

Primary Science 1 – Book Syllabus

- **Level Title**

Basic 2

- **Level Definition**

This level corresponds to the 2nd year of English instruction, typically for students in Grade 1 (ages 7-8).

The Primary Science syllabus constitutes a supplementary course to the core curriculum, which is based on ALV Phonics.

- **Course Duration and Session Distribution**

- Total Number of Sessions Required per Year: 60
- Minimum Number of Sessions Required per Week: 2
- Number of Review Sessions: 5
- Number of Quiz/ Exam Sessions: 2
- Number of STEAM Sessions: 15
- Number of SciMatic Preparation Sessions: 4

- **Teaching Materials**

Student Coursebook and Workbook: *ALV Phonics 1&2*, Cross-Curricular Content: *Primary Science 1* and *Primary Mathematics 1*, 100 Qs, STEAM Resources

- **STEAM (Science, Technology, Engineering, Arts, and Mathematics)**

STEAM is an interdisciplinary approach to learning in which students explore real-world questions by drawing on knowledge and skills from several subject areas rather than learning each subject in isolation. Through experimentation, creating, and problem-solving, students learn to apply what they know, make connections between ideas, and develop skills such as critical thinking, creativity, collaboration, communication, and problem-solving. STEAM also provides a rich context for language exposure and language acquisition, particularly as students use English to explore concepts, discuss ideas, ask questions, explain their thinking, collaborate with peers, and communicate solutions.

- **SciMatic**

An academic event where students experience planning and delivering a project/ experiment/ presentation to a specified audience. This aims to improve both content knowledge and presentation skills, as students apply what they have learned, organize ideas clearly, and respond to audience questions.

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Primary Science 1 – STEAM 101				
No.	Date	Module	Page(s)	Objective(s)/ Target Language
1.		Science	7	- Understanding the concepts of living and non-living things Identifying living and non-living things
2.		Science	7	- Understanding that living things can change, move, and grow Explaining why something is a living thing based on its characteristics Using the sentence pattern "It's living because it ..." to explain
3.		STEAM	-	- Distinguishing familiar living and non-living things - Recognizing basic characteristics of living things - Classifying familiar examples - Giving a simple reason for identifying something as living
4.		Science	7	- Understanding that non-living things can change, move, and grow Explaining why something is a non-living thing based on its characteristics Using the sentence pattern "It's non-living because it ..." to explain
5.		Science	8	- Identifying examples of living and non-living things Using the sentence patterns "A ... is a living thing" and "A ... is a non-living thing."
6.		STEAM	-	- Identifying familiar living and non-living examples - Classifying examples into two groups - Representing science examples through simple drawings or objects Using familiar classification sentences
7.		Science	9	- Identifying plants and animals in an environment - Distinguishing between plants and animals
8.		Science	10&11	- Identifying common animals Naming different animals
9.		STEAM	-	- Distinguishing plants from animals - Identifying familiar animals - Constructing a simple environment - Classifying elements of the model as plants or animals
10.		Science	10&11	- Identifying different animal babies Using the sentence pattern "A baby (elephant/ cow/ whale) is called a (calf)" to describe the names of animal babies

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Primary Science 1 – STEAM 101				
No.	Date	Module	Page(s)	Objective(s)/ Target Language
11.		Science	12	- Understanding the concept of healthy and unhealthy foods and drinks - Identifying and classifying foods as healthy or unhealthy
12.		Science	12	Identifying and classifying drinks as healthy or unhealthy
13.		STEAM	-	Distinguishing familiar healthy and unhealthy foods Distinguishing familiar healthy and unhealthy drinks - Classifying items according to previously learned categories - Creating a simple healthy meal model
14.		Science	15	- Identifying parts of the body Naming main parts of the body
15.		Science	16	Responding to “How many ... have you got?” with one-word answers
16.		STEAM	-	- Identifying main body parts - Counting selected body parts - Constructing a simple human-body model Answering simple “how many ...?” Questions
17.		Science	17	Exploring the five senses through simple experiments - Understanding the concept of senses
18.		Science	17&18	- Identifying the number of different body parts Answering the question “How many “eyes” have we got?” using the sentence pattern “We have got (two eyes.)” to describe the number of body parts
19.		Science	17&18	- Identifying the number of different body parts Answering the question “Why have we got (eyes)?” using the sentence pattern “Our (eyes) help us to (see).” to describe the function of body parts
20.		Science	18	Explaining ways to protect our eyes, ears, and nose
21.		STEAM	-	- Identifying major sense organs - Connecting sense organs with their functions Recalling basic ways to protect eyes, ears, and nose - Creating a simple protective “sense hero” model
22.		Science	19&20	- Identifying the ways we move Describing abilities using “I can ...”
23.		Science	19&20	

