, when answering questions; the speaker interacts with effort or responds inappropriately; the speaker delivers the content within the given time limit;

0 points – the presenter makes 5 and more pronunciation mistakes in words of common use causing difficulties for the audience; the speaker does not interact with the audience; the presentation is given with reading off the slides or paper; the presentation does not fit the time limit.

Visual Aids (max 2 points):

2 points – the visuals are prepared in a certain style consistent throughout the presentation and well readable (font, colour); each visual has a heading relevant to the overall theme of the presentation, conforming to the academic register; each visual contains only key words and phrases without complete sentences; presentation as a whole has an adequate balance of graphic and verbal information;

1 point – the visuals are well readable (font, colour), contain both complete sentences and key words and phrases, presentation has a misbalance of graphic and verbal information;

0 points – the visuals are not well readable, and do not conform to the academic register.

DIALOGUE ASSESSMENT CRITERIA (max 10 points)

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: initiates the conversation, shares opinions, demonstrates active listening and questioning skills, responds to questions; presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas; the student finds common ground, presents logical arguments, supporting evidence and examples, makes comments and draws conclusions, shows the interest in what another participant says; content corresponds with the topic of the dialogue;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the student takes an active part in the dialogue, shares some ideas, does not always hear the thoughts and ideas of the partner; presents a relevant position although the conclusions may be unclear or repetitive, gives arguments, some of which are not fully developed, extended or supported;

1 point – the student responds to the task only in a minimal way: the student is not an active participant of the dialogue, rarely shares ideas, does not propel the conversation; presents a position but it is unclear and/or the arguments are not fully developed, extended or supported; presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported;

0 points – the student does not adequately address any part of the task: the student is rather passive, does not share any ideas or answer questions; does not express a clear position.

Coherence and Cohesion (max 2 points)

2 points – the student applies logic when organising ideas, effectively uses a wide range of cohesive devices, introductory constructions, etc., makes the points clearly but briefly, allows the partner to finish without interrupting, encourages the partner to speak by inviting him/her to give his/her opinion, shows agreement or disagrees politely;

1 point – the student applies logic when organising ideas but there might be an occasional breach in logic, cohesive devices are inadequate, repetitive, under- or overused, the student sometimes talks over the other speaker, disagrees harshly, dominates the conversation;

0 points – the student does not apply logic when organising ideas, there are no linking devices, introductory constructions and/or they are used inappropriately.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of appropriate vocabulary including some advanced lexical items; the student uses appropriate phrases for better dialogue development;

1 point – the student uses appropriate but limited vocabulary; phrasal verbs and/or collocations are used inappropriately;

0 points – the student's vocabulary is too limited to comment on the topic; numerous mistakes impede communication; active vocabulary is not used or is used inappropriately.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a wide range of question forms and other grammar structures accurately, may make 1 minor mistake which does not impede communication, can correct the mistake;

1 point – the student uses a variety of grammar structures and may make 2 mistakes which could impede communication;

0 points – the student makes numerous grammar and stylistic mistakes which impede communication.

Fluency, pronunciation (max 1 point)

1 point – the student's speech is smooth and fluent, there might be some minor pronunciation mistakes but they don't impede communication; intonation is appropriate; all sounds are articulated clearly;

0 points – the speech is slow, it takes the student time to find words; he/she fumbles the words and ideas and/or makes numerous pronunciation mistakes, which impede communication; intonation is not appropriate; some sounds are articulated indistinctly.

Note

Oral assessment includes minimum 1 presentation + further discussion and minimum 1

dialogue.

The elements of oral assessment cannot be retaken.

- Written assessment

Listening, reading, and grammar and vocabulary tests are assessed as follows: 10 – 100-96% of fully correct answers, 9 – 95-91%, 8 – 90-86%, 7 – 85-78%, 6 – 77-71%, 5 – 70-61%, 4 – 60-51%, 3 – 50-36%, 2 – 35-21%, 1- 20-1%, 0 – 0%.

Answers containing spelling mistakes are considered incorrect.

Note

Written assessment includes minimum 1 reading test, minimum 1 listening test, minimum 3 vocabulary and grammar tests and minimum 1 written work (a review). The test tasks can be of different types. The elements of written assessment can be retaken, if a student missed them for a valid reason. The absence must be documented (e.g. doctor's confirmation).

