

7

Lesson Exemplar for TLE

Quarter 3

Lesson

7

Lesson Exemplar in TLE Grade 7
Quarter 3: Lesson 7 (Week 7)
SY 2024-2025

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TLE/ QUARTER 3/GRADE 7

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	Demonstrate an understanding of the fundamentals of the hospitality and tourism industry.
B. Performance Standards	The learners apply skills in food preparation and services following safety precautions.
C. Learning Competencies and Objectives	<p>Learning Competency: Discuss the principles of food selection and preparation.</p> <p>Lesson Objectives: After the day's lessons, the learners are expected to:</p> <ol style="list-style-type: none"> 1. Identify the various guidelines for food selection and preparation. 2. Distinguish the principles of cooking using heat transfer. 3. Demonstrate food preparation at home or school while following safety precautions. 4. Value the significance of food selection, preparation, and cooking principles in day-to-day living.
D. Content	<p>Food Selection, Preparation, and Cooking</p> <ul style="list-style-type: none"> • Guidelines in food selection • Guidelines in food preparation <p>Principles of Cooking</p> <ul style="list-style-type: none"> • Heat transfer • Effects of heat
E. Integration	<p>SDG 4: Quality Education: 4.1 Ensure all girls and boys complete free, equitable, quality primary and secondary education, leading to relevant and effective learning outcomes.</p> <p>SDG 12: Responsible Consumption and Production: 12.2 Achieve the sustainable management and efficient use of natural resources.</p> <p>Grade 7 learners will learn the appropriate selection, preparation, and cooking of food that may ensure the good health and well-being of individuals of all ages. It also ensures sustainable consumption and avoids unnecessary food waste and natural resources.</p>

II. LEARNING RESOURCES

Food Slide The Hotel Management Kitchen. (n.d.). *Methods of Cooking Videos*. YouTube. https://www.youtube.com/@Food_slide

Flores, Eva N. (2014). *Food Selection, Preparation and Cooking 2nd Edition*. Wiseman's Books Trading, Incorporated. Quezon City, Metro Manila

Tan, N. (2013, August 22). *K to 12 basic education curriculum TLE learning module: Commercial cooking*. SlideShare. <https://k-to-12-commercial-cooking-learning-module>


Food Slide The Hotel Management Kitchen. (2018a, June 18). *Methods of cooking Part 1 || Dry Methods Of Cooking || Types of Cooking Methods | cooking technique* [Video]. YouTube. https://www.youtube.com/watch?v=14qc7F_rJcY





Food Slide The Hotel Management Kitchen. (2018b, June 24). *Methods of Cooking Part 2 || Moist Method Of cooking || Moist Cooking Techniques || Types Of Cooking* [Video]. YouTube. <https://www.youtube.com/watch?v=NU07K-QFK8Y>

Healthy Lifestyle Community. (2014, August 28). *How an unhealthy diet affects your body* [Video]. YouTube. https://www.youtube.com/watch?v=hy1JHN_yFVc

NHLBI. (2012, December 3). *Basic food preparation techniques* [Video]. YouTube. <https://www.youtube.com/watch?v=Gk-znewUD64>

Science Journal for Kids. (2022, July 13). *E46: What makes you choose the food you eat? [SJK Audio Edition]* [Video]. YouTube. <https://www.youtube.com/watch?v=nizD88jGAbE>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	DAY 1 1. Short Review Matching Type Direction: Identify each table napkin fold with answers in column B.	The teacher will ask the students to analyze the photos and identify the names of the napkin folds as shown in the picture. Answer key: 1. B. Pyramid Napkin Fold 2. C. Shirt Napkin Fold 3. A. Bishop's hat Napkin Fold 4. E. Pocket Napkin Fold 5. D. Envelope Napkin Fold
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Column A 1.  </div> <div style="text-align: center;"> Column B A. Bishop's hat Napkin Fold </div> </div>	

	<div> <div>2.</div> <div>  </div> </div> <div> <div>3.</div> <div>  </div> </div> <div> <div>4.</div> <div>  </div> </div> <div> <div>5.</div> <div>  </div> </div> <div> <p>B. Pyramid Napkin Fold</p> <p>C. Shirt Napkin Fold</p> <p>D. Envelope Napkin Fold</p> <p>E. Pocket Napkin Fold</p> </div>	
	<p>2. Feedback</p> <p>Do you still have other queries or clarification about our previous lessons?</p>	
<p>B. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose</p> <p>Healthy Lifestyle Community. (2014, August 28). How an unhealthy diet affects your body [Video]. YouTube. https://www.youtube.com/watch?v=hy1JHN_yFVc</p>	<p>The teacher could either play the video showing how improper food selection, preparation, and cooking affect human health or ask the students to describe the</p>

A



B



photos posted offering two types of food.

