

## 1 AKTIVITI PERBINCANGAN

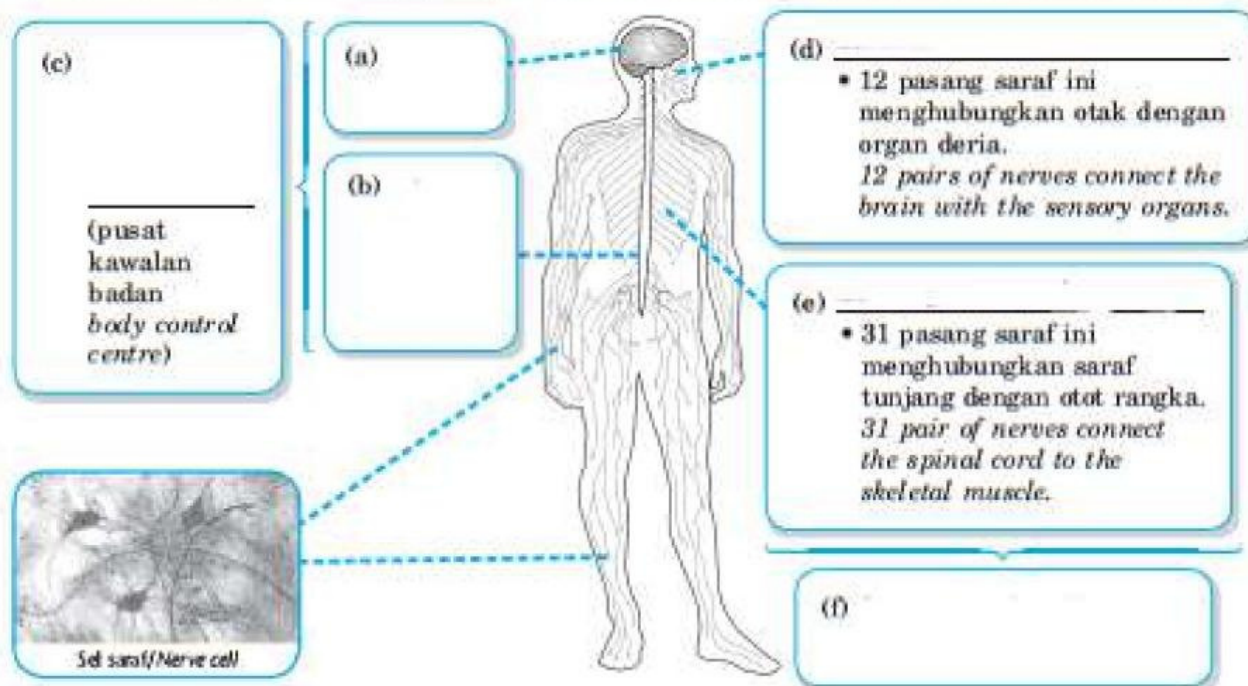
## Sistem saraf manusia

The human nervous system **Praktische Kardiologie**

Labelkan sistem saraf manusia di bawah. SP1.1.1

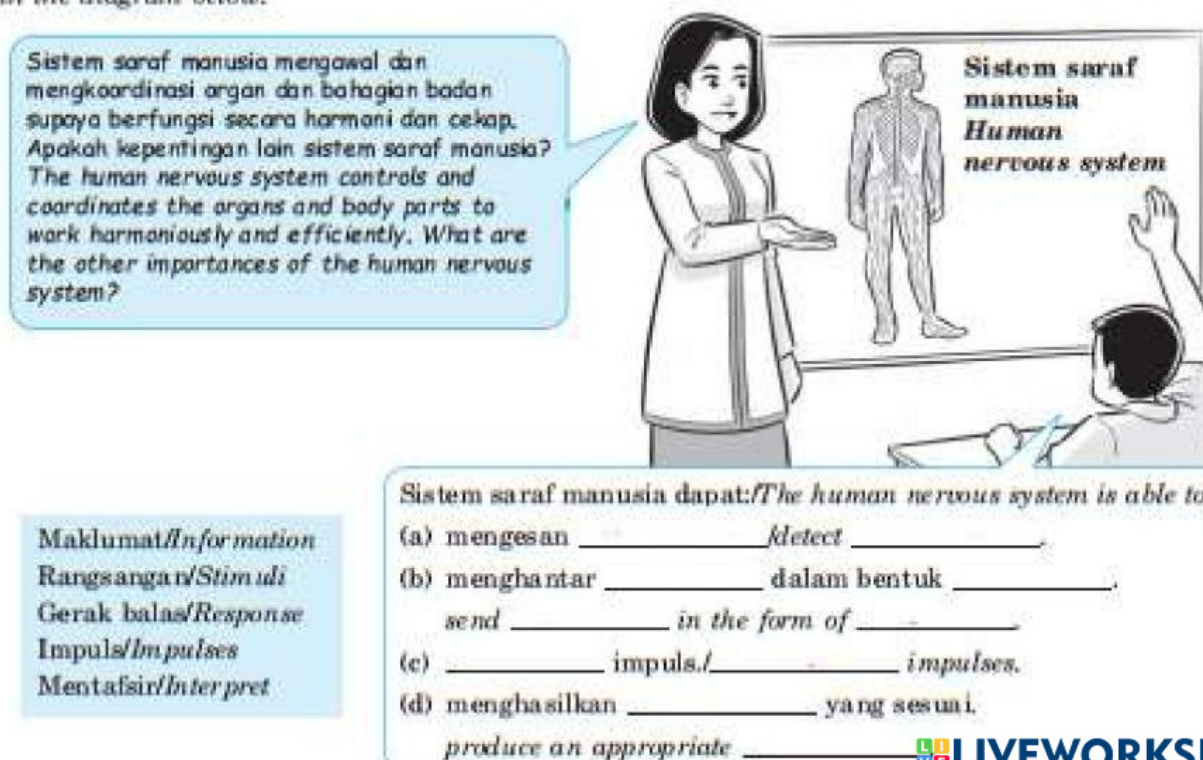
Label the human nervous system below.

|                    |                      |                               |                       |              |                                  |
|--------------------|----------------------|-------------------------------|-----------------------|--------------|----------------------------------|
| Saraf tunjang      | Saraf spina          | Sistem saraf pusat            | Saraf kranium         | Otak         | Sistem saraf periferi            |
| <i>Spinal cord</i> | <i>Spinal nerves</i> | <i>Central nervous system</i> | <i>Cranial nerves</i> | <i>Brain</i> | <i>Peripheral nervous system</i> |



Baca perbualan di bawah. Kemudian, tulis jawapan yang mungkin diberikan oleh murid itu dalam ruang yang disediakan dalam rajah di bawah. SP1.1.3 **IPA ASAT**

Read the conversation below. Then, write the possible answers given by the student in the space provided in the diagram below.



1 Bezakan tindakan terkawal dan luar kawal di bawah. **TP2**

Differentiate the voluntary and involuntary actions below.

|                           |                                         |                                |                                   |                                      |
|---------------------------|-----------------------------------------|--------------------------------|-----------------------------------|--------------------------------------|
| Membaca<br><i>Reading</i> | Tidak sedar<br><i>Without conscious</i> | Tersentuh<br><i>In contact</i> | Bercakap<br><i>Talking</i>        | Tangan<br><i>Hand</i>                |
| Menulis<br><i>Writing</i> | Sedar<br><i>With conscious</i>          | Pernafasan<br><i>Breathing</i> | Peristalsis<br><i>Peristalsis</i> | Denyutan jantung<br><i>Heartbeat</i> |

(a) Tindakan terkawal  
**Voluntary actions**

(i) Tindakan yang dilakukan secara \_\_\_\_\_.