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Primary Science 1 – STEAM 101				
No.	Date	Module	Page(s)	Objective(s)/ Target Language
24.		STEAM	-	- Identifying familiar ways of moving - Demonstrating different movements - Creating a simple movement course Describing their abilities using “i can ...”
25.		Science	-	Review
26.		Science	1st Semester Exam (Oral)	
27.		STEAM	-	- Recalling major first-semester science concepts - Organizing familiar information - Collaborating on a small science display - Orally presenting previously learned language
28.		Science	23	- Identifying the main parts of a plant Naming common plant parts
29.		Science	24	
30.		STEAM	-	- Identifying the main parts of a plant - Naming previously taught plant parts - Constructing a simple three-dimensional plant model - Locating the plant parts on their model
31.		Science	25	Explaining the stages of plant growth - Sequencing the stages of a plant's growth - Identifying the basic needs of plants for growth
32.		Science	25	
33.		Science	-	SiMatic Preparation
34.		Science	-	SiMatic Preparation
35.		Science	-	SiMatic Preparation
36.		Science	-	SiMatic Preparation
37.		Science	26	Describing a plant's needs and its growth
38.		STEAM	-	- Sequencing stages of plant growth - Identifying basic needs of plants - Creating a simple visual growth sequence Describing plant needs using short phrases or sentences
39.		Science	29-31	- Identifying common materials Naming materials: metal, wood, rock - Classifying objects based on the materials they are made from.

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Primary Science 1 – STEAM 101				
No.	Date	Module	Page(s)	Objective(s)/ Target Language
40.		Science	29-31	- Identifying common materials Naming materials: plastic, rubber, fabric - Classifying objects based on the materials they are made from
41.		Science	29-31	- Identifying common materials Naming materials: straw, paper, glass and concrete - Classifying objects based on the materials they are made from
42.		STEAM	-	- Identifying common materials already studied - Classifying familiar objects according to material - Comparing objects made from different materials - Orally naming materials
43.		Science	29-31	Answering questions about the materials of objects using the sentence pattern "It is made of ..." to describe materials
44.		Science	32	- Identifying basic properties of materials Describing materials as soft, see-through, strong, or smooth
45.		Science	32	Describing objects based on their materials and properties
46.		STEAM	-	- Identifying what familiar objects are made of - Recognizing basic properties such as soft, strong, smooth, and see-through - Selecting materials based on useful properties - Constructing a simple shelter or room model
47.		Science	37&38	- Understanding the concepts of push and pull forces - Identifying pushes and pulls in everyday situations Describing how pushes and pulls can make objects move
48.		Science	37&38	- Understanding that the strength of a push affects how an object moves - Investigating how big and small pushes affect an object's speed Describing movement using "fast" and "slow."
49.		STEAM	-	- Distinguishing push and pull forces - Observing how different strengths of push affect movement - Comparing fast and slow movement - Conducting a simple repeated test

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Primary Science 1 – STEAM 101				
No.	Date	Module	Page(s)	Objective(s)/ Target Language
50.		Science	39	- Identifying objects that can be moved using push and pull forces - Exploring how different objects move when pushed or pulled Describing the movement of a ribbon, swing, hula-hoop, and ball
51.		Science	39	
52.		STEAM	-	- Identifying familiar objects that can be pushed or pulled Exploring how different objects move - Solving a simple movement challenge Describing the movement of familiar objects
53.		Science	39	- Identifying different types of movement Describing how objects move Answering the question “How does the (swing) move?” using the sentence pattern “The (swing goes back and forth.)” to describe movement
54.		Science	39	Asking and answering the question “How does the (swing) move?”
55.		STEAM	-	- Identifying a familiar type of movement - Constructing a simple moving model - Observing back-and-forth movement Asking and answering the target movement question
56.		Science	-	Review: Science Conference
57.		Science	-	Review: Science Conference
58.		Science	-	Review: Science Conference
59.		Science	-	Review: Science Conference
60.		Science	2nd Semester Exam (Oral)	

