KEMENTERIAN PELAJARAN MALAYSIA

KURIKULUM STANDARD SEKOLAH RENDAH

BAHASA INGGERIS SK

TAHUN EMPAT

2013

DOKUMEN STANDARD

KURIKULUM STANDARD SEKOLAH RENDAH (KSSR)

BAHASA INGGERIS SK

TAHUN EMPAT

BAHAGIAN PEMBANGUNAN KURIKULUM

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RUKUN NEGARA

BAHAWASANYA negara kita Malaysia mendukung cita-cita untuk mencapai perpaduan yang lebih erat dalam kalangan seluruh masyarakatnya; memelihara satu cara hidup demokratik; mencipta masyarakat yang adil bagi kemakmuran negara yang akan dapat dinikmati bersama secara adil dan saksama; menjamin satu cara yang liberal terhadap tradisi-tradisi kebudayaannya yang kaya dan berbagai-bagai corak; membina satu masyarakat progresif yang akan menggunakan sains dan teknologi moden;

MAKA KAMI, rakyat Malaysia, berikrar akan menumpukan seluruh tenaga dan usaha kami untuk mencapai cita-cita tersebut berdasarkan atas prinsip-prinsip yang berikut:

- KEPERCAYAAN KEPADA TUHAN
- KESETIAAN KEPADA RAJA DAN NEGARA
- KELUHURAN PERLEMBAGAAN
- KEDAULATAN UNDANG-UNDANG
- KESOPANAN DAN KESUSILAAN

Falsafah Pendidikan Kebangsaan

Pendidikan di Malaysia adalah suatu usaha berterusan ke arah lebih memperkembangkan potensi individu secara menyeluruh dan bersepadu untuk melahirkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bertujuan untuk melahirkan warganegara Malaysia yang berilmu pengetahuan, berketerampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberikan sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara.

INTRODUCTION

English is taught as a second language in all Malaysian primary and secondary schools. The mastery of English is essential for pupils to gain access to information and knowledge written in English. In line with the government's policy on strengthening English, the curriculum has been designed to produce pupils who will be proficient in the language. The goal of the English language curriculum is to help pupils acquire the language in order to help them use it in their daily lives, to further their studies, and for work purposes.

English which is also the dominant language used in Information and Communications Technology (ICT) needs to be mastered to enable our pupils to have easy access to information that is available via the electronic media such as the Internet.

The English language curriculum also stresses the development of critical literacy. Teachers will provide opportunities for pupils to question critique and evaluate texts that they listen to, read or view. These opportunities are essential for achieving personal growth and confidence in functioning as an effective and productive member of our society. This is in line with the goals of the National Philosophy of Education which seeks to optimise the intellectual, emotional and spiritual potential of all pupils.

AIMS AND OBJECTIVES

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AIMS

The English Language Curriculum for Primary Schools aims to equip pupils with basic language skills to enable them to communicate effectively in a variety of contexts that is appropriate to the pupils' level of development.

OBJECTIVES

By the end of Year 6, pupils should be able to:

i.   communicate with peers and adults confidently and appropriately in formal and informal situations;

ii.   read and comprehend a range of English texts for information and enjoyment;

iii.   write a range of texts using appropriate language, style and form through a variety of media;

iv.   appreciate and demonstrate understanding of English language literary or creative works for enjoyment; and

v.   use correct and appropriate rules of grammar in speech and writing.

UNDERLYING PEDAGOGICAL PRINCIPLES OF THE CURRICULUM

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The approach adopted in the Standard-based curriculum is underpinned by the following principles:

i. **Back to basics**

It is essential for teachers to begin with basic literacy skills in order to build a strong foundation of language skills. Basic listening and speaking are introduced in order to help pupils enrich their understanding of the language. The strategy of phonics is introduced to help pupils read while a good foundation in penmanship will help pupils acquire good handwriting.

ii. **Learning is fun, meaningful and purposeful**

Lessons, which emphasise meaningful contexts and the integration of language skills, allow pupils to engage in fun-filled activities. Meaningful, contextualised as well as purposeful activities will promote the fun element in language learning.

iii. **Teaching is learner-centred**

Teaching approaches, lessons and curriculum materials must suit the differing needs and abilities of pupils. It is important that appropriate activities and materials are used with pupils of different learning profiles so that their full potential can be realised. The Mastery Learning strategy will ensure that pupils master all learning standards in order to help them acquire the language.

