

## Зовнішнє незалежне оцінювання 2010 року Демонстраційний варіант тесту з англійської мови

### Частина «Читання»

Виконавши завдання цієї частини тесту, Ви продемонструєте своє вміння розуміти писемну англійську мову на матеріалі різноманітних текстів із автентичних джерел.

#### Загальні поради

Ця частина тесту складається з 6 завдань, серед яких: завдання на встановлення відповідності, завдання з вибором однієї правильної відповіді і завдання на заповнення пропусків.

Кожне завдання складається з інструкції, тексту і запитань або тверджень до тексту.

- У завданнях на встановлення відповідності Вам необхідно прочитати тексти і твердження/заголовки/ситуації, а також підібрати до кожного тексту відповідно до завдання заголовки/твердження/ситуацію.
- У завданнях з вибором однієї правильної відповіді Вам необхідно прочитати текст і запитання до тексту, а потім вибрати правильний варіант відповіді з чотирьох поданих варіантів.
- У завданнях на заповнення пропусків Вам необхідно доповнити пропуски в тексті реченнями/частинами речень або словами/словосполученнями з поданих варіантів.

Спочатку ознайомтеся з інструкцією до виконання завдання.

Прочитайте уважно текст і завдання до нього.

Виберіть правильну, на Вашу думку, відповідь і позначте відповідну клітинку у **Бланку А**.

#### Увага!

Правильно розподіляйте свій час.

На виконання цієї частини тесту передбачено **60 хвилин**.

Якщо Ви не можете надати відповідь на запитання, то виконуйте наступне.

Ваш результат залежатиме від загальної кількості правильних відповідей, записаних у **Бланку А**.

## Reading

### Task 1

**Read the text below. Match choices (A–H) to (1–5). There are three choices you do not need to use. Write your answers on the separate answer sheet.**

#### Time Is on Your Side

**SATs and ACTs and applications – oh my! Here’s how to get it all done and still save time for fun.**

Ask any high school student what the biggest challenge is, and chances are it'll have something to do with time management.

Finding enough hours in the day to stay on top of schoolwork, activities, jobs, and other responsibilities is a struggle for lots of students. But for high school seniors who are also trying to keep their grades up, ace the SAT or ACT, figure out where they'll spend the next four years of their lives, and get their college applications sent on time, it can seem all but impossible.

#### Stay on Track

Here are some ways to help you build time management into your work habits:

- **(1)**\_\_\_\_\_. Use a planner to write your schedule, list your activities, and note deadlines. Don't forget to update daily - it feels great to cross items off your to-do list!
- **(2)**\_\_\_\_\_. If you get too obsessed with trying to create the perfect college application or visiting every campus on your list, you could get overwhelmed. Set realistic goals, such as completing at least one application a week, and stay focused on them. Many students find it helpful to break major goals into smaller, more achievable steps.
- **(3)**\_\_\_\_\_. Instead of hanging out with friends after school, get your homework done early and go out later. You'll be more relaxed if your work is done ahead of time.
- **(4)**\_\_\_\_\_. If you're having trouble keeping up, don't be afraid to discuss it with your teachers. Don't necessarily expect any special treatment, but if you show that you're making an effort, they might just be willing to help.
- **(5)**\_\_\_\_\_. Getting a 90 instead of 100 on an occasional trigonometry test likely won't destroy your chances for a happy, fulfilling future, despite what you might be led to believe.

With careful time management and a dose of discipline, you might even find yourself with more free time than you thought possible!

- A** Don't burn daylight time.
- B** Ask for help.
- C** Make progress step-by-step.
- D** Seek balance.
- E** Give yourself a break.
- F** Stop faffing around.
- G** Don't worry the small stuff.
- H** Write it down.

## Task 2

Read the text below. For questions (6–11) choose the correct answer (A, B, C, D). Write your answers on the separate answer sheet.

### Using the Internet and CD-ROM Databases in the Library

Bramley College now has full electronic information resources in the College Library to help you in your studies. On CD-ROM in the library we have about fifty databases, including many statistical sources. Want to know the average rainfall in Tokyo or the biggest export earner of Vanuatu? It's easy to find out. Whether you are in the School of Business or the School of Art and Design, it's all here for you.