Then, connect the video being watched or the photos being described on the day's topic lesson.

2. Unlocking Content Area Vocabulary

- **Food Selection** – refers to the process of choosing and deciding which foods to consume. It involves deciding the types of foods, ingredients, and dishes that individuals or communities will include in their diet. Various factors, including personal preferences, cultural practices, nutritional needs, health considerations, availability of food, and economic factors influence food selection.
- **Food Preparation** – refers to the actions and processes involved in transforming raw ingredients into a finished dish ready to be consumed. It encompasses various activities, from cleaning and chopping ingredients to cooking, seasoning, and presenting the final product. Food preparation is a crucial aspect of culinary arts and integral to home cooking and professional food service.
- **Principles in Cooking** – refer to fundamental guidelines and concepts that form the basis for creating successful and well-executed dishes. These principles guide cooks and chefs in food preparation, helping them understand the science, techniques, and artistry involved in the culinary process.
- **Heat transfer** – is the process by which thermal energy is exchanged between two physical systems or regions due to a temperature difference. The fundamental principle behind heat transfer is that heat flows from areas of higher temperature to lower temperature regions. The primary methods of heat transfer are conduction, convection, and radiation.
- **Conduction** – is the transfer of heat through direct contact between particles within a substance. In materials such as metals, where particles are closely packed, the kinetic energy of heated particles is transferred to neighboring particles, causing them to vibrate and pass on the heat. Good conductors, like metals, allow heat to travel efficiently.

	<ul style="list-style-type: none"> • Convection – involves the transfer of heat through the movement of fluids (liquids or gases). When a fluid is heated, it becomes less dense and rises, creating a flow. As the fluid moves, it carries heat with it. The fluid becomes denser and sinks in a cooling process, completing the convection cycle. Convection is commonly observed in activities such as boiling water or the circulation of air currents. • Radiation – is the transfer of heat in the form of electromagnetic waves without needing a medium. Unlike conduction and convection, which require a material medium, radiation can occur through a vacuum. The Sun's energy reaching the Earth is an example of radiation. All objects above absolute zero emit thermal radiation, and the emission rate depends on the object's temperature and surface properties. 	
C. Developing and Deepening Understanding	<p>SUB-TOPIC 1: Guidelines in Food Selection <i>(Good for one meeting)</i></p> <p>1. Explicitation: What are the things that need to be considered when selecting food?</p> <p>2. Worked Example: Present and discuss the various guidelines or factors in selecting food for the class.</p> <p>2.1 (a) Sensory: Choosing foods based on how they look, feel, sound, taste, and smell are all ways in which we may be influenced. Again, these may be done consciously or unconsciously.</p> <p>Smell: How food smells. Is this good? Bad? Does the scent drive you away or pull you in?</p> <p>Taste: Do you remember how the food tastes? Perhaps based on prior experiences and the smell of the food, you can guess that it will taste good. Enjoying the taste of a food is a major driver for choosing that food again. Meanwhile, disliking how a food tastes is another major driver for not selecting that food again if offered.</p> <p>Texture: Have you ever craved something crunchy? If you have, you may have picked up a bag of chips, crackers, or pretzels to satisfy that craving. In this example, you were driven to choose a food based on texture criteria. Mouthfeel of</p>	The teacher will explain the five (5) guidelines for food selection.

a food would also fit into this category. For instance, diet colas would taste flat if bulking agents were not added in to simulate the effect sugar has on the mouthfeel. No one would want to drink it if those were omitted.

Sight: We use our eyesight to help us make many everyday decisions, such as which direction to take, what to wear, and, given our current discussion, what to eat. We can use our sense of sight to see if food has spoiled or gone bad or looks good to eat. Sometimes, all it takes is a picture, so advertisers spend lots of money making their food look the best in their ads using specialized techniques. Cheesecake also uses garnishes on plates or strategic plating methods to make the food look as visually appealing as possible.

Sound: Sounds that food makes is a lesser thought of sensory aspect to food choice but is a driver in the reasons behind making some food choices. The sound a bag of chips makes is an example that may make you want to snack on a crunchy snack. We can also tell if soda is flat if noise is absent.

2.2 (b) Nutritional: Both perceived and verified nutrition is the second most significant motivator in food preference and selection. Perhaps someone has made weight loss goals or is on a specialized diet due to allergies. These individuals will choose foods that fit their lifestyle and dietary needs.