iv.   **Integration of salient new technologies**

ICT has become an integral and accepted part of everyday life for many people. As ICT literacy becomes a functional requirement for people's work, social, and personal lives, teachers and pupils are encouraged to use ICT to facilitate teaching and learning. The use of ICT in appropriate contexts in education can add value in teaching and learning, by enhancing the effectiveness of learning, or by adding a dimension to learning that was not previously available. ICT may also be a significant motivational factor in pupils' learning, and can support pupils' engagement with collaborative learning

v.   **Assessment**

Assessment for learning is an integral part of the English language curriculum which enables teachers to assess whether pupils have acquired the learning standards taught. A range of activities can be utilised to assess pupils' performance orally or in writing. Formative and summative assessments should be used to gauge pupils' performance. Formative assessment is conducted as an on-going process, while summative assessment is conducted at the end of a particular unit or term

vi.   **Character-building infused**

An important principle which needs to be inculcated through the curriculum is character building. Lessons based on values have to be incorporated in teaching and learning in order to impart the importance of good values for the wholesome development of individuals.

THE MODULAR CONFIGURATION

The following diagram shows the conceptual framework of the curriculum model.

LISTENING AND SPEAKING MODULE

READING MODULE

WRITING MODULE

LANGUAGE ARTS MODULE

GRAMMAR MODULE

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |

STAGE ONE
(YEARS 1 – 3)

STAGE TWO
(YEARS 4 – 6)
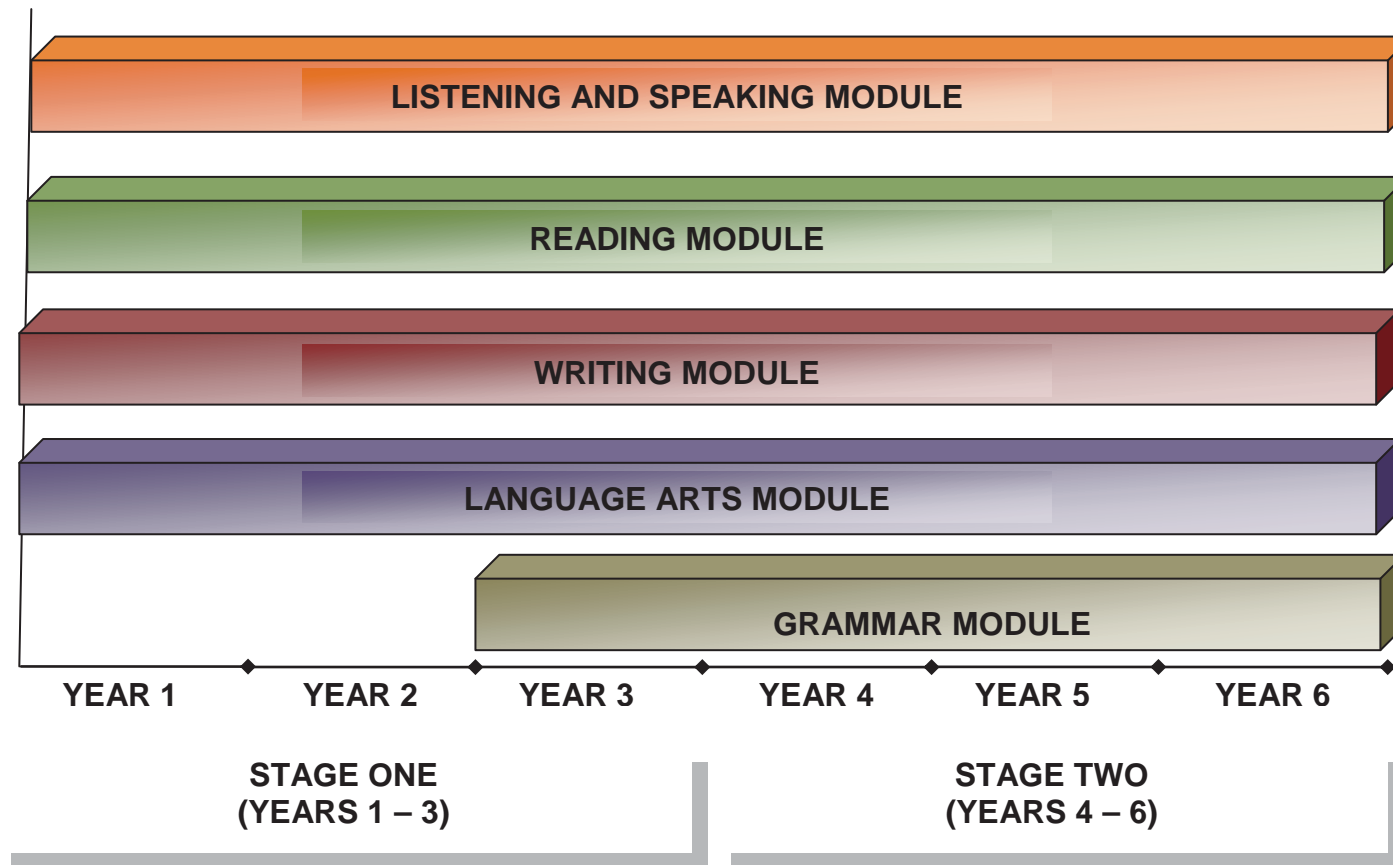
The above interrelated modules contain content and learning standards that describe the knowledge, skills and understandings that pupils need to demonstrate as they progress through the different stages of schooling. Through these modules, pupils will learn how to interact with peers, listen attentively, express themselves orally, read with comprehension and write meaningfully, purposefully and with confidence.