You can conduct your own CD-ROM search for no charge, and you can print out your results on the library printers using your library photocopying card. Alternatively, you can download your results to disk, again for no charge, but bring your own formatted floppy disk or CD-ROM. If you are not sure how to conduct a search for yourself, library staff can do it for you, but we charge \$20 for this service, no matter how long or how short a time it takes.

All library workstations have broadband access to the Internet, so you can find the web-based information you need quickly and easily. If you are unfamiliar with using the Internet, help is available in several ways. You can start with the online tutorial Netstart; just click on the Netstart icon on the Main Menu. The tutorial will take you through the basic steps to using the Internet, at any time convenient to you. If you prefer, ask one of the librarians for internet advice (best at quiet times between 9.00 am and 11.30 am weekdays) or attend one of the introductory group sessions that are held in the first two weeks of each term. Sign your name on the list on the Library Bulletin Board to guarantee a place, as they are very popular.

A word of warning; demand for access to library workstations is very high, so you are strongly advised to book a workstation, and we have to limit your use to a maximum of one hour at any one time. Make your booking (for which you will receive a receipt) at the Information Desk or at the enquiry desks in the Media Services Area (Level I). Also, use of the computers is limited to Bramley students only, so you may be asked to produce your Student ID Card to make a booking, or while using the workstations.

- 6 To use the library printers, students must have \_\_\_\_\_
- A a floppy disk.
  - B correct change in coins.
  - C a photocopying card.
  - D their own paper.
- 7 To copy search results to a floppy disk, students pay \_\_\_\_\_
- A \$20.
  - B no fee.
  - C a fee based on actual costs.
  - D a fee dependent on the time taken.
- 8 If library staff search for information on CD-ROM, students pay \_\_\_\_\_
- A \$20.
  - B a service fee.
  - C a fee based on actual costs.
  - D a fee dependent on the time taken.

- 9 Students can learn to use the Internet \_\_\_\_\_
- A at all times.
  - B in the first two weeks of the term.
  - C Monday to Friday.
  - D between 9.00 am and 11.30 am.
- 10 To ensure efficient access to the Library workstations, students should \_\_\_\_\_
- A queue to use a workstation in the Media Services Area.
  - B reserve a time to use a workstation.
  - C work in groups on one workstation.
  - D conduct as many searches as possible at one time.
- 11 How long during one day may students use a library workstation?
- A half an hour
  - B one hour
  - C two hours
  - D no limit

### Task 3

**Read the text below. Match choices (A–H) to (12–16). There are three choices you do not need to use. Write your answers on the separate answer sheet.**

### Mindful Matters

*Rebecca Speechley*

12 \_\_\_\_\_

Canadian researchers found that volunteering can help to improve confidence, reduce blood pressure and boost your immune system. If you're mindful of other people's needs they'll be mindful of yours, so:

- Spend time with your children
- Do a good deed for a neighbour
- Give small but thoughtful gifts to your loved ones
- Be a considerate driver
- Be helpful for work colleagues
- Volunteer for a charity. Visit [www.timebank.org.uk](http://www.timebank.org.uk) for opportunities
- Above all, do as you would be done by.

13 \_\_\_\_\_

'Mindfulness can transform the way we tackle communication problems,' says Kate Carne. Practising being fully in the present helps us to choose how to respond in an argument.

'If someone makes you angry, and you're mindful then you'll deal with your feelings first. Concentrate on your breathing and work out exactly how you feel. Then you can approach the person who triggered your anger in a calm and rational manner.'

Treat people you meet with automatic acceptance, as if they were members of your family, and you'll find them easier to relate to on a friendly basis.

**14** \_\_\_\_\_

Mindfulness can help us reduce stress levels, according to research.

If you're feeling anxious, spend a few minutes concentrating on yourself, as you are, at that moment. Be aware of the chair you're sitting on, for example, and how it feels to be supported by it and think about your breathing.

'By doing this you move your mind and body almost immediately out of a frantic, stressful, "doing" mode and into a relaxing "being" mode,' explains Kate Carne. To feel more at peace with yourself, focus on what you have achieved during the day and not on what you haven't.

