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Preparing your students for the BCCE™ examination

A webinar for teachers



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Revised BCCE™ Changes

What's new?

	Old format (2011)	New format (2024)
Listening		
# Questions (in 4 parts)	30	25
# Parts heard twice	1	4 (all)
Total time (min)	30	35
RUL (Grammar, Vocabulary, Reading)		
# Questions	75	45
# Tasks	6	3
Total time (min)	70	60
Writing		
# Tasks	2	1
# Options	1	2
# Words	80-100 per task	100-120 approx.
Total time (min)	50	30
Speaking		
# Tasks	4	3
Total time (min)	10-15	8

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LISTENING

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Listening – Part 1

- 8 short dialogues heard twice with 1 question per dialogue – candidates choose the correct answer choice from 3 picture answer choices.
- One minute preparation time
- The questions are not read aloud.

LISTENING LISTENING LISTENING

3. What will the woman buy now?



A



B



C

4. How will Linda probably spend her afternoon?



A



B



C

5. What is the man looking for?



A



B



C

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3. What will the woman buy now?



Listening Part 1: Example

N: Number 3.

W: Hello, I'd like to buy a PC for my son. Do you have the one you can see on my phone here?

M: I'm sorry, but we've just sold out. I'll check to see when we'll get more.. Yes, we have a delivery next week.

W: OK. He'd also like this webcam and this printer if you have them?

M: I'm sorry but that printer also will be here next week. I have the webcam for you, though. It's a good choice. How would you like to pay?

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Tips!

➤ **During the one-minute preparation time:**

- Read the questions and look at the visuals very carefully.
- Predict the relevant context by carefully examining the visuals (try to find their similarities or differences).
- Predict the language/words about to be heard.
- ✓ Get ready to listen *for* the answers!

➤ **During the first listening:**

- Be careful about choosing answer choices which lift words directly from the recording.
- Make a tentative choice if unsure and move on!

➤ **During the second listening:**

- Double-check your answers.
- Make a final decision on unanswered items (guess if still unsure!)

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Listening – Part 2

- 5 short monologues heard twice with 1 question per monologue - candidates choose the correct answer choice from 3 short written options.
- One minute preparation time
- The questions are not read aloud.

9. What can customers get for free today?

- A. two pillows
- B. a cotton blanket
- C. a washing machine

10. Where did the man go last night?

- A. to a talk
- B. to a café
- C. to a party

11. Which number should a customer press to find out prices?

- A. 1
- B. 2
- C. 3

12. Where will the students have their physics lesson?

- A. the library
- B. the laboratory
- C. Classroom 1A

13. What is causing the unusual weather?

- A. cold air from the north
- B. warm air from the Atlantic
- C. warm air from the south

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Listening Part 2: Example

9. What can customers get for free today?

- A. two pillows
- B. a cotton blanket
- C. a washing machine

N: Number 9.

W: Good morning customers. We have two special offers for you today! Purchase two or more pillows in our *Headington Beds* store, and you'll receive a free cotton blanket! That's right! Completely free. And don't forget to take part in our prize draw. Our first prize today is a brand-new washing machine. Register at the information desk before 5pm today and find out on Friday if you're a winner!

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Tips!

➤ **During the one-minute preparation time:**

- Read the questions and answer choices very carefully.
- Predict the relevant context.
- Predict the language/words about to be heard.
- ✓ Get ready to listen *for* the answers!

➤ **During the first listening:**

- Be careful about choosing answer choices which lift words directly from the recording.
- Make a tentative choice if unsure and move on!

➤ **During the second listening:**

- Double-check your answers
- Make a final decision on unanswered items (guess if still unsure!)

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Listening – Part 3

- **1 dialogue between 2 speakers (interview) heard twice** with 6 questions – candidates use the information they hear to choose the correct answer choice from 3 short written options.
- **One minute preparation time**
- Questions are not read aloud.