The inclusion of the Grammar module emphasises the importance of having pupils develop a sound grasp of the language structures and grammar of Standard British English, both orally and in writing.

The inclusion of the Language Arts module allows pupils to show appreciation of and demonstrate understanding of texts read, sing songs, recite rhymes and poems as well as produce creative works for enjoyment.

CURRICULUM ORGANISATION

The Standard-Based English Language Curriculum for Malaysian National Primary Schools (SK) is designed to provide pupils with a strong foundation in the English language.   Teachers should use Standard British English as a reference and model for spelling, grammar and pronunciation.

Primary education is divided into two stages:

Stage One (Level 1) - Years 1, 2 and 3   Stage Two (Level 2) - Years 4, 5 and 6.

The modules for Level 1 and Level 2 are:

Level 1		**Level 2**	
Module One :	Listening and Speaking	Module One:	Listening and Speaking
Module Two :	Reading	Module Two:	Reading
Module Three	Writing	Module Three:	Writing
Module Four :	Grammar	Module Four:	Language Arts (Children's Contemporary Literature)
Module Five :	Language Arts	Module Five:	Grammar

As English is the second language for pupils in schools, it is believed to be prudent and pedagogically sound to defer the learning of grammar to a later stage. Pupils need to first develop an awareness of grammar in their first language and this is later exploited in Year 3 when English grammar is introduced. By doing so, the load and stress of learning in the early years will be reduced as the emphasis is on learning through fun and play.

A MODULAR CURRICULUM

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The Standard-based English Language Curriculum is modular in structure. By organising the curriculum standards under five modules (four for Years 1 and 2), pupils will be able to focus on the development of salient language skills or sub-skills under each module through purposeful activities in meaningful contexts. This modular approach does not exclude integration of skills. However, skills integration is exploited strategically to enhance pupils' development of specific language skills as described in the content and learning standards in a module.   This curriculum is modular in design and this is reflected in the organization of the content and learning standards.

In order to make learning more meaningful and purposeful, language input is presented under themes and topics which are appropriate for pupils. Three broad themes have been identified in the curriculum. They are:

- ▶ World of Self, Family and Friends
- ▶ World of Stories and
- ▶ World of Knowledge.

These are broad themes from which content topics for lessons and activities are to be drawn from to teach pupils. All language skills are to be taught through these themes which provide the context for language learning. Therefore, a balanced treatment of these themes is essential to enhance personal learning and growth which will then lead to the development of more holistic and balanced individuals.

The World of Self, Family and Friends theme serves to increase the awareness of how pupils relate to themselves, their surroundings, family, loved ones and friends. Here, pupils relate language learning to their environment and surroundings. Topics drawn from this theme help raise pupils' awareness to the importance of self-care, care and concern for family and friends and the realisation that `no man is an island'. Therefore, pupils need to be aware of the community and society around them. Social skills play an important role in this theme.