**15** \_\_\_\_\_

Get great results from your workout in less time by being more mindful about your exercise routine. Sports psychologists suggest focusing on the muscles you're using, how they feel, and your breathing. Tune into how your body works to improve its efficiency, and enjoy your exercise routine more. Dancing classes and team activities also give emotional support. Exercising outdoors improves wellbeing too, according to research from the University of Essex. 'Green exercise' - jogging or walking in the country - can significantly improve self-esteem and mood.

**16** \_\_\_\_\_

The French tend to eat mindfully, paying attention to and enjoying everything that passes their lips. Research by the North American Association for the Study of Obesity suggests that overweight men and women ate fewer calories when they concentrated on what they were putting in their mouths. 'Eat slowly and chew properly,' says Mireille Guiliano, author of *French Women Don't Get Fat* (£12, Chatto & Windus). 'Don't watch television or read the paper. Think only about what you are eating. Smell and enjoy every bite.'

- A** Think of yourself.
- B** Enjoy being active.
- C** Be more selfless.
- D** Savour the flavours.
- E** Improve relationships.
- F** Enjoy life as it is.
- G** Create calm.
- H** Do something.

## Task 4

Read the text below. Choose from (A–H) the one which best fits each space (17–22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

### Going Places, on the Cheap

Writers often travel unpredictable and uncommon paths. That's particularly – and literally – true for Matt Gross, who had the enviable task of traversing the globe in 90 days, chronicling his journey in a blog and (17) \_\_\_\_\_.

In May, he set out from New York City to Lisbon. In August, he ended his trip with a flight from Beijing to San Francisco. In between, Gross skipped around the world carrying his messenger bag, (18) \_\_\_\_\_, a host of gadgets for staying in touch, and a list of contacts culled from friends and readers.

Sounds sexy, but he wasn't on (19) \_\_\_\_\_. Gross is the paper's "Frugal Traveller," which means he has to operate on a tight budget. And, unlike a vacation, his time isn't his own.

"I'm on a Greek island right now," he said by phone in June. (He had already driven from Lisbon to Galecia, flown to Barcelona, hopped a bargain flight to Italy, taken a ferry to Croatia, and ridden (20) \_\_\_\_\_.) "I'd be perfectly happy to spend the next three days going to the exact same beach and eating food at the same restaurant. But my perfect vacation is not necessarily the same thing as anybody else's perfect vacation. So I try and do everything. I explore (21) \_\_\_\_\_. It's this sort of constant rush."

With his editors, Gross decided to avoid some destinations, and purposely include others. He also wanted to simply see where the winds would take him. "I can't really narrow it down because in some ways I'm not (22) \_\_\_\_\_," he said mid-trip. "I don't care where I go; I'm just happy to go."

- A a very particular traveller
- B a bus to Montenegro and Albania
- C a long road trip around the continent
- D a three-month, spare-no-expense lark
- E a 28-inch rolling duffel
- F as a sixth-grader had written a story
- G a series of articles for *The New York Times*
- H as many of the beaches as possible

## Task 5

**Read and complete the text below. For each of the empty space (23–34) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

### A Winter Story

*Written by: Tuesday F.*

The night grew colder as Julie (23) \_\_\_\_\_ through the snow. She had left because no one was home. Her mom was at work, her dad was with some coworkers, and her sister was probably out with her boyfriend at some wonderful ice rink or whatnot.

Julie didn't remember a Christmas where someone wasn't gone. It weighed down her heart (24) \_\_\_\_\_ it had been carved out of lead and stuck inside her chest.

An older college couple passed Julie laughing and giggling. They seemed so happy just to be together, not caring about the snow or the muddy streets, nothing could (25) \_\_\_\_\_ them.

Julie sighed and kept walking. She walked past an elderly couples house where they sat outside on a swing, holding hands. She stopped for a moment, examining them, wondering to herself what they were smiling and whispering about. The old lady (26) \_\_\_\_\_ sight of Julie and called her to come. Julie obliged, stepping down the pathway to the porch. The old lady smiled, "Little girl, why are you out here all alone in this kind of weather, especially (27) \_\_\_\_\_ this special night?" Julie shrugged shyly, stuffing her hands in her pockets before speaking up, "I have nothing really better to do and a walk helps me clear my thoughts."