*Actions that are taken**control.*(ii) Contoh tindakan:  
**Examples of actions:**


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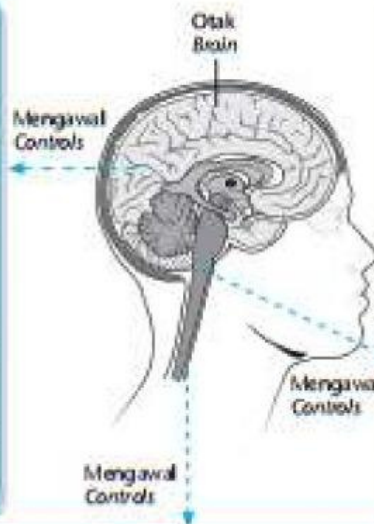
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(b) Tindakan luar kawal  
**Involuntary actions**

(i) Tindakan yang berlaku secara \_\_\_\_\_.

*Actions that occur**control.*

(ii) Contoh tindakan:

**Examples of actions:**

- Medula oblongata;  
*Medulla oblongata:*

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## • Saraf tunjang/Spinal cord:

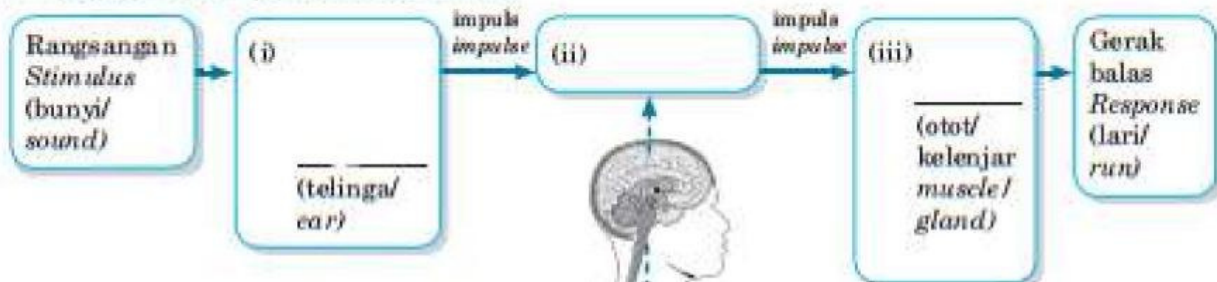
Menarik \_\_\_\_\_ apabila \_\_\_\_\_ cerek panas

*Withdrawing of \_\_\_\_\_ when \_\_\_\_\_ with a hot kettle*2 Lengkapkan peta alir tentang urutan aliran impuls dalam tindakan terkawal dan luar kawal. **TP1**

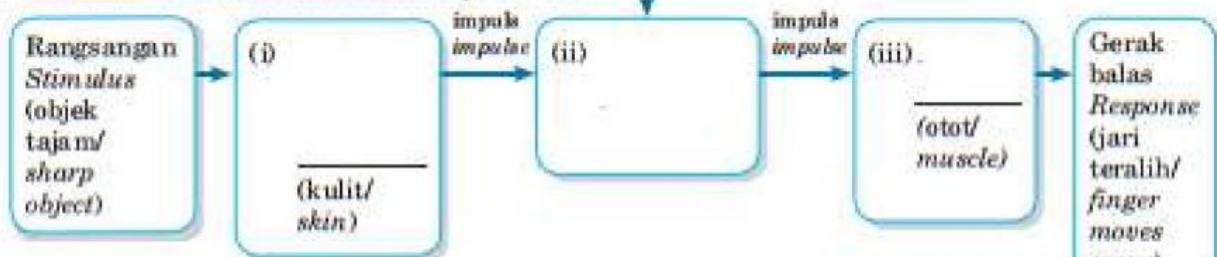
Complete the flow map with the sequences on the pathway of an impulse in voluntary and involuntary actions

|                                     |                            |                                                  |                      |
|-------------------------------------|----------------------------|--------------------------------------------------|----------------------|
| Saraf tunjang<br><i>Spinal cord</i> | Efektor<br><i>Effector</i> | Afektor (reseptor)<br><i>Affector (receptor)</i> | Otak<br><i>Brain</i> |
|-------------------------------------|----------------------------|--------------------------------------------------|----------------------|