The World of Stories theme introduces pupils to the wonderful and magical world of stories. Stories may range from simple Malaysian folk tales to Asian folk tales, folk tales from around the region as well as tales from far-away lands. Through these stories, pupils are exposed to a wide range of vocabulary, sentence structures and aspects of creative writing. Moral values, knowledge, understanding and tolerance of other cultures and beliefs are to be imparted through the stories. Through these stories, it is hoped that pupils understand different cultural beliefs and learn to live harmoniously with others who believe and think differently.

The World of Knowledge theme encompasses general knowledge about the world and current issues which are appropriate for pupils of this level. Areas which pupils should be exposed to are general knowledge about the world around them, simple scientific and mathematical knowledge, financial literacy, environmental awareness, safety and corruption issues. Other current issues which are pertinent to pupils of this level should be included as well. Topics from this theme should enhance and increase these awareness, knowledge and understanding which are essential for daily life.

EDUCATIONAL EMPHASES

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This document lays out the English language curriculum for Year 4 - 6. The curriculum content is organised in terms of Content Standards and Learning Standards.

Content Standards specify the essential knowledge, skills, understandings and strategies that pupils need to learn. Learning Standards describe in detail the degree or quality of proficiency that pupils need to display in relation to the Content Standards for a particular year.

1.0 LISTENING AND SPEAKING

The Listening and Speaking module aims to develop pupils' ability to listen and respond to stimulus with guidance, participate in daily conversations, listen and demonstrate understanding of oral texts, and speak confidently on related topics with guidance. Pupils should be taught how to listen carefully and be encouraged to speak with the correct pronunciation, stress and intonation in various situational contexts. In addition, pupils are also encouraged to recognise, understand and use verbal and non-verbal communication.

Relationships are established through the ability to communicate. Pupils first learn to listen, then speak and share thoughts, ideas and feelings. They need to listen carefully and respond to what others say, and think about the needs of their listeners. Social conventions in listening and speaking such as turn taking, politeness and courtesy need to be observed. These are crucial especially in group discussions where viewpoints and opinions are exchanged.   The use of various text types is recommended; ranging from teacher-simulated texts to media

broadcasts and authentic dialogues. So, by the end of Year 6 of primary schooling, pupils will become confident speakers who can communicate effectively, appropriately and coherently in any given context

2.0   READING

Pupils are taught reading strategies such as applying word attack skills to identify homographs and homophones, using contextual clues to get meaning of words and identify proverbs, phrasal verbs, idioms and similes.   In addition, pupils are expected to apply dictionary skills to locate words to find their meanings and apply this knowledge to help them understand the meaning of words in context.   Then, as pupils begin to read words, phrases and sentences from linear and non-linear texts, their reading skills should be supported by appropriate reading materials which will further develop their reading ability. This further enables them to increase the pace of their reading, and equally, enable them to comprehend a text more effectively and efficiently so that they become avid and independent readers.

3.0   WRITING

In Level One, pupils were taught penmanship skills. From this, pupils developed their skills in the mechanics of writing where they were first taught to write letters, then words before moving on to phrases and sentences in neat legible print. Along with this, they were also taught to use the correct punctuation when writing. In Level Two, pupils progress to cursive writing of words, phrases, and sentences in paragraphs. At this level, pupils are also expected to express their ideas clearly in writing with the teacher's guidance and later progress to become independent writers.

4.0 LANGUAGE ARTS

The Children' Contemporary Literature component is to be taught during the Language Arts lessons to expose pupils to different genres such as short stories, poems and graphic novels. Teachers are to exploit texts in these genres to create fun-filled and meaningful activities in language learning so that pupils enjoy the learning experience. The learning standards for Language Arts allow teachers to explore the texts through stories, poems, jazz chants and songs to activate pupils' imagination, interest and creativity. This component provides opportunities for pupils in Level Two to explore a variety of literary works and engage them in preparing, performing and producing creative works.

5.0 GRAMMAR

The teaching and learning of grammar starts from Year 3 and this continues on to Level 2. Teachers should employ various strategies in teaching grammar so that learning becomes effective, interesting, fun and relevant. Using language games, teaching grammar in context and through explicit instruction will make the learning of grammar more accessible and enjoyable. Through these, pupils will understand, grasp and apply grammatically correct structures in speech and writing.