The old lady watched in content, she stood up, (28) \_\_\_\_\_ her ankle long skirt and went to the door. She turned back to Julie, "Well, can't let you leave without something, now can I?" She quickly called Julie to come in, (29) \_\_\_\_\_ the door. Julie stepped inside to the warm house, looking around (30) \_\_\_\_\_ the old paintings and what not. There was a living room to the left with a giant, glowing Christmas tree in the corner near the light fireplace.

The old lady stepped into a large kitchen with cookies, gingerbread houses, and other sweets scattered across the table and counters. She reached up into a cabinet, pulling down a pack of hot chocolate. She put a kettle on the stove and poured the pack into a small tea cup.

Julie made herself at home, wondering around the decorated sweets, studying them. When the old lady (31) \_\_\_\_\_ a chair for herself, Julie did the same.

The kettle began (32) \_\_\_\_\_ and the old lady rushed to the stove, quickly pulling it off and pouring the water into the cup. She (33) \_\_\_\_\_ a spoon and started to stir the hot chocolate. She set the cup and spoon in front of Julie with a gentle smile.

Julie took the cup and held it up to her lips, (34) \_\_\_\_\_ the liquid slowly trying her best not to burn herself. She set the cup gingerly back on the table, saying to the old lady, "Thank you very much."

The old lady smiled, "It is Christmas my dear, give and you shall receive. But I really don't expect to receive anything from you, dear, just my act of kindness today." Julie smiled wider and decided since no one was home at her house; she would stay her a little longer and talk to the old lady.

- |    |                  |             |              |              |
|----|------------------|-------------|--------------|--------------|
| 23 | A went           | B strolled  | C walked     | D travelled  |
| 24 | A like           | B as        | C such as    | D because    |
| 25 | A differentiate  | B share     | C separate   | D segregate  |
| 26 | A caught         | B saw       | C noticed    | D observed   |
| 27 | A at             | B on        | C during     | D in         |
| 28 | A ironing        | B smoothing | C stretching | D flattening |
| 29 | A touching       | B holding   | C taking     | D keeping    |
| 30 | A for            | B on        | C at         | D through    |
| 31 | A pulled through | B pulled on | C pulled off | D pulled up  |
| 32 | A to scream      | B to shout  | C to cry     | D to squeal  |
| 33 | A held           | B grabbed   | C caught     | D clutched   |
| 34 | A taking on      | B taking up | C taking in  | D taking off |

### Task 6

Read the texts below. For each of the empty space (35–46) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

#### Who Scooped the First Ice-Cream Cone?

*Joshua Korenblat*

Most ice-cream cones end the same way, (35) \_\_\_\_\_ sweetly on the tongue. But how did the first ice-cream cone begin? Tales of the cone's invention (36) \_\_\_\_\_ on one spot: the 1904 World's Fair in St. Louis, Missouri. In one story, an ice-cream vendor ran out of serving dishes and was rescued by Ernest Hamwi, a Syrian immigrant selling Middle Eastern waffles at the next stand. Another Syrian immigrant claimed it was his idea (37) \_\_\_\_\_ a hot waffle, let it harden, then plop in the ice-cream. Yet a third claimant was former (38) \_\_\_\_\_ acrobat Charles Menches, who is said to have peeled away one side of an ice-cream sandwich to make an (39) \_\_\_\_\_ vase for flowers, then molded the other side to hold the remaining ice cream. Hamwi and Menches went on to create ice-cream-cone empires.

One earlier claim gets lost in the hubbub: Five months before the World's Fair, a patent (40) \_\_\_\_\_ to candy-maker Italo Marchiony: "I claim as my invention ... a molding apparatus for creating ice-cream cups and the like." If only he'd said cones.

- |    |              |              |                |                    |
|----|--------------|--------------|----------------|--------------------|
| 35 | A to melt    | B melting    | C melt         | D melted           |
| 36 | A converges  | B converge   | C is converged | D converging       |
| 37 | A rolls      | B rolling    | C roll         | D to roll          |
| 38 | A circuses   | B circuses'  | C circus       | D circus'          |
| 39 | A improvised | B improvises | C improvising  | D improvise        |
| 40 | A awarded    | B is awarded | C was awarded  | D would be awarded |



## Why Do We Have Eyebrows?

In his (41) \_\_\_\_\_ weird book *The Expressions of the Emotions in Man and Animals*, Charles Darwin maintained that human eyebrows (42) \_\_\_\_\_ from the vestigial remnants of the scattering of long hairs one finds in the very same place on other mammals, including chimps and dogs. But why were eyebrows preserved, while most of the rest of our hair was lost?