## (a) Tindakan terkawal/Voluntary action



## (b) Tindakan luar kawal/Involuntary action





## Tujuan

Mengkaji tindakan terkawal dan luar kawal  
*To study voluntary and involuntary actions*

Bahan dan  
Radas

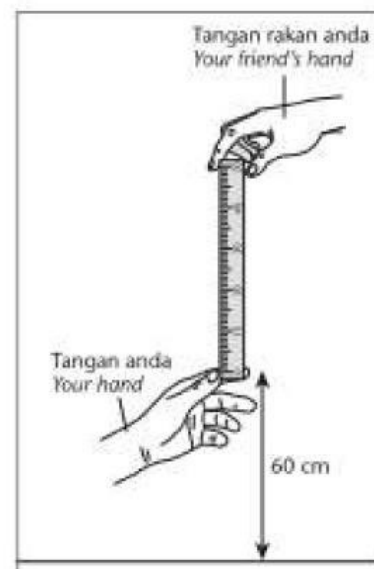
Pembaris setengah meter, lampu suluh  
*Half meter ruler, torch*

## Prosedur

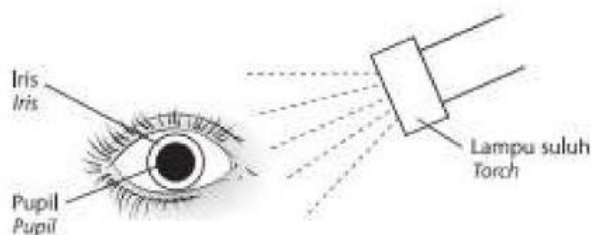
## Aktiviti A: Tindakan terkawal

## Activity A: Voluntary action

- 1 Minta rakan anda pegang sebatang pembaris setengah meter pada hujung tanda 50 cm dan tanda sifar berada pada ketinggian 60 cm dari permukaan meja.  
*Ask your friend to hold the half meter ruler at the end of the 50 cm mark and the zero mark is at a height of 60 cm from the surface of the table.*
- 2 Letakkan tangan anda di hujung pembaris pada tanda sifar tanpa menyentuhnya.  
*Place your hand at the end of the ruler on the zero mark without touching it.*
- 3 Rakan anda akan melepaskan pembaris itu secara tiba-tiba dan anda hendaklah cuba menangkap pembaris tersebut secepat yang mungkin.  
*Your friend will release the ruler suddenly and you must try to catch the ruler as fast as possible.*
- 4 Rekodkan jarak  $x$ , yang dilalui oleh pembaris, iaitu skala pada pembaris semasa anda menangkap pembaris tersebut. Jarak,  $x$ , merupakan ukuran masa gerak balas anda.  
*Record the distance  $x$ , passed by the ruler based on the scale on the ruler when you catch it. Distance,  $x$  is the measurement of your response time.*
- 5 Ulang langkah 1 hingga 4 sebanyak dua kali. Kemudian, hitung purata jarak  $x$ .  
*Repeat step 1 to 4 twice. Then, calculate the average distance  $x$ .*



## Aktiviti B/Activity B: Tindakan luar kawal/Involuntary action



- 1 Halakan cahaya lampu suluh ke arah mata seorang murid dari tepi.  
*Shine the torch light towards a student's eye from the side.*
- 2 Minta ahli kumpulan untuk memerhatikan perubahan saiz pupil pada mata murid tersebut.  
*Ask the group members to observe the change in pupil size of the student's eye.*

## Aktiviti A/Activity A

## Keputusan

| Masa gerak balas (s)<br>Response time (s) | 1 | 2 | 3 | Purata/Average |
|-------------------------------------------|---|---|---|----------------|
|                                           |   |   |   |                |

(Jawapan murid/Student's answer)

## Aktiviti B/Activity B

Pupil \_\_\_\_\_ apabila cahaya dihalakan ke arahnya.