2.3 (c) Cultural/Religious: More than 4,000 recognized religions are worldwide, so it would be impossible to cover them here. How does or would religion alter food choice? Religions may have different "rules" regarding what is acceptable to eat (or not) and how the food is prepared. Sometimes, there are rules about where the food is prepared and by whom. It is important to recognize that not everyone who follows or observes a certain religion follows all of the (or any) dietary recommendations. Some individuals are considered devout and closely follow the written or established doctrine; others choose not to follow any.

2.4 (d) Sociological and Psychological: Peer pressure falls into this category, as well as hospitality norms and choices. These two are listed together instead of separately because the two categories often overlap. These are often intertwined with cultural norms as well.

2.5 (e) Budget and Costs: Food costs have skyrocketed over the past couple of years with increased inflation. At-home food costs, meaning food bought at the grocery

	<p>(d) Cooking: Applying heat to raw ingredients makes them edible, improves flavor, and kills harmful bacteria. Cooking methods vary, including boiling, baking, grilling, frying, and steaming.</p> <p>(e) Seasoning: Adding herbs, spices, salt, and other flavorings enhances the dish's taste. Seasoning is a crucial step in food preparation to achieve a well-balanced and appetizing flavor profile.</p> <p>(f) Assembling and Plating: For dishes with multiple components, assembling involves combining different elements to create the final presentation. Plating refers to arranging the food attractively on a plate for serving.</p> <p>(g) Preservation and Storage: Some food preparation may involve preserving or storing food for later use. This can include methods like refrigeration, freezing, canning, or drying.</p> <p>Effective food preparation requires attention to hygiene, proper cooking techniques, and creativity. Providing nutritious, delicious, and safe meals is vital at home, school, or a professional kitchen.</p> <p>3. Lesson Activity: The students will watch a video on the basic food preparation technique using the link below: NHLBI. (2012, December 3). Basic food preparation techniques [Video]. YouTube. https://www.youtube.com/watch?v=Gk-znewUD64 (3 minutes)</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 3.1 What can you say about the video presentation or pictures presented? 3.2 In your respective homes, how do you prepare your food? What are the processes that you usually execute when you're preparing your food? 3.3 What do you think is the importance of the food preparation guidelines and the basic cooking techniques in preparing food? <p>SUB-TOPIC 3: Principles of Cooking - Heat Transfer and Effects of Heat (Good for two meetings)</p> <p>1. Explicitation: What do you mean by cooking, and what are its methods?</p> <p>2. Worked Example: The teacher will define cooking and discuss the cooking methods through heat</p>	<p>The teacher may show a video on the basic food preparation technique or present related pictures.</p>
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transfer and the effects of heat in cooking.

Cooking is the term applied when heat is used in preparing foods. The different cooking methods can be grouped according to how heat is applied to food. Two methods are commonly used: Moist Heat Cooking and Dry Heat Cooking. Heat is transferred by water, water-based liquid, or steam in Moist Heat Cooking, while heat is transferred by air, radiation, fat, or metal in Dry Heat Cooking. The following diagram shows the different classifications of cooking methods:

COOKING	
<i>Using Moist Heat</i>	<i>Using Dry Heat</i>
Scalding	Baking
Simmering	Broiling
Braising	Frying
Parboiling	Stir-frying
Steaming	Deep-frying
Poaching	Roasting
Stewing	Grilling
Boiling	Sautéing
Blanching	Pan broiling

Use of Heat in Cooking

Heat is used in preparing food by cooking and toasting. Cooking is the term applied when heating affects the entire mass of food, while toasting primarily concerns heat's effects on the surface. Without heat, foods that are unpalatable or unsanitary when raw could not be included in the daily diet. The changes produced in foods by heat depend upon the methods of heat transfer, the heating time, and the temperature reached by the food itself.

Purpose of Cooking

Food is cooked to make its maximum nutritional value available in a palatable form. To develop, enhance, or alter its flavor to improve digestibility to improve its palatability by improving its color, texture, or taste and to destroy pathogenic organisms and harmful substances that may be found in raw food.

DAY 3-4

Cooking Mediums

The cooking methods can be classified according to the cooking medium: air, water, steam, fat, or a combination of one or more of these mediums.

The teacher will discuss the principles of cooking, methods of cooking through heat transfer, and the effects of heat in cooking food.

(Continuation of the discussion)

1. Air and Heat as Cooking Mediums

Boiling, roasting, and baking are cooking methods with heat as a medium. Without heat, food is unpalatable or unsanitary when raw cannot be included in the daily diet. Many foods are cooked by conduction or heat flow from one material to another. Metals are conductors of heat; thus, metal pans are widely used in cooking. Foods are also cooked by convection currents or kinetic energy transfer by heated air or liquid and by radiation or kinetic energy transfer by waves.