- 14. Why did Sasha change her music style for her latest song?**
 - A. to attract a bigger audience
 - B. to try something new
 - C. to make herself happy
- 15. Who does Sasha think were most important when she began acting?**
 - A. her parents
 - B. her friends
 - C. her colleagues
- 16. How did Sasha start her singing career?**
 - A. by singing in an acting scene
 - B. by going to music lessons
 - C. by recording a demo
- 17. What did Sasha like most on her world tour?**
 - A. playing to audiences
 - B. signing autographs
 - C. talking to fans
- 18. What will Sasha do first this year?**
 - A. bring out a new album
 - B. spend time with her family
 - C. act in a TV series
- 19. What advice does Sasha give to young people who want to become singers?**
 - A. pay attention to others
 - B. trust yourself
 - C. change your beliefs





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Listening Part 3: Example

- M: Welcome to *On the Spot*. On tonight's show, we're talking to pop singer Sasha Contessa about her new song, *Always on Fire* and asking her about her experience as an actor on the hit teen show, *Ridge High*. Sasha, your latest song is a change of style, isn't it?
- W: Yes, it's a big change. I wanted to attract more fans by singing a ballad instead of another pop song. I know it's a sad song, but in fact I wrote it during one of the happiest times of my life. I used to sing some ballads when I first started, so it wasn't difficult to go back to that type of music.

14. Why did Sasha change her music style for her latest song?

- A. to attract a bigger audience
- B. to try something new
- C. to make herself happy

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Tips!

➤ **During the one-minute preparation time:**

- Read the questions and answer choices very carefully.
- Predict the relevant context.
- Predict the language/words about to be heard.
- ✓ Get ready to listen *for* the answers!

➤ **During the first listening:**

- Be careful about choosing answer choices which lift words directly from the recording.
- Make a tentative choice if unsure and move on!

➤ **During the second listening:**

- Double-check your answers
- Make a final decision on unanswered items (guess if still unsure!)

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Listening – Part 4

- **1 long monologue heard twice** with 6 questions – candidates use the information they hear to choose the correct answer choice from 3 short written options.
- **One minute preparation time**
- Questions are not read aloud.

20. **Why are the people visiting the White House?**
A. to hear about its history
B. to learn about architecture
C. to receive an award
21. **Who is the speaker?**
A. a personal advisor
B. a tour guide
C. a history teacher
22. **What might people find surprising about George Washington?**
A. He never lived in the White House.
B. He helped build the White House.
C. He redesigned the White House.
23. **Where does the President's family live?**
A. The East Wing
B. The West Wing
C. The Executive Residence
24. **What will someone always remember about the Grounds?**
A. the number of flowers
B. an extremely old tree
C. the large variety of roses
25. **What will the group do next?**
A. They will visit the gardens.
B. They will enter a famous room.
C. They will leave the building.

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Listening Part 4: Example

M: Hello everyone. I'm Jason, one of our President's personal advisors. Welcome to the White House! Though I'm not a tour guide, later today I'll be showing you around this fantastic building and will be telling you about its long history.