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Appendix – STEAM Projects

General Implementation Notes for Grade 1 STEAM Sessions

- Do not make independent reading a requirement for completing a project.
- Do not make correct English spelling a STEAM objective.
- Avoid worksheets or instructions that require decoding unfamiliar written language.
- Present science vocabulary through real objects, gestures, models, demonstrations, and teacher drawings.
- The teacher may write key vocabulary on the board as optional visual support.
- Use a language progression of **word** → **phrase** → **short sentence**.
- Full sentence frames should first be modeled chorally.
- Pair or group speaking should usually come before individual speaking.
- Accept short but scientifically correct answers.
- Every student should physically participate in building, sorting, testing, drawing, or demonstrating.
- Keep explanations short so that the majority of the lesson remains hands-on.
- No printable resources are required.
- Student drawings should replace printed cards or pictures wherever possible.
- Use only child-safe, non-toxic materials.
- Avoid experiments requiring specialist equipment, chemicals, or difficult-to-source materials.
- Avoid projects that require overnight observation or preparation in order to reach the main objective.
- All projects should reach a visible or demonstrable result within the same STEAM session.
- Science content should come from lessons students have already studied; the STEAM session should primarily **apply**, **test**, **build**, **classify**, or **demonstrate** previously learned concepts.
- Language accuracy is encouraged, but conceptual understanding and participation should remain the primary criteria for success.

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STEAM Session 3 – Living Things Detective Lab

Related Science Sessions: 1–2

Topic: Living and Non-Living Things / Characteristics of Living Things

STEAM Focus: Science, Mathematics, Communication

Target Language

Vocabulary: living, non-living, grow, move, change

Expected Student Output:

- “Living.”
- “Non-living.”
- “It grows.”
- “It moves.”
- “It’s living because it grows.”

Materials

- Classroom plant, if available
- Books
- Pencils
- Blocks
- Toys
- Classroom objects
- Two trays, boxes, hoops, or areas marked with tape

Procedure

- Review “living” and “non-living” using familiar examples.
- Create two sorting areas.
- Give groups several safe classroom examples to classify.
- Students place each item/example in the appropriate area.
- Discuss the living examples and review characteristics such as growing, changing, and moving.
- Groups choose one example and explain why it is living or non-living.

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Expected Outcome

Students create a simple classroom classification display of living and non-living things.

Teacher Support / Scaffolding

Model:

- “Plant. Living.”
- “It grows.”
- “It’s living because it grows.”

✓ Accept a short response before expecting the full sentence frame.

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STEAM Session 6 – Living and Non-Living Mini Museum

Related Science Sessions: 4–5

Topic: Characteristics and Examples of Non-Living and Living Things

STEAM Focus: Science, Mathematics, Art

Target Language

Expected Student Output:

- “A plant is a living thing.”
- “A pencil is a non-living thing.”
- “Living.”
- “Non-living.”

Materials

- Paper
- Crayons
- Classroom objects
- Blocks
- Tape

Procedure

- Review familiar living and non-living examples.
- Divide a table or floor area into two sections.
- Students select classroom objects or draw examples.
- Groups place each example in the correct section.
- Students check another group’s classifications.
- Each group presents one living and one non-living example.

Expected Outcome

Students collaboratively create a “Living and Non-Living Mini Museum.”

Teacher Support / Scaffolding

Do not require students to write labels independently.

Model the sentence orally several times before asking for student production.

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STEAM Session 9 – Build an Animal and Plant Environment

Related Science Sessions: 7–8

Topic: Plants and Animals in an Environment

STEAM Focus: Science, Engineering, Art

Objectives

Students will be able to:

Target Language

Vocabulary: plant, animal, tree, flower and familiar animal names

Expected Student Output:

- “It’s a plant.”
- “It’s an animal.”
- “This is a tree.”
- “This is a lion.”

Materials

- Blocks
- Paper
- Crayons
- Tape
- Playdough, if available
- Paper cups or small boxes

Procedure

- Review familiar plants and animals.
- Give groups the challenge of creating a small environment.
- Students construct the basic environment using blocks and paper.
- Students draw or model plants and animals.
- Place the models in the environment.
- Groups check whether they have included both plants and animals.
- Students identify several elements orally.