- (a) **Broiling** is cooking over or under a source of direct heat such as coals, a gas burner, or a glowing electric unit. Much of the heat is derived from radiant energy; some is conducted from the air and the boiler rack.
- (b) **Roasting** is cooking on a spit before an open fire or covering it with hot coals. Nowadays, the term is used synonymously with baking in a meat cooker.
- (c) **Baking** is cooking in an oven, whereby convection currents aid in heating the air and equalizing the oven temperature.

2. Water as a Cooking Medium

Cooking with water as the medium is boiling, simmering, and stewing.

- (a) **Boiling** is cooking in water at boiling point. This temperature may be recognized by many steam bubbles rising to the top and breaking. Incomplete cooking by boiling is called parboiling. It is used when another method is employed for the remainder of the cooking time or when strongly flavored or other water-soluble constituents are removed and fresh water added for continued cooking by boiling.
- (b) **Simmering** is cooking in a water bath below the boiling point of 180 to 210 degrees F (89-99 Degrees C). The presence of bubbles of steam, which disappear before they can reach the surface, indicates this range.
- (c) **Stewing** is simmering or boiling enough water to cover the ingredients.

3. Steam as a Cooking Medium

The cooking methods with steam as the cooking medium are steaming, waterless cooking, and pressure cooking.

- (a) **Steaming** refers to cooking in steam arising from added water. Waterless cooking is cooking in steam formed from the water originally in food. Pressure cooking is cooking with steam under pressure; since the heat of

(Continuation of the discussion)

vaporization does not escape, the temperature rises steadily to a high point. This type of cooking requires the use of a pressure cooker, a special type of cooking utensil.

4. Fat as Cooking Medium

Fat is used as the cooking medium in sautéing, deep-fat frying, and pan broiling.

- (a) **Sautéing** is cooking in a lightly greased pan, allowing the product to be turned over and “flipped” for complete cooking.
- (b) **Deep-fat frying** refers to cooking in fat sufficient for food immersion. The temperature required for frying runs as high as 385 degrees F to 196 degrees.

5. Combination of Cooking Mediums

A combination of multiple methods is used in braising, fricasseeing, and pot roasting.

- (a) **Braising** represents a combination of sautéing and subsequent cooking in a small amount of liquid in a covered utensil.
- (b) **Fricasseeing** is almost similar to braising. Braising and fricasseeing are, in fact, synonymously applied to meat and poultry.

3. Lesson Activity:

The teacher will present the class videos related to the different cooking methods.

Dry methods of cooking:

Food Slide The Hotel Management Kitchen. (2018, June 18). Methods of cooking Part 1 || Dry Methods Of Cooking || Types of Cooking Methods | cooking technique [Video]. YouTube. https://www.youtube.com/watch?v=14qc7F_rJcY

Moist methods of cooking:

Food Slide The Hotel Management Kitchen. (2018b, June 24). *Methods of Cooking Part 2 || Moist Method Of cooking || Moist Cooking Techniques || Types Of Cooking* [Video]. YouTube. <https://www.youtube.com/watch?v=NU07K-QFK8Y>

After the video presentations or pre-demonstration of the teacher, the students will perform any of the methods (individually or by group, depending on the availability of resources).

(Continuation of the discussion)