In accordance with (43) \_\_\_\_\_ views on sex selection, he believed that those human hairs which remain are those which are (44) \_\_\_\_\_ to the opposite sex.

However, another suggestion is that they're important for (45) \_\_\_\_\_ facial expressions that are more easily recognised by other individuals in one's social group.

They also serve the practical purpose of stopping sweat and rain (46) \_\_\_\_\_ down your forehead into your eyes.

- |    |                |                  |              |                  |
|----|----------------|------------------|--------------|------------------|
| 41 | A surprises    | B surprising     | C surprised  | D surprisingly   |
| 42 | A descended    | B were descended | C descending | D descend        |
| 43 | A Darwin       | B Darwins        | C Darwin's   | D Darwins'       |
| 44 | A attractively | B attracting     | C attractive | D attractiveness |
| 45 | A form         | B forming        | C formed     | D formation      |
| 46 | A running      | B run            | C runs       | D are running    |

## Частина «Письмо»

Частина тесту «Письмо» складається із завдань на заповнення пропусків та завдання з розгорнутою відповіддю.

У завданнях на заповнення пропусків пропонується заповнити пропуски у тексті лексичними одиницями, необхідними, відповідно до контексту.

У завданні з розгорнутою відповіддю передбачається створення власного висловлення у письмовій формі відповідно до запропонованої комунікативної ситуації.

### Увага!

Виконавши завдання у тестовому зошиті, запишіть відповіді в **бланк Б**.

На виконання цієї частини тесту відводиться **60 хвилин**.

Роботи, написані нерозбірливо або такі, що містять **менше ніж 100 слів**, перевірятися не будуть.

Пам'ятайте, що писати на зворотній стороні **бланку Б не можна**.

## Writing

### Task 1

Read the text below. Fill in the each gap with the one word which best fits each space (47–50). Write your answers on the separate answer sheet.

#### Love to Hear Percussion

Asheville dances to the beat of its own drum in more ways than one. (47) \_\_\_\_\_ you happen to be strolling downtown (48) \_\_\_\_\_ a Friday night, you'll no doubt get caught up in the spontaneous beat of the weekly drum circle at Pritchard Park.

Weather permitting, local drummers of all ages and talents gather every Friday evening to show off their (49) \_\_\_\_\_ skills. The energetic vibe usually attracts a crowd that dances up a storm. It's a tradition that's been shaping Asheville character for (50) \_\_\_\_\_ than a decade.

### Task 2

51. Some days ago you returned from your trip to London and discovered that you had left your small bag at a hotel. Write a letter to the manager of the hotel and say:

- why you are writing
- what the bag is like and what there was in it
- why the bag is important for you

And ask

- how to get it back

Write a letter of at least 100 words. Do not write any dates and addresses. Start your letter with

*Dear Sir or Madam,*

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Відповіді до завдань демонстраційного варіанта тесту з англійської мови

№ завдання	Відповіді	№ завдання	Відповіді	№ завдання	Відповіді
1	H	18	E	35	B
2	D	19	D	36	B
3	A	20	B	37	D
4	B	21	H	38	C
5	G	22	A	39	A
6	C	23	C	40	C
7	B	24	A	41	D
8	A	25	C	42	B
9	A	26	A	43	C
10	B	27	B	44	C
11	B	28	D	45	B
12	C	29	B	46	A
13	E	30	C	47	if
14	G	31	D	48	on
15	B	32	A	49	drumming
16	D	33	B	50	more
17	G	34	C		

Критерії оцінювання письмового висловлення (завдання № 51)  
з англійської мови

**Змістове наповнення** – Опрацювання умов, зазначених у ситуації (4 умови).

Кількість балів – 0 – 8 тестових балів

**2 тестових бали** – кожна умова опрацьована повністю.

**1 тестовий бал** – кожна умова, яка лише згадана.

**0 тестових балів** – умова не опрацьована.

**Структура тексту та зв'язність**

Кількість балів – 0 – 8 тестових балів

**Логічність і послідовність викладу.**

**2 тестових бали** – письмове висловлення побудовано логічно й послідовно.

**1 тестовий бал** – логічність і послідовність викладу частково порушено.

**0 тестових балів** – логіка викладу відсутня, робота складається з набору речень.

### ***Зв'язність, наявність з'єднувальних елементів у тексті.***

**2 тестових бали** – з'єднувальні елементи (сполучники сурядності *and, but* та підрядності *because, so, if, when, that, that is why* тощо, а також слова-зв'язки *which, that, who* та інші) наявні.