REVIEW ASSESSMENT CRITERIA (max 10 points)

Recommended word count – 250-300

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task (writes a title and a catchy introduction which identifies the reviewed item, gives a complete and fair description of the item, makes valid recommendations in conclusion); presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas (presents a thorough discussion);

2 points – the student addresses all parts of the task although some parts may be more fully covered than others (writes a title and a relevant introduction, gives a narrow description, makes valid recommendations in conclusion); presents a relevant position although the conclusions may be unclear or repetitive; presents relevant main ideas but some may be inadequately developed/unclear;

1 point – the student responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate: the student does not write a title but writes an introduction, gives a short description of the item, makes invalid recommendations in conclusion; the student presents a position but it is unclear; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported;

0 points – the student does not adequately address any part of the task: the student does not write an introduction, presents undetailed arguments, neither presents the personal impression nor the verdict; does not express a clear position; presents few ideas which are largely undeveloped or irrelevant.

Coherence and Cohesion (max 2 points)

2 points – the student writes a clearly structured objective review on the item, uses a variety of linking devices which connect the ideas appropriately, organises information in a logical order, uses paragraphing sufficiently;

1 point – the student writes a poorly structured review, uses a limited number of linking devices, does not use paragraphing sufficiently;

0 points – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of vocabulary specific to this topic without repetitions, makes 1 lexical or spelling mistake, the review is written in the appropriate register;

1 point – the student uses a limited range of vocabulary, fails to use active vocabulary items, makes 2 lexical or spelling mistakes, the student uses the appropriate register;

0 points – the student uses basic vocabulary, makes 3 or more lexical / spelling mistakes, the student uses an inappropriate register.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a variety of complex grammar structures and makes 1 grammar mistake;

1 point – the student uses basic grammar structures and makes 2 grammar mistakes;

0 points – the student makes numerous grammar mistakes which impede understanding.

Punctuation (max 1 point)

1 point – the students may make 1-2 punctuation errors;

0 points – the students makes more than 2 punctuation errors.

Types of classrooms:

Lecture / seminar classroom (52) offline/online (MS Teams)

Interim assessment (3 module)

Only overall grade is rounded.

0.300 Final Assessment

0.250 Independent work

0.250 Written assessment

0.200 Oral assessment

Resource

Key recommended reading

Richard Hudson. (2003). English Grammar. Routledge.

Recommended further reading

Кузьменкова Ю. Б. - АНГЛИЙСКИЙ ЯЗЫК + АУДИОЗАПИСИ В ЭБС.
Учебник и практикум для вузов - М.: Издательство Юрайт - 2020 - 441с. -
ISBN: 978-5-534-00452-6 - Текст электронный // ЭБС ЮРАЙТ - URL:
<https://urait.ru/book/angliyskiy-yazyk-audiozapisi-v-ebs-449896>

Types of classrooms:

Lecture / seminar classroom

Equipment of the classroom:

– a set of demonstration equipment: personal computer / laptop, a multimedia projector with audio/video, a projection screen, an interactive whiteboard, a video panel, and other means of

demonstrating educational content. It is allowed to use a portable set of demonstration equipment for conducting classes.

- availability of wireless Internet access via Wi-Fi network.

Online platforms for distance learning / communication:

- Smart LMS;
- Microsoft Teams.

Corporate access is available to the instructors and students when using HSE corporate e-mail addresses.

Organization of Studies for Persons with Limited Mobility and Disabilities

If necessary, learners with limited mobility or a disability (as per his/her application), as well as per his/her individual rehabilitation programme, may be offered the following options for receiving learning information with due consideration of his/her individual psycho-physical needs (e.g., via eLearning studies or distance technologies):

- *for persons with impaired vision:* enhanced fonts in hard copy documents; e-documents; audio files (transfer of study materials to an audio-format); hard copy documents with the use of Braille; individual consultation with a facilitated communicator; individual assignments and mentoring;

- *for persons with hearing impairments:* in hard copy; e-documents; video materials with subtitles; individual consultation with a facilitated communicator; individual assignments and mentoring;

- *for persons with a muscular-skeleton disorder:* in hard copy; e-documents; audio-files, individual assignments and mentoring.