21. Who is the speaker?

- A. a personal advisor
- B. a tour guide
- C. a history teacher

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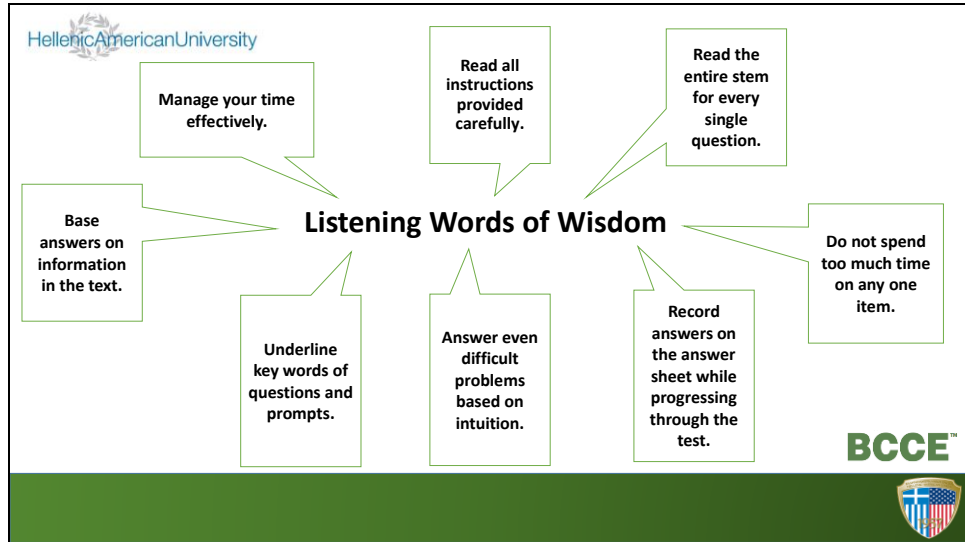
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Tip: How can I better prepare my students for the BCCE Listening test?

- Expose students to a variety of listening texts.
- Expose students to spoken texts: TV news & Internet audio files.
- Use practice materials.
- Challenge students and ask HOW they got to the right answer (and do not only concentrate on WHAT the answer was).
- Remind students that they are not expected to understand every single word (just like in real-life situations).

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Reading and
Use of
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Answer Sheet Sample

SIDE 2			
Reading and Use of Language Section (RUL)			
Grammar	Vocabulary	Reading	
A B C D	A B C D	31 A B C D	66 A B C D
36 A B C D	41 A B C D	32 A B C D	67 A B C D
37 A B C D	42 A B C D	33 A B C D	68 A B C D
38 A B C D	43 A B C D	34 A B C D	69 A B C D
39 A B C D	44 A B C D	35 A B C D	70 A B C D
40 A B C D	45 A B C D	36 A B C D	
	46 A B C D	37 A B C D	
	47 A B C D	38 A B C D	
	48 A B C D	39 A B C D	
	49 A B C D	40 A B C D	
	50 A B C D	41 A B C D	
	51 A B C D	42 A B C D	
	52 A B C D	43 A B C D	
	53 A B C D	44 A B C D	
	54 A B C D	45 A B C D	
	55 A B C D	46 A B C D	
	56 A B C D	47 A B C D	
		48 A B C D	
		49 A B C D	
		50 A B C D	
		51 A B C D	
		52 A B C D	
		53 A B C D	
		54 A B C D	
		55 A B C D	
		56 A B C D	
		57 A B C D	
		58 A B C D	
		59 A B C D	
		60 A B C D	
		61 A B C D	
		62 A B C D	
		63 A B C D	
		64 A B C D	
		65 A B C D	

DO NOT WRITE IN THIS AREA

**DO NOT
WRITE
IN THIS
AREA**



Overview of the Reading and Use of Language Section (60 min)

Part	Short description	No. of Items	Total no. of Items
Grammar	Short sentences with a gap. For each sentence, candidates choose the best answer choice from 4 answer choices	15	45
Vocabulary	10 short sentences with a gap. For each sentence, candidates choose the best answer choice from 4 answer choices	10	
Reading Part 1	4 short texts about a topic with 8 questions – candidates choose the best answer choice for each question from 4 answer choices	8	
Reading Part 2	4 social media posts, comprising a post with a question and 3 posts with answers. Candidates choose the best answer to 6 questions with 4 answer choices	6	
Reading Part 3	1 long text with 4 paragraphs – candidates choose the best answer to 6 questions with 4 answer choices	6	

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Grammar: Examples

tenses

26. I _____ San Francisco next summer for a vacation.
A. visit
B. am visiting
C. have been visiting
D. have visited

27. Josh told Anna _____ his video game the following day.
A. return
B. returning
C. returned
D. to return

28. If Teresa had more money, she _____ a new smartphone.
A. will buy
B. would buy
C. is going to buy
D. is buying

modal verbs


31. Janine _____ be ill. I just saw her at the shopping mall.
A. mustn't
B. shouldn't
C. can't
D. wouldn't

gerund vs infinitive

32. Would you mind _____ the door for me, please?
A. opening
B. to open
C. about opening
D. that you opened

33. Jack only _____ \$120 for the bicycle he bought last week.
A. pays
B. has paid
C. will pay
D. paid

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Vocabulary: Examples

watch out for
prepositions!