The pupil becomes \_\_\_\_\_ when light is shone toward LIVEWORKSHEETS

## Aktiviti A/Activity A

- 1 Apakah gerak balas dalam aktiviti ini? **TP1**

*What is the response in this activity?*

- 2 Adakah gerak balas ini merupakan tindakan terkawal atau luar kawal? Terangkan.  
*Is this response a voluntary or an involuntary action? Explain. TP2*

Tindakan \_\_\_\_\_. Tindakan ini dilakukan secara \_\_\_\_\_.

A \_\_\_\_\_ action. This action is done \_\_\_\_\_.

- 3 Apakah organ badan yang mengawal tindakan ini? **TP1**

*What is the organ of the body which controls this action?*

- 4 Apakah kepentingan masa gerak balas dalam kehidupan harian? **TP2**

*What is the importance of the response time in everyday life?*

Untuk \_\_\_\_\_ dan \_\_\_\_\_ organ-organ badan supaya berfungsi secara cekap pada \_\_\_\_\_ yang diperlukan.

To \_\_\_\_\_ and \_\_\_\_\_ body organs to function efficiently in the \_\_\_\_\_ required.

## Aktiviti B/Activity B

- 5 Apakah rangsangan dan gerak balas dalam aktiviti ini? **TP1**

*What are the stimulus and response in this activity?*

Rangsangan/Stimulus: \_\_\_\_\_

Gerak balas/Response: \_\_\_\_\_ pupil/The \_\_\_\_\_ of the pupil

- 6 Adakah gerak balas ini merupakan tindakan terkawal atau luar kawal? Terangkan.  
*Is this response a voluntary or an involuntary action? Explain. TP2*

Tindakan \_\_\_\_\_. Tindakan ini dilakukan secara \_\_\_\_\_.

An \_\_\_\_\_ action. This action is conducted \_\_\_\_\_.

- 7 Mengapakah pupil perlu bergerak balas terhadap cahaya terang? **TP2**

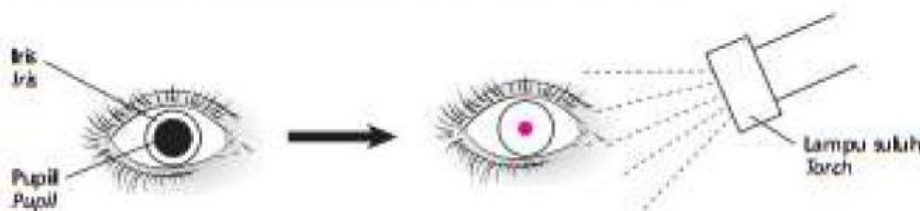
*Why do the pupils need to respond to bright light?*

Untuk \_\_\_\_\_ jumlah cahaya yang \_\_\_\_\_ mata.

To \_\_\_\_\_ the amount of light \_\_\_\_\_ the eye.

- 8 Lukiskan keadaan pupil yang diperhatikan dalam aktiviti ini.

*Draw the condition of the pupil observed in this activity.*



- 9 Apakah kepentingan gerak balas ini? **TP2**

*What is the importance of this response?*

\_\_\_\_\_ menghalang \_\_\_\_\_ yang berlebihan daripada memasuki mata.

\_\_\_\_\_ excessive \_\_\_\_\_ from entering the eye.

## Kesimpulan

Tindakan menangkap pembaris merupakan tindakan \_\_\_\_\_ manakala pupil mengecil merupakan tindakan \_\_\_\_\_.