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Expected Outcome

Each group creates a simple environment containing recognizable plants and animals.

Teacher Support / Scaffolding

Use short questions:

- “Plant or animal?”
- “What is it?”

Writing animal names is not required.

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STEAM Session 13 – Healthy Food Plate Challenge

Related Science Sessions: 10–12

Topics: Animal Babies / Healthy and Unhealthy Foods and Drinks

Primary Project Focus: Healthy and Unhealthy Foods and Drinks

STEAM Focus: Science, Mathematics, Art

Target Language

Vocabulary: healthy, unhealthy, food, drink

Expected Student Output:

- “Healthy.”
- “Unhealthy.”
- “Water is healthy.”
- “Apple is healthy.”
- “This is healthy food.”

Materials

- Paper
- Paper plates or regular paper circles, if available
- Crayons
- Playdough, if available
- Glue
- Bottle caps or paper cups

Procedure

- Review healthy and unhealthy foods and drinks.
- Give students the challenge of creating a “healthy meal.”
- Students draw or model familiar foods and drinks.
- Arrange healthy items together on a paper plate or table area.
- Place unhealthy examples in a separate area.
- Groups check each other’s choices.
- Students present one healthy food and one healthy drink.

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Expected Outcome

Students create a simple model of a healthy meal using familiar food and drink concepts.

Teacher Support / Scaffolding

Use only foods and drinks already familiar from class.

The animal-baby topic from Session 10 may be briefly reviewed during warm-up, but the project primarily consolidates the more recent healthy-food lessons.

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STEAM Session 16 – Build My Body

Related Science Sessions: 14–15

Topic: Body Parts / How Many Body Parts?

STEAM Focus: Science, Engineering, Mathematics, Art

Target Language

Vocabulary: head, arms, hands, legs, feet, eyes, ears

Expected Student Output:

- “Two eyes.”
- “Two hands.”
- “One head.”
- “How many eyes have you got?”
- “Two.”

Materials

- Paper
- Cardboard
- Crayons
- Scissors
- Glue or tape
- Bottle caps, if available

Procedure

- Review familiar body parts by pointing.
- Ask simple “How many ...?” questions.
- Students construct a paper or cardboard person.
- Add the correct number of selected body parts.
- Partners count and check each other’s models.
- Teacher asks questions about the finished models.
- Students respond orally.

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Expected Outcome

Students create a correctly assembled body model with appropriate numbers of familiar body parts.

Teacher Support / Scaffolding

One-word numerical responses are fully acceptable because this matches the syllabus objective.

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STEAM Session 21 – Sense Hero Challenge

Related Science Sessions: 17–20

Topics: Five Senses / Number and Functions of Body Parts / Protecting Eyes, Ears and Nose

STEAM Focus: Science, Engineering, Art, Communication

Target Language

Vocabulary: eyes, ears, nose, see, hear, smell, protect

Expected Student Output:

- “Our eyes help us to see.”
- “Our ears help us to hear.”
- “Protect our eyes.”
- “Two eyes.”

Materials

- Paper
- Cardboard
- Crayons
- Glue or tape
- Scissors
- String, if available

Procedure

- Review the sense organs and their functions.
- Review simple protection rules already taught.
- Students create a “Sense Hero” face or figure.
- Add eyes, ears, nose, and other familiar parts.
- Students add simple drawn protection symbols, such as sunglasses or hands away from ears.
- Groups point to one sense organ and explain its function.
- Students give one simple protection rule.

Expected Outcome

Students create a model connecting sense organs, functions, and simple protective behaviors.

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Teacher Support / Scaffolding

Build sentences orally in chunks:

- “Our eyes...”
- “help us...”
- “to see.”

Do not introduce new health rules during the STEAM project.

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STEAM Session 24 – Movement Challenge Course

Related Science Sessions: 22–23

Topic: Ways We Move / “I can ...”

STEAM Focus: Science, Engineering, Physical Design

Target Language

Use movement verbs previously taught.

Expected Student Output:

- “I can walk.”
- “I can jump.”
- “I can run.”
- “I can hop.”

Materials

- Tape
- Chairs
- Blocks
- Paper
- Crayons
- Classroom cones, if available

Procedure

- Review familiar movement verbs through actions.
- Groups help design a simple classroom movement path.
- Use tape, chairs, or blocks to mark safe movement stations.
- Students complete different movements at each point.
- Partners identify the movement being performed.
- Students describe one or two abilities using “I can ...”
- Groups help return the classroom to its normal arrangement.