41. All the students are going to _____ food to our party.
A. bring
B. do
C. put
D. make

47. My brother _____ tennis in his leisure time.
A. has
B. performs
C. completes
D. plays

42. Tom's dad was not _____ us to arrive at the airport so early.
A. looking
B. expecting
C. waiting
D. imagining

48. The movie I saw yesterday was _____ fantastic!
A. totally
B. extremely
C. completely
D. absolutely

collocations

proceed by
elimination

43. The color of your tie really doesn't _____ your shirt.
A. fit
B. go
C. match
D. pair

49. I had the _____ to travel to South America when I was young.
A. break
B. chance
C. attempt
D. talent





Overview of the Reading Portion

Part	Short description	No. of Items	Total no. of items
Part 1	Four short related texts presented as advertisements or reviews (multiple matching 4 options)	10	25
Part 2	4 social media posts, comprising a post with a question and 3 posts with answers (multiple choice – 4 options)	5	
Part 3	1 long text with 4 paragraphs (multiple choice – 4 options)	5	

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Reading Part 1 Example

Four short related texts presented as advertisements or reviews

Movies This Week

Which movie ...

51. is suitable for young children?	55. is based on a true story?
52. has the most expensive ticket for children?	56. was cheap to make?
53. starts showing after 9 pm on Sunday?	57. has an excellent Director?
54. is about a dog?	58. is the first movie of a three-part series?

A Cool Water
Arkville Movie Theater
Cool Water is an action movie, the first of a new trilogy. The movie tells the story of a family living in the countryside. One day, a stranger comes who changes everything. Although this is a low-cost movie, fantastic acting and great scenery make for a spectacular experience, and the ending will leave you impatient for the second part. For moviegoers 16 and older.
Monday - Thursday 7 pm, Friday - Sunday 6 pm & 9 pm
Tickets \$7

B Buggy's Adventure
Ashton Cinema
This comedy centers around Buggy, a homeless puppy who is found by a young couple. At first, Buggy causes all sorts of trouble, and there are many comical moments as the couple try to deal with their unexpected guest. The star of the show is Buggy, but with a wonderful performance by Marcia, the 'evil' neighbor. This is a great movie for all the family.
Monday - Sunday 6:30 pm & 9 pm
Tickets adults \$12, children \$6

C Weird Weekend
Denby Cinema
This horror movie is about four young college students who are trapped in an old hotel after their car breaks down. Based on a real story, there are some terrifying twists and turns as the group tries to escape. A fantastic plot and a performance from Sal Wilmer that could earn her a Purple Rose this year. Only for over 18s.
Monday - Friday 7 pm, Saturday - Sunday 7 pm & 10 pm
Tickets \$14

D The World Beneath
Princeton Plaza Movie Theater
This science fiction movie tells the story of a group of people forced to live underground, in a world very different to our own. The acting in the movie is excellent and Jane Beaks looks favorite to win her first Oscar as Director. This movie is already hugely successful, showing that independent movies can make money. Not suitable for children under 12.
Monday - Sunday 6 pm & 9 pm
Tickets adults \$10, children \$8

Skimming & Scanning

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**Reading Part 2:
Example**

4 social media posts, comprising a post with a question and 3 posts with answers

Xenophon123 • 12 hours ago
Hi guys! I'm visiting Huntsville for two weeks. The area around my hotel is lovely, but I'm having a problem finding a restaurant that's not too expensive. I like all types of food and I'd also like to try something local. Can anyone recommend some inexpensive restaurants with good food in the downtown district of Huntsville?