*The action of catching the ruler is a \_\_\_\_\_ action while the constriction of pupil is an \_\_\_\_\_ action.*



## 1.4 AKTIVITI PERBINCANGAN

### Struktur mata manusia dan fungsinya

Structure of the human eye and its functions

Nota Ekstra

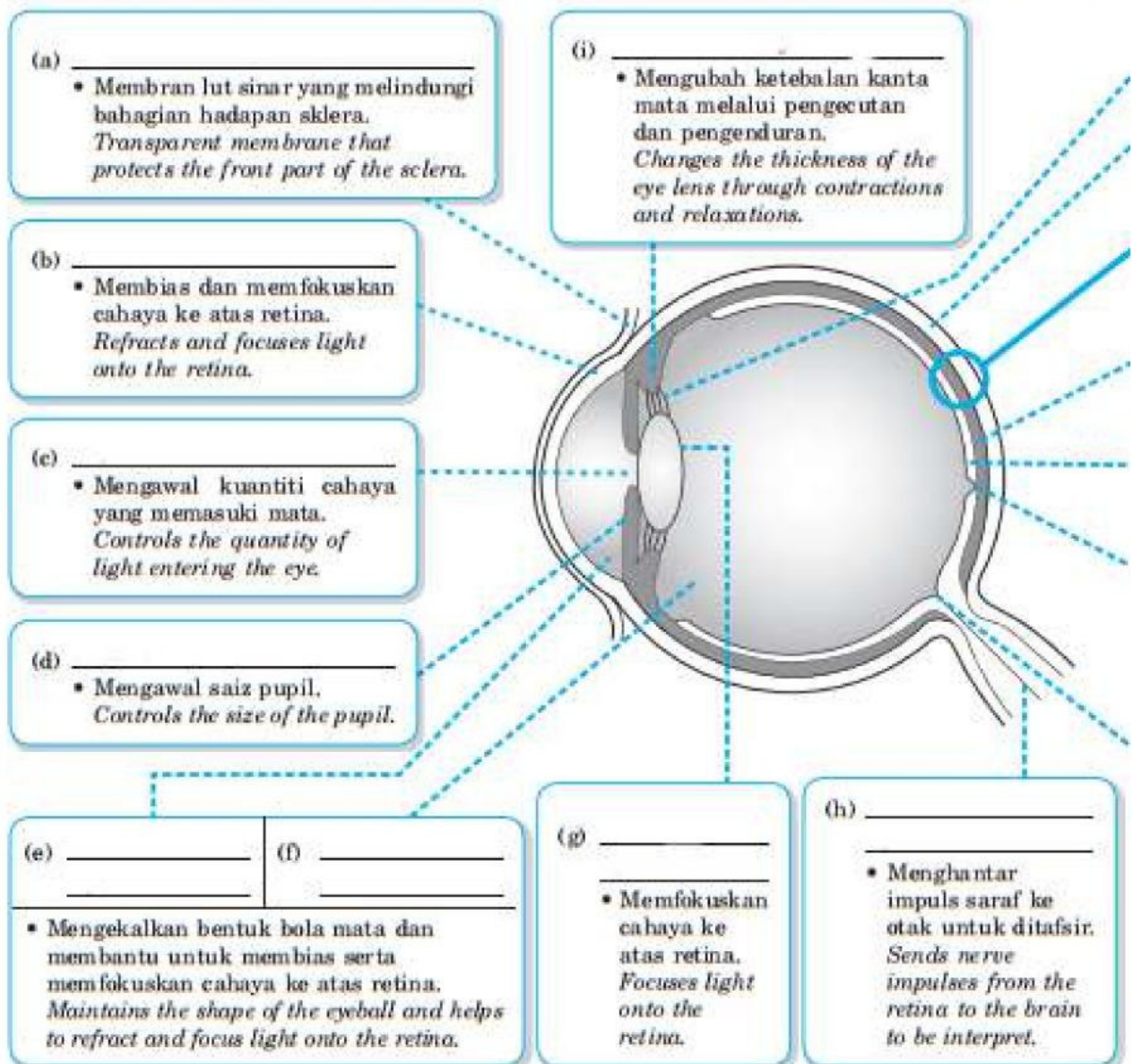
Praktik Mandiri

PRD  
Master

Buku teks m/s 11 – 12

#### 1 Labelkan struktur mata manusia / Label the structure of the human eye. SP1.2.1 TP1

|        |         |                 |                      |               |
|--------|---------|-----------------|----------------------|---------------|
| Iris   | Koroid  | Gelemair        | Kanta mata           | Bintik kuning |
| Iris   | Choroid | Aqueous humour  | Eye lens             | Yellow spot   |
| Sklera | Kornea  | Gelemaca        | Otot silia           | Bintik buta   |
| Sclera | Cornea  | Vitreous humour | Ciliary muscles      | Blind spot    |
| Retina | Pupil   | Konjunktiva     | Ligamen penggantung  | Saraf optik   |
| Retina | Pupil   | Conjunctiva     | Suspensory ligaments | Optic nerve   |



#### 3 Lengkapkan peta alir tentang laluan lintasan cahaya dalam mekanisme penglihatan manusia.

Complete the flow map about the path of light in the human sight mechanism. SP1.2.2 TP2



(j) \_\_\_\_\_

- Memegang kanta mata pada kedudukannya.  
*Hold the eye lens in its position.*