	<p>The teacher may make use of the following scoring rubric:</p> <table><tr><th>CRITERIA</th><th>Highly Skilled (30)</th><th>Skilled (28)</th><th>Moderately Skilled (26)</th></tr><tr><td>Use of tools</td><td>Tools are complete and properly used.</td><td>1-2 tools are missing and were not properly used.</td><td>3-5 tools are missing and were not properly used.</td></tr><tr><td>Procedure</td><td>Followed the steps correctly and systematically.</td><td>Failed to follow 1-2 steps.</td><td>Failed to follow 3-5 steps.</td></tr><tr><td>Completeness of ingredients</td><td>All ingredients needed for a particular recipe are complete.</td><td>1-2 ingredients are missing.</td><td>3-5 ingredients are missing.</td></tr><tr><td>Work simplification technique</td><td>The work was excellent, and I finished the task ahead of time.</td><td>The work was outstanding, and I finished the task on time.</td><td>Work needs improvement, and the task needs to be finished on time.</td></tr></table> <p>(To apply what the students learned during the lesson, an additional activity will be given. See worksheet #1 for the activity which students will accomplish.)</p>	CRITERIA	Highly Skilled (30)	Skilled (28)	Moderately Skilled (26)	Use of tools	Tools are complete and properly used.	1-2 tools are missing and were not properly used.	3-5 tools are missing and were not properly used.	Procedure	Followed the steps correctly and systematically.	Failed to follow 1-2 steps.	Failed to follow 3-5 steps.	Completeness of ingredients	All ingredients needed for a particular recipe are complete.	1-2 ingredients are missing.	3-5 ingredients are missing.	Work simplification technique	The work was excellent, and I finished the task ahead of time.	The work was outstanding, and I finished the task on time.	Work needs improvement, and the task needs to be finished on time.	<p>The teacher may present the sample video links provided to the class or present an actual pre-demonstration of any cooking methods.</p>
CRITERIA	Highly Skilled (30)	Skilled (28)	Moderately Skilled (26)																			
Use of tools	Tools are complete and properly used.	1-2 tools are missing and were not properly used.	3-5 tools are missing and were not properly used.																			
Procedure	Followed the steps correctly and systematically.	Failed to follow 1-2 steps.	Failed to follow 3-5 steps.																			
Completeness of ingredients	All ingredients needed for a particular recipe are complete.	1-2 ingredients are missing.	3-5 ingredients are missing.																			
Work simplification technique	The work was excellent, and I finished the task ahead of time.	The work was outstanding, and I finished the task on time.	Work needs improvement, and the task needs to be finished on time.																			
D. Making Generalizations	<p>1. Learners’ Takeaways This can be done by asking the students to share their key takeaways from the discussion.</p> <p>2. Reflection on Learning <i>Important questions to reflect on.</i> 2.1 Why do we need to follow the guidelines and the factors to consider in food selection, preparation, and cooking? 2.2 How important are cooking methods in preparing and cooking food for our daily consumption?</p>	<p>The teacher will ask the students about their key takeaways from the discussions. The teacher may also ask about the importance of the topics/lessons in their daily life setting.</p>																				

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>1. Formative Assessment A. Identification Direction: Answer the following questions using the words found in the box.</p>	<p>Answer key: 1. Sensory</p>

Sensory	Boiling	Food	
	Heat	Cooking	Braising
		Seasoning	

1. We may be influenced in selecting what food to consume by Choosing foods based on how they look, feel, sound, taste, and smell.
2. It refers to cooking in water at boiling point.
3. It is used in preparing food by cooking and toasting.
4. This is applying heat to raw ingredients to make them edible, improve flavor, and kill harmful bacteria.
5. It is a process of adding herbs, spices, salt, and other flavorings to enhance the dish's taste.

B. Essay

Direction: Concisely answer the following. *(5 points each)*

1. As an individual, how can you influence others to select the food to consume properly to ensure a healthy and disease-free body?
2. Why do we need to study this topic/s, and how is it important?

Scoring rubric on Essay:

Criteria	5	4	3
Content	91%-100% of the content is fully developed and strongly on-topic. Students include personal opinions, thoughts, and feelings in the content.	81%-90% of the content is well developed and remains on-topic for the most part.	71%-80% of the content is somewhat developed and remains on-topic some of the time.
Quality of Responses	Very legible. Work is exemplary; has less than four spelling, grammatical, and content errors.	Fairly legible. Work consists of 5 to 9 spelling, grammatical, and content errors.	It is somewhat illegible, but I can read some of the writing. Work consists of 10 to 15 spelling, grammatical, and content errors.

2. Boiling
3. Heat
4. Cooking
5. Seasoning

The teacher concerned will be the one to rate the responses made by the students on the essay part, or he/she can use the sample scoring rubric provided.

	<table><tr><td>Accuracy</td><td>91%-100% of the responses are correct or on point. Very well-thought-out responses.</td><td>81%-90% of the responses are correct or on point. Well thought out.</td><td>71%-80% of the responses are accurate or on point. Fairly well thought out.</td></tr></table>	Accuracy	91%-100% of the responses are correct or on point. Very well-thought-out responses.	81%-90% of the responses are correct or on point. Well thought out.	71%-80% of the responses are accurate or on point. Fairly well thought out.	
Accuracy	91%-100% of the responses are correct or on point. Very well-thought-out responses.	81%-90% of the responses are correct or on point. Well thought out.	71%-80% of the responses are accurate or on point. Fairly well thought out.			
	2. Homework The teacher will assign the students to list what food they consume for a particular day and note the cooking method performed by any of their family members when preparing food dishes at home.			The teacher will collect the students' assignments on the following day.		
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff. Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.		
	strategies explored					
	materials used					
	learner engagement/ interaction					
	others					
C. Teacher's Reflection	<i>Reflection guide or prompt can be on:</i> <ul style="list-style-type: none"><u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?<u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn?<u>ways forward</u> What could I have done differently? What can I explore in the next lesson?			Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.		