HuntsvilleFred • 10 hours ago
I'm a local here in Huntsville and I can tell you that restaurants in all parts of the city are pricey. If you want to save money, order takeout from the wide variety of restaurants we have here. Search online for whatever looks good but be careful about cheaper places where the food may not be so nice. I order from Taj Mahal, a great Indian restaurant with delicious dishes and which delivers your order fast.


overthemoon • 10 hours ago
I'd recommend the Huntsville Crab if you want to have an authentic taste of our city. Huntsville is a port, so there's plenty of seafood and other dishes to choose from on the menu, and the prices are fair. The best thing is that it's situated right on the waterfront, so you have a fantastic view of the river while you dine. After lunch, you can go to nearby Huntsville Common for a walk.

vegruse • 7 hours ago
I'd like to recommend you try vegetarian food. I get it that some people prefer meat dishes, but there are so many tasty vegetarian choices around Huntsville. My husband is a vegetarian and his favorite is Plant Grub. We go there for Saturday lunch whenever we're in the city, and it's always quite cheap. After eating, we often visit the Museum of Science which is right next door.

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<p>HellenicAmericanUniversity</p> <p>Reading Part 2: Example</p>	<p>59. What is <i>Xenophon123</i> asking for?</p> <p>A. the best way to save money B. where to find a better hotel C. cheap places to eat in Huntsville D. which restaurants are expensive</p> <p>60. What does <i>HuntsvilleFred</i> recommend?</p> <p>A. having food delivered B. ordering a variety of food C. avoiding Indian restaurants D. eating the cheapest food</p> <p>61. What does <i>overthemoon</i> like most about the 'Huntsville Crab'?</p> <p>A. It has a view of the river. B. It only serves seafood. C. It is near Huntsville Common. D. It has expensive food.</p> <p>62. Why does <i>vegruse</i> recommend 'Plant Grub'?</p> <p>A. It is open on Saturday. B. It is near a museum. C. It has meat and vegetarian food. D. It has delicious food.</p> <p>63. Which of the following could replace 'pricy' in <i>HuntsvilleFred's</i> post?</p> <p>A. expensive B. available C. near D. unpleasant</p> <p>64. Which of the following could replace 'get it' in <i>vegruse's</i> post?</p> <p>A. do not like B. wish C. understand D. listen</p>	<p>Questions 59-62: identifying the main idea of each post</p> <p>Questions 63-64: identifying the meaning of a word or phrase</p> <p>BCCE™</p> 
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Reading Part 3: Example

1 long text with
4 paragraphs

The discussion about climate change is a part of our lives today, with many US teenagers more willing to do something about it. They are calling for the protection of the environment because they know that in the future they will be the ones dealing with the results of the crisis. These teenagers are worried about the environment, and not all of them trust their political leaders' ability to make the right decisions.

_____ these teens are taking action, and they are making their voices heard around the world. Ever since a Swedish teenager, Greta Thunberg, encouraged millions of teens to miss school and go on the streets to show their support in the fight against climate change in 2018, the world's media has been paying attention to young people's protests, both in the US and overseas.

But there are also other ways to make a teenager's opinion heard. Parents and teachers can help teens develop their talents as artists or writers, so they can make art about the climate crisis, or tell stories about the crisis issue for other teens. **This** may not necessarily make the biggest difference, but it brings about a conversation regarding the topics teens care about, and more understanding that there is a need for action.

Many teenagers go on to become college students. There, they have the chance to learn how to develop products and services to build a green world, even when their studies are not about the environment. Students can feel that they are taking part in the fight against climate change with professors able to provide space and time to listen to their fears. Then, as adults, with the knowledge gained at college, they can do their best to find a solution to the climate change problem.