(k) \_\_\_\_\_

- Melindungi dan mengekalkan bentuk mata.  
*Protects and maintains the shape of the eye.*

(l) \_\_\_\_\_

- Mengelakkan pantulan cahaya dalam mata dan membekalkan oksigen serta nutrien kepada mata.  
*Prevents reflection of light in the eye and supplies oxygen and nutrients to the eye.*

(m) \_\_\_\_\_

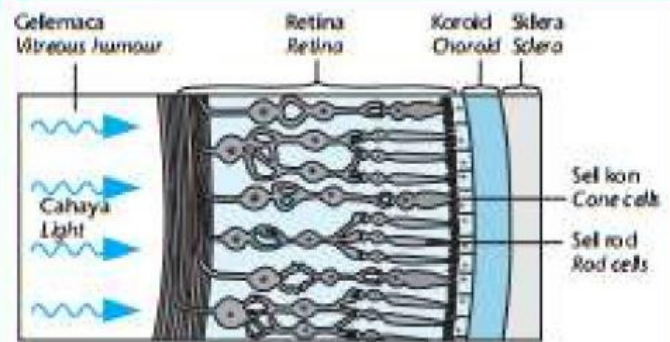
- Mengandungi fotoreseptor yang mengesan cahaya dan menghasilkan impuls saraf.  
*Contains photoreceptors that detect light and produce nerve impulses.*

(n) \_\_\_\_\_

- Bahagian mata (retina) yang paling peka terhadap cahaya.  
*The part of the eye (retina) that is the most sensitive to light.*

(o) \_\_\_\_\_

- Bahagian pada retina yang tidak peka kepada cahaya kerana tiada fotoreseptor.  
*Part of the retina which is not sensitive to light as there is no photoreceptors.*



2 (a) Namakan dua fotoreseptor pada retina.

*Name two photoreceptors on the retina.* TP1

\_\_\_\_\_

(b) Apakah fungsi sel rod dan sel kon? TP2

*What are the functions of the rod cells and the cone cells?*

| Samar<br>Dim | Keamatan<br>Intensity | Berwarna<br>Coloured |
|--------------|-----------------------|----------------------|
|--------------|-----------------------|----------------------|

(i) Sel kon/Cone cell

Peka kepada cahaya \_\_\_\_\_ dalam keadaan bercahaya.

*Sensitive to \_