Expected Outcome

Students complete a safe movement course and orally describe familiar movement abilities.

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Teacher Support / Scaffolding

Keep the course simple, controlled, and suitable for the classroom.

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STEAM Session 27 – First-Semester Science Museum

Related Sessions: 25–26

Context: Review and First-Semester Oral Exam

STEAM Focus: Science, Engineering, Art, Communication

Target Language

Students recycle familiar language such as:

- “It’s living.”
- “This is an animal.”
- “Healthy.”
- “Two eyes.”
- “Our eyes help us to see.”
- “I can jump.”

Materials

- Paper
- Crayons
- Blocks
- Tape
- Playdough, if available
- Familiar classroom objects

Procedure

- Review the major science topics from the semester.
- Give each group one familiar topic.
- Students build or draw a small representation of that topic.
- Groups prepare one or two simple oral statements.
- Arrange the projects around the classroom.
- Conduct a mini museum walk.
- Each group briefly presents its model.

Expected Outcome

Students create a collaborative first-semester Science exhibition.

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Teacher Support / Scaffolding

This session is consolidation only.

Do not introduce new scientific concepts or require memorized presentations.

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STEAM Session 30 – Build a Plant

Related Science Sessions: 28–29

Topic: Parts of a Plant

STEAM Focus: Science, Engineering, Art

Target Language

Use the plant-part vocabulary taught in the Science lessons.

Expected Student Output:

- “Root.”
- “Stem.”
- “Leaf.”
- “Flower.”
- “This is the stem.”

Materials

- Paper
- Crayons
- Straws or rolled paper
- Playdough
- Paper cups
- Tape or glue

Procedure

- Review the plant parts already taught.
- Show how simple classroom materials can represent different plant parts.
- Groups decide how to build their plant.
- Build the model from the roots upward.
- Teacher names different parts and students point to them.
- Students compare their models.
- Groups present the plant and name its parts.

Expected Outcome

Students construct a model showing the main parts of a plant.

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Teacher Support / Scaffolding

Session 29 has no stated objective, so the project remains based on the documented plant-parts content.

Writing labels is optional.

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STEAM Session 38 – Plant Growth Wheel

Related Science Sessions: 31–32

Topic: Plant Growth and Plant Needs

STEAM Focus: Science, Mathematics, Art

Target Language

Expected Student Output may include:

- “Seed.”
- “Small plant.”
- “Big plant.”
- “It needs water.”
- “It needs sunlight.”

Materials

- Paper
- Crayons
- Scissors
- Glue
- Tape
- Playdough, if available

Procedure

- Review the stages of plant growth.
- Review the basic needs of plants.
- Students draw simple pictures representing familiar stages.
- Arrange the drawings in the correct sequence.
- Place the stages in a circular or linear growth model.
- Add simple symbols for water, sunlight, or other needs already taught.
- Groups check one another’s sequence.
- Students explain one stage and one plant need.

Expected Outcome

Students create a visual model combining plant growth stages with basic plant needs.

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Teacher Support / Scaffolding

Do not depend on real plant growth during the lesson; the model ensures a complete outcome in one session.

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STEAM Session 42 – Materials Sorting Lab

Related Science Sessions: 39–41

Topic: Common Materials

STEAM Focus: Science, Mathematics, Communication

Objectives

Students will be able to:

Target Language

Vocabulary from the syllabus: metal, wood, rock, plastic, rubber, fabric, straw, paper, glass, concrete

Expected Student Output:

- “Metal.”
- “Plastic.”
- “It is wood.”
- “This is made of paper.”

Materials

Safe examples such as:

- Metal spoon or paperclip
- Wooden pencil
- Small stone
- Plastic ruler
- Rubber eraser
- Fabric scrap
- Paper
- Drinking straw
- Existing classroom window for glass
- Classroom wall/floor as a concrete example where appropriate

Procedure

- Review material names with real examples.
- Allow students to observe and safely touch suitable materials.
- Groups sort available objects by material.
- Students search for additional safe classroom examples.
- Compare objects made from different materials.
- Groups present several objects and name their materials.