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**Reading Part 3:
Example**

Question 69:
identifying the
appropriate
connector

65. According to paragraph 1, what are many teens most anxious about?
A. the future
B. the environment
C. their governments
D. their problems

66. What did Greta Thunberg do, according to paragraph 2?
A. support climate change
B. leave school in 2016
C. encourage teens to protest
D. become a media celebrity

67. What does the writer say about teenage writers in paragraph 3?
A. They should develop their talents more.
B. They are not important.
C. They help people understand.
D. They should tell better stories.

68. How can college students help reduce climate change, according to paragraph 4?
A. develop new green products
B. spend time studying
C. listen to their professors
D. study an environmental subject

69. Which of the following words best fills the gap in sentence 1 of paragraph 2?
A. Also
B. However
C. Then
D. So

70. In sentence 3 of paragraph 3, what does "This" refer to?
A. parents helping their children
B. art and literature classes at school
C. parents and teens relationships
D. teens using their talents to discuss a problem

Questions 65-68:
reading for detail

Question 70:
referring
expressions (such
as
pronouns, etc.)

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Reading portion (parts 1,2,3): Strategies (Train your students to)

- Read the whole passage and focus on the main idea.
- Be careful about choosing answer choices which lift words directly from the text.
- Find the meaning of a word by checking its context.
- Answer the questions in order.
- Look for signals to relate the question to the right paragraph.
- Underline key words (in the questions or in the text).

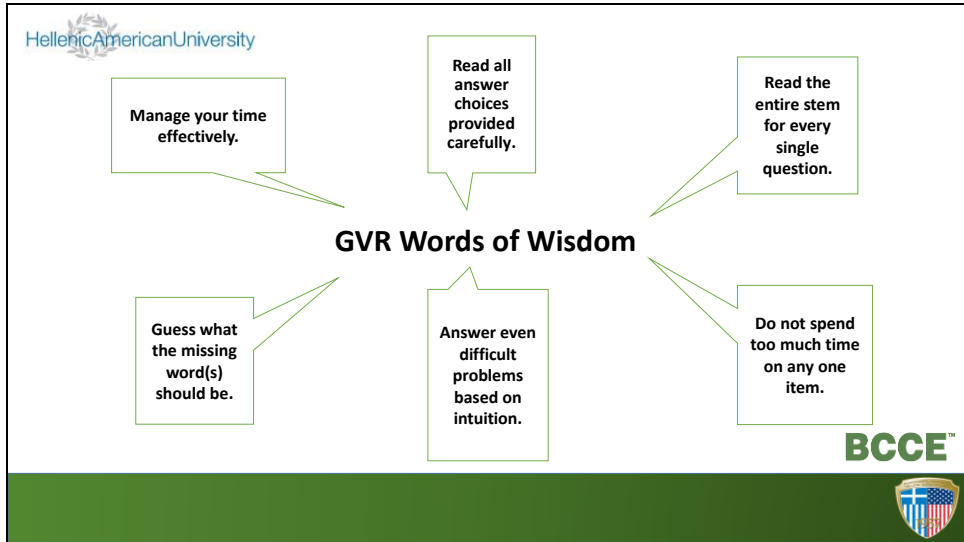
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WRITING

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Overview of the Writing Section (30 minutes)

Task	Short description	No. of Tasks	Total no. of tasks
Task 1	Answering brief prompts to give a description (about 100 – 120 words)	1	1 (candidates choose one task)
Task 2	An informal email giving advice (about 100 – 120 words)	1	

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Writing Section Task 1: Example

Task 1

Describe a city you have visited recently. Use the questions below to help you with your answer.

- Which city did you visit and why did you choose it?
- Who did you go with? Describe the people.
- What did you do in the city?
- What did you like most about your trip? Would you go again?