EDUCATIONAL EMPHASES

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The Educational Emphases reflect current developments in education. These emphases are infused and woven into classroom lessons to prepare pupils for the challenges of the real world. In this respect, Moral Education, Citizenship Education, Patriotism, Thinking Skills, Mastery Learning, Information and Communication Technology Skills, Multiple Intelligences, Constructivism, Contextual Learning, Learning How to Learn Skills, Creativity and Innovation, Entrepreneurship and 21st Century Skills are incorporated where appropriate and relevant in lessons. The educational emphases included are explained briefly below:

Thinking Skills

Critical and creative thinking skills are incorporated in the learning standards to enable pupils to solve simple problems, make decisions, analyse situations, rationalise and justify opinions in simple, clear language.

Mastery Learning

Mastery Learning will ensure that all pupils master the learning standards stipulated in the Standard Based Curriculum. Mastery Learning requires quality teaching and learning in the classroom. Sufficient time and appropriate learning conditions should be allowed so that pupils master the learning standards stipulated in this document.

Information and Communication Technology Skills (ICT)

Information and Communication Technology Skills (ICT) include the use of multimedia resources such as TV documentaries and the Internet, as well as the use of computer-related activities such as e-mailing, networking and interacting with electronic courseware.

Multiple Intelligences

The theory of Multiple Intelligences describes the nine different intelligences human beings possess. Teachers need to be aware of these different intelligences pupils possess in order to maximise teaching and learning. Various teaching and learning strategies should be planned by teachers to foster and nurture the different intelligences of pupils in order to meet their varying learning styles and needs.

Constructivism

Constructivism will enable pupils to build new knowledge and concepts based on existing knowledge or schema that they have. The teacher assists pupils to acquire new knowledge and solve problems through pupil-centred active learning.

Contextual Learning

Contextual Learning is an approach to learning which connects the contents being learnt to the pupils' daily lives, the community around them and the working world. Learning takes place when a pupil is able to relate knowledge acquired in meaningful contexts.

Learning How to Learn Skills

Learning How to Learn Skills are integrated in classroom lessons and aim to enable pupils to take responsibility for their own learning. These skills incorporate study skills to help pupils access information and thus, equip them to become independent life-long learners.

Values and Citizenship

The values contained in the Standard Based Curriculum for Moral Studies are incorporated into the English language lessons. Elements of patriotism and citizenship are also emphasised in lessons to cultivate a love for the nation and produce patriotic citizens.

Knowledge Acquisition

In teaching the language, content is drawn from various subject disciplines across the curriculum. Content is also drawn from the various media to keep abreast with current affairs.

Creativity and Innovation

Creativity is the ability to produce something new in an imaginative and fun-filled way. Innovation is the process of idea generation and utilising the creative idea in relevant contexts. Through creative and innovative teaching approaches, pupils will display interest, curiosity, excitement and greater growth in learning.   Creativity and innovation in pupils should be exploited and nurtured to ensure that their full potential is realised.

Entrepreneurship

Fostering the entrepreneurial mindset among pupils at their young age is essential in this new world. Some of the elements that are linked with entrepreneurship are creativity, innovation and initiative, which are also attributes for personal fulfilment and success. In level two, elements of entrepreneurship are incorporated in lessons through activities.

Assessment

In standard-based units of study, pupils' products and performance are assessed by criteria that are directly linked to the content and learning standards. Multiple sources of evidence like checklists, observations, presentations, quizzes and tests are used to document the attainment of any one standard. Through this process, teachers will be able to assess pupils' individually and build a profile of pupils' language development through that ongoing assessment.

CONTENT AND LEARNING STANDARDS

The Content Standards represent the specific standards that need to be achieved by the end of Year 6. The Learning Standards for Year 4 detail the specific skills and knowledge that need to be attained in order to fulfil a particular Content Standard.

	CONTENT STANDARDS	LEARNING STANDARDS
Listening and Speaking Skills	**1.1 By the end of the 6-year primary schooling, pupils will be able to pronounce words and speak confidently with the correct stress, rhythm and intonation.**	1.1.1 Able to speak with correct word stress. 1. 1.2 Able to listen to and enjoy stories. 1.1.3 Able to listen to and recite poems, tongue twisters, and sing songs paying attention to pronunciation, rhythm and intonation. 1.1.4 Able to talk about related topics with guidance.