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Expected Outcome

Students create a hands-on collection of classroom objects classified according to material.

Teacher Support / Scaffolding

Do not give students loose glass or pieces of concrete.

Use existing safe classroom examples for these materials.

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STEAM Session 46 – Design the Best Mini Shelter

Related Science Sessions: 43–45

Topics: What Objects Are Made Of / Properties of Materials

STEAM Focus: Science, Engineering, Mathematics

Target Language

Vocabulary: soft, strong, smooth, see-through, material

Expected Student Output:

- “It is made of paper.”
- “It is strong.”
- “It is soft.”
- “It is see-through.”
- “We used ____.”

Materials

- Cardboard
- Paper
- Fabric
- Clear plastic folder or safe transparent plastic
- Straws
- Tape
- Blocks

Procedure

- Review material names and properties.
- Let students examine the available materials.
- Give groups the challenge of building a mini shelter or room.
- Ask them to choose a strong material for the main structure.
- Add a see-through window area.
- Add a soft area inside.
- Test whether the structure stands independently.
- Groups explain two material choices.

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Expected Outcome

Students construct a simple model in which materials are selected according to their observable properties.

Teacher Support / Scaffolding

Use simple questions:

- “What is it made of?”
- “Is it strong?”
- “Is it soft?”
- “Can you see through it?”

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STEAM Session 49 – Push Power Race

Related Science Sessions: 47–48

Topic: Push and Pull / Strong and Gentle Pushes / Fast and Slow

STEAM Focus: Science, Engineering, Mathematics

Target Language

Vocabulary: push, pull, fast, slow, big push, small push

Expected Student Output:

- “Push.”
- “Fast.”
- “Slow.”
- “Big push—fast.”
- “Small push—slow.”

Materials

- Toy cars, if available
- Bottle caps as an alternative
- Tape
- Blocks
- Rulers or classroom objects for marking distances

Procedure

- Review push and pull through actions.
- Create a simple straight track using tape.
- Students predict what will happen with a gentle push.
- Push the same object gently along the track.
- Repeat using a stronger push.
- Observe and compare speed and distance.
- Repeat the test to check the result.
- Groups describe what happened using “fast” and “slow.”

Expected Outcome

Students complete a simple investigation showing how different pushes affect movement.

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Teacher Support / Scaffolding

Use the same object and track when comparing pushes to keep the investigation fair and understandable.

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STEAM Session 52 – Push, Pull and Move Challenge

Related Science Sessions: 50–51

Topic: Moving Objects Using Push and Pull

STEAM Focus: Science, Engineering

Target Language

Vocabulary: push, pull, move, roll, swing and other movement words previously taught

Expected Student Output:

- “I push the ball.”
- “I pull the box.”
- “It moves.”
- “The ball rolls.”

Materials

- Ball
- Ribbon
- String
- Small box
- Toy car or bottle cap
- Blocks
- Tape

Procedure

- Review objects and movements from the Science lesson.
- Set up simple stations using familiar objects.
- Students push a ball or car.
- Pull a small lightweight box using string.
- Move a ribbon and observe its movement.
- Compare how different objects respond to force.
- Give groups a small challenge to move an object from one point to another.
- Students explain whether they used a push or a pull.

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Expected Outcome

Students explore several object movements and demonstrate the use of push and pull forces.

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STEAM Session 55 – Build a Mini Swing

Related Science Sessions: 53–54

Topic: Types of Movement / Back-and-Forth Movement

STEAM Focus: Science, Engineering, Art

Target Language

Expected Student Output:

- “How does the swing move?”
- “The swing goes back and forth.”
- “Back and forth.”
- “It moves.”

Materials

- Two paper cups or blocks
- Pencil, ruler, or craft stick
- String
- Small piece of cardboard or folded paper
- Tape

Procedure

- Review the movement of familiar objects.
- Demonstrate back-and-forth movement using a classroom object.
- Show the basic parts needed for a mini swing.
- Groups build two supports and a top bar.
- Attach a small seat using string.
- Test the swing.
- Students adjust the string or seat if necessary.
- Partners ask and answer the target question.
- Groups demonstrate their working model.

Expected Outcome

Students build a simple functioning swing and correctly describe its back-and-forth movement.

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Teacher Support / Scaffolding

First practice the question and answer chorally.

Students who are not ready for the full sentence may answer:

- “Back and forth.”