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Writing Section Task 2: Example

Task 2

Your friend John wants to do something with his friend who is visiting him from Brazil. He is not sure whether to take his friend to an American football game, or to take him to a shopping mall. He has emailed you to ask for your opinion. Decide which one would be better and write to him with some advice.

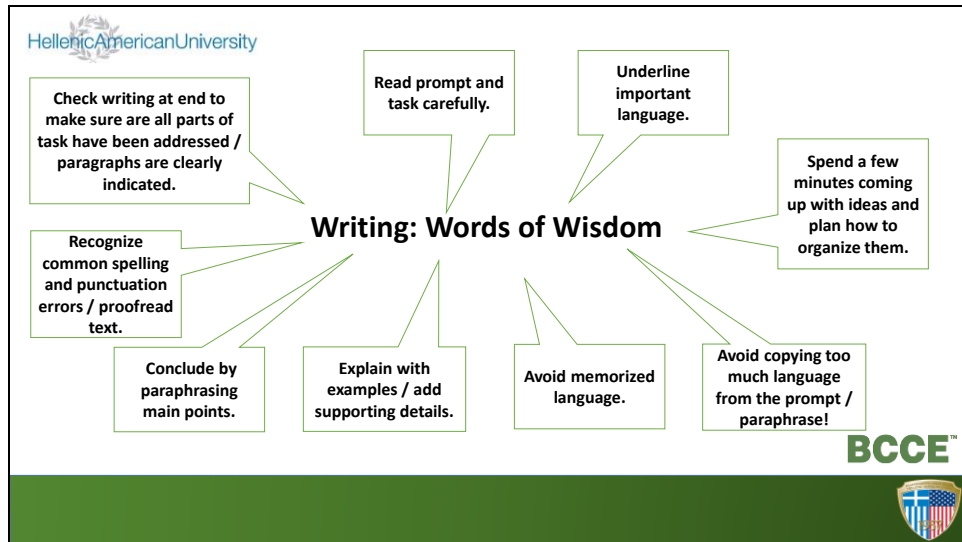
Start your email with: "Hi John", and end with: "Best", and your first name.

Your email should include:

- an introduction
- at least one advantage of the option you chose
- at least one disadvantage of the option you did not choose
- a conclusion

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SPEAKING

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Speaking Task 1: Personal Questions (Example)

Introduction

Hello and welcome. My name's *(Examiner's first name)* and what's your name? *(Examiner checks ID and Registration Form.)* And your Registration Number is... *(Examiner reads out number.)*

Thank you. There are three tasks in the Speaking Section. First, I'll ask a few questions about you. Then we'll take part in a short role play. Finally, I'll ask you a few general questions about the topic. Are you ready to begin?

Task 1: Getting to Know You (1-2 minutes)

(Examiner asks a selection of the questions below, taking care not to exceed the time limit.)

So, *(name of candidate)*:

- Where do you live? Do you like it there? Why or why not?
- What do you like about your school or work?
- Do you have any hobbies? What hobbies do you have? Do you do them with family or friends?
- What about the future - what are your ambitions?

(Examiner offers a polite natural closing and moves on to Task 2.)





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Speaking Task 3: Questions about the Topic

Task 3: Questions about the Topic (2-4 minutes)

(Examiner asks a selection of the questions below, taking care not to exceed the time limit.)

Now, I'm going to ask you a few general questions about the topic:

- Which of the two restaurants would you prefer and why?
- What kinds of food do people usually eat in your country? Do young people prefer different foods?
- Do you think students should be taught how to cook at school? Why or why not?
- Do you think it's better to eat meat or to be a vegetarian?

Thank you very much for your answers. *(Examiner ends the conversation in a friendly manner, while checking all materials have been returned. Stop the recording equipment.)*

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Speaking: Words of Wisdom

- Participate as actively as possible, thinking: "WHY is what I said true?"
- Paraphrase or use synonyms if a word does not come to mind.
- Maintain eye contact with the examiner.
- Use as much natural language as possible.
- Remember the examiner does not know you, so it is your job to prove you are at BCCE level!
- Read prompts carefully.
- Relate the topic to own experiences.
- Ask for clarification if anything not understood.