	1.2 By the end of the 6-year primary schooling, pupils will be able to listen and respond appropriately in formal and informal situations for a variety of purposes.	1.2.1 Able to participate in daily conversations: (a) extend an invitation (b) accept an invitation (c) decline an invitation (d) express sympathy 1.2.2 Able to listen to, follow, and give instructions. 1.2.3 Able to listen to, follow and give directions around the neighbourhood. 1.2.4 Able to participate in guided conversations with peers.
	1.3 By the end of the 6-year primary schooling, pupils will be able to understand and respond to oral texts in a variety of contexts.	1.3.1 Able to listen to and demonstrate understanding of oral texts by: (a) asking and answering questions (b) sequencing (c) predicting with guidance

	CONTENT STANDARDS	LEARNING STANDARDS

Reading Skills	**2.2 By the end of the 6-year primary schooling, pupils will be able to demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning.**	2.2.1 Able to apply word attack skills by identifying:
		  (a) homographs
		  (b) homophones
		
		2.2.2 Able to read and understand phrases and sentences from:
		  (a) linear texts
		  (b) non-linear texts
		
		2.2.3 Able to read and demonstrate understanding of texts by:
		  (a) sequencing
		  (b) predicting with guidance
		
		2.2.4 Able to apply dictionary skills.
		  (a) locate words,
		  (b) meaning of base word

	2.3 By the end of the 6-year primary schooling, pupils will be able to read independently for information and enjoyment.	2.3.1 Able to read for information and enjoyment with guidance:
		
		  (a) fiction
		  (b) non- fiction

	CONTENT STANDARDS	LEARNING STANDARDS
Writing Skills	**3.1** **By the end of the 6-year primary schooling, pupils will be able to form letters and words in neat legible print including cursive writing.**	3.1.1 Able to write in neat legible print with correct spelling: (a) phares (b) sentences (c) numerals in word form 3.1.2 Able to write in neat cursive writing with correct spelling: (a) words (b) phrases (c) numerals in word form
	3.2 **By the end of the 6 year primary schooling, pupils will be able to write using appropriate language, form and style for a range of purposes.**	3.2.1 Able to transfer information with guidance to complete: (a) linear texts (b) non-linear texts 3.2.2 Able to write with guidance: (a) labels (b) notices (c) messages 3.2.3 Able to punctuate correctly: (a) apostrophe (b) speech markers 3.2.4 Able to spell words by applying spelling rules

	3.3. By the end of the 6-year primary schooling, pupils will be able to write and present ideas through a variety of media using appropriate language, form and style.	3.3.1 Able to create simple texts using a variety of media with guidance : (a) non-linear (b) linear

	CONTENT STANDARDS	LEARNING STANDARDS
LANGUAGE ARTS	**4.1 By the end of the 6-year primary schooling, pupils will be able to enjoy and appreciate rhymes, poems and songs.**	4.1.1 Able to enjoy jazz chants, poems and songs through non-verbal response. 4.1.2 Able to sing songs and recite jazz chants and poems with correct stress pronunciation, rhythm and intonation.
	4.2 By the end of the 6-year primary schooling pupils will be able to express personal esponse to literary texts.	4.2.1 Able to respond to literary texts: (a) characters (b) place and time (c) values
	5.3. By the end of the 6-year primary schooling, pupils will be able to plan, organize and produce creative works for enjoyment.	4.3.1 Able to plan, produce and display creative works based on literary texts using a variety of media with guidance. 4.3.2 Able to plan, prepare and participate in a performance with guidance based on literary works.

CONTENT STANDARDS	LEARNING STANDARDS
5.1 By the end of the 6- year primary schooling, pupils will be able to use different word classes correctly and appropriately.	5.1.1 Able to use nouns correctly and appropriately: (a) common nouns (b) singular nouns (c) plural nouns (d) countable nouns (e) uncountable nouns 5.1.2 Able to use pronouns correctly and appropriately: (a) possessive (b) interrogative 5.1.3 Able to use verbs correctly and appropriately: (a) irregular verbs (b) verbs that do not change form (c) present continuous tense (d) past continuous tense 5.1.4 Able to use conjunctions correctly and appropriately: (a) because (b) so 5.1.5 Able to use prepositions correctly and appropriately: (a) above (b) below

GRAMMAR

		(c) beside (d) next to (e) between (f) near 5.1.6 Able to use adjectives correctly and appropriately: (a) comparative (b) superlative 5.1.7 Able to use articles correctly and appropriately: (a) the (b) zero article (-) 5.1.8 Able to use adverbs correctly and appropriately: (a) manner (b) time (c) place
	5.2 By the end of the 6 – year primary schooling, pupils will be able to construct various sentence types correctly.	5.2.1 Able to construct interrogative sentences correctly.