**1 тестовий бал** – з'єднувальні елементи наявні частково.

**0 тестових балів** – з'єднувальні елементи відсутні.

### ***Відповідність письмового висловлення заданому формату (твір, лист (особистий, діловий), оголошення, записка тощо).***

**2 тестових бали** – стиль висловлення, ознаки відповідно до формату тексту **повністю** відповідають меті написання.

**1 тестовий бал** – стиль висловлення, ознаки відповідно до формату тексту **частково** відповідають меті написання, наявні порушення.

**0 тестових балів** – ознаки відповідно до формату тексту **не відповідають** меті написання висловлення або **відсутні**.

### ***Поділ тексту на абзаци.***

**2 тестових бали** – робота структурована за абзацами.

**1 тестовий бал** – робота **частково** структурована за абзацами.

**0 тестових балів** – робота **не структурована** за абзацами.

### **Використання лексики** - лексична наповнюваність; володіння лексичним матеріалом.

Кількість балів – 0 – 4 тестових бали

**4 тестових бали** – використаний широкий спектр лексичних одиниць, лексичний матеріал вжито адекватно.

**3 тестових бали** – використаний достатній словниковий запас. Можлива наявність кількох лексичних помилок, які не впливають на адекватність сприйняття тексту.

**2 тестових бали** – недостатній словниковий запас. Наявні лексичні помилки, що заважають адекватному сприйняттю окремих висловлювань (речень).

**1 тестовий бал** – недостатній словниковий запас. Неадекватне використання лексики, що утруднює процес розуміння цілих фрагментів тексту.

**0 тестових балів** – через велику кількість лексичних помилок зміст висловлення незрозумілий.

### **Використання граматики** – морфологія; синтаксис; орфографія.

Кількість балів – 0 – 4 тестових бали

**4 тестових бали** – робота не містить помилок або наявні окремі помилки (не більше трьох помилок), що не заважають розумінню написаного, крім помилок на

- вживання числа і особи в дієслівних часових формах,
- вживання артиклів (основні правила),
- порушення порядку слів у реченні,
- вживання частки *to* з інфінітивом,
- вживання незлічуваних іменників (типу *advice*)
- вживання умовних речень

*Якщо серед трьох помилок наявна помилка, що відповідає хоч одному з перерахованих вище мовних явищ, робота оцінюється в «3» бали*

**3 тестових бали** – незначна кількість помилок (не більше восьми помилок), що не заважають розумінню написаного, крім помилок на

- вживання числа і особи в дієслівних часових формах,
- вживання артиклів (основні правила),
- порушення порядку слів у реченні,
- вживання частки *to* з інфінітивом,
- вживання незлічуваних іменників (типу *advice*)
- вживання умовних речень

*Якщо серед восьми помилок наявна помилка, що відповідає хоч одному з перерахованих вище мовних явищ або помилок більше ніж вісім, робота оцінюється в «2» бали*

**2 тестових бали** – наявні помилки, що заважають розумінню окремих частин висловлення (речень). Або наявна значна кількість помилок (більше восьми), що не заважають розумінню написаного.

**1 тестовий бал** – велика кількість помилок (більше п'ятнадцяти), що суттєво заважають розумінню написаного або цілих фрагментів тексту.

**0 тестових балів** – велика кількість помилок, що унеможливають розуміння написаного.

**Примітка:**

**1.** Робота **не перевіряється**, якщо вона містить менш ніж 100 слів.

**2.** Якщо учасник тестування отримує оцінку «**0 балів**» за **Змістове наповнення**, то в такому випадку вся робота оцінюється в «**0 балів**».

**3.** Якщо учасник тестування отримує оцінку «**0 балів**» за критерій **Використання лексики** або **Використання граматики**, то в такому випадку вся робота оцінюється в «**0 балів**».