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Scoring & Assessment

For each section of the examination, raw scores are converted into scaled scores ranging from 100 to 1000. The passing score for each section is 650 out of 1000. The scores for each section are combined and averaged to give a total possible average scale score of 1000 for all four sections.

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Listening

Candidates preparing for the exam should aim for a **minimum raw score of at least 12 out of 25** for the Listening section.

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Reading & Use of Language

Candidates preparing for the exam should aim for a **minimum raw score of at least 21 out of 45** for the RUL section.

BCCE™





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Writing

Candidates preparing for the exam should aim for a **minimum raw score of at least 8 out of 15** for the Writing section.

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Writing Rating Scale

BASIC COMMUNICATION CERTIFICATE IN ENGLISH (BCCE™) WRITING SECTION: SCORING RUBRICS

	Task Completion	Organization	Linguistic Resources
FOCUS	• Relevance to the task • Elaboration • Style & format	Text organization • Coherence • Cohesion	Complexity & accuracy of: • Grammar & syntax • Vocabulary
5 HIGH PASS Effective Writing	Completes the task fully and thoroughly using all the prompts provided. Covers all aspects of the topic effectively.	Text is coherent. Consistently uses simple cohesive devices in an effective manner.	Consistently uses a wide range of linguistic forms and structures effectively, even in less routine situations. Consistently maintains a good control of grammatical and syntactical accuracy and appropriate vocabulary. Minor errors may occur, especially in less routine situations.
4 PASS Good Writing	Develops the topic mostly thoroughly using all the prompts provided. Covers most aspects of the topic effectively.	Text is mostly coherent. Mostly uses some simple cohesive devices effectively.	Uses some variety of structures and displays sufficient lexical range, even in less routine situations. Mostly maintains a fairly high degree of grammatical and syntactical accuracy and mostly chooses appropriate vocabulary. Some errors may occur in more complex structures, but mostly do not impede communication.
3 LOW PASS Satisfactory Writing	Develops the topic satisfactorily using most of the prompts provided. Covers some aspects of the topic more effectively than others.	Text is satisfactorily coherent. Simple cohesive devices are often used effectively, especially written sentences.	Often uses some variety of structures and displays sufficient lexical range to accomplish the task satisfactorily. Maintains a satisfactory degree of grammatical and syntactical accuracy and often chooses appropriate vocabulary. Errors may occur in simple and more complex structures, but rarely impede communication.
2 NEARBY FAIL Limited Writing	Often does not develop the topic satisfactorily. Some ineffective use of the prompts or some misunderstanding of the task.	Lack of coherence may sometimes impede communication. Often uses a limited range of cohesive devices, which may often hinder the smooth flow of the text.	Often uses a limited variety of structures and displays a lack of lexical range. Errors occur in both simple and complex structures, which may often impede communication and some vocabulary may be inappropriately used.
1 FAIL Ineffective Writing	Mostly does not develop the topic satisfactorily. Mostly ineffective use of the prompts or misunderstanding of the task. No attempt at task.	Mostly incoherent writing. Use of cohesive devices is very limited or inappropriate and hinders the smooth flow of the text. No assessable language.	Mostly uses a very limited variety of structures and displays a lack of lexical range. Errors frequently occur in simple structures, frequently impeding communication, while vocabulary may frequently be inappropriately used. No assessable language.





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Speaking

Candidates preparing for the exam should aim for a **minimum raw score of at least 8 out of 15** for the Speaking section.

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Any questions?



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Thank you!



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The Hellenic American Union Center for Examinations and Certifications applies a Management System in accordance with the ISO 9001: 2015 standard for the following scopes: “Planning, organization, and administration of examinations” and “Provision of support services to candidates, foreign-language schools, and teachers”.