WORD LIST FOR LEVEL 2

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The word list for Level 2 pupils is divided into 3 sections:

- a list of High Frequency Words that pupils need to master by the end of Year 6
- a suggested list of words that will help pupils acquire vocabulary related to various themes and content introduced in Level 2
- a list of related vocabulary pupils will engage with during the teaching and learning of mathematics and science in the first language

In order to enhance pupils' engagement in English both in formal and non-formal contexts, it is hoped that teachers are able to use the stipulated words in oral and written form. Teachers are also encouraged to use the words from the word list in their various forms as this will allow pupils to acquire a myriad of words by the end of their primary schooling years.

Teachers may also introduce other words that they deem necessary in order to facilitate a particular teaching learning context or classroom instruction.

High Frequency Words

above	brought	through	woke
across	brother	today	
almost	can't	together	
along	change	told	
also	children	tries	
always	clothes	turn	
animal	coming	turned	
any	didn't	under	
around	different	walked	
asked	does	walking	
baby	don't	watch	
balloon	show	where	
before	sister	while	
began	small	white	
being	something	whole	
below	sometimes	happy	
better	sound	why	
between	started	window	
birthday	still	without	
both	stopped	woke	
brother	such	woken	
brought	suddenly	word	
below	sure	work	
better	swimming	happy	
between	think	why	
birthday	those	window	
both	thought	without	

Suggested Thematic Word List

Year 4	Year 5	Year 6
among	after	analogy
arrange	ambition	appear
below	apology	assemble
blow	around	bargain
borrow	border	beverage
bridge	bulb	bottom
bucket	century	boundary
celebration	compass	calculator
centre	condolence	condition
competition	congratulations	consider
country	crutches	continent
decorate	downstairs	create
direction	drain	crockery
factory	edge	determine
fail	entrance	encourage
flood	escalator	engaged
fold	exit	excited
frighten	fire extinguisher	expect
gather	flutter	explore
glad	gender	fear
gold	hundred thousands	
hope	interest	figure
instrument	lift	fuel
junction	machine	garage
lake	plug	general
leave	ramp	generator
	semester	hundred thousand

Year 4

lend
lift
located
magazine
match
over
party
peel
polish
present
press
pretend
programme
receive
repair
route
rush
score
scream
seat
serve
sign
slip
spin
spread
stain
state

Year 5

stove
ten thousands
term
upstairs
wheelchair

- personality traits
- occupations
- ways people travel
- rules and regulations

Year 6

imagine
mangrove
million
moss
mushroom
operate
pastry
platform
stitch
success
suggest
terminal
towards
twig
unite
upper
utensil
view

Suggested Mathematics and Science Terms

absorb	conversion	fur	latex	percentage	sting
accuracy	cube	gas	leaflets	perimetre	sweat
addition	cuboid	graph	leather	predict	urinate
algae	curl	grease	length	profit	vaccine
antibiotic	defecate	grid	life cycle	pulse	value
area	device	hatch	limitation	quantity	virus
average	diagram	height	liquids	range	volume
axis	discount	horizontal	litre	reaction	width
bacteria	disease	income	lung	recycle	wind pipe
beaker	dividend	infer	magnify	reduce	young plant
birth	drug	inhale	mankind	reference	
breadth	electricity	innovate	mass	reproduce	
breath	diet	insulator	maximum	reuse	
breathe	digit	investment	mean	round off	
calculate	excessive	latex	measurement	scale	
cause	excretion	leaflets	metal	schedule	
centimetre	experiment	leather	millipede	shelter	
chart	explain	length	mimosa	shoot	
circumference	explore	height	minimum	silk	
classify	extinct	horizontal	mixture	solar system	
compare	faeces	income	mode	stem	
condition	fern	infer	movement	solids	
conducive	float	inhale	oblong	spores	
conductor	fraction	innovate	parallel	square	
construction	frequency	insulator	parent plant	stage	
contact	fungus	investment	pendulum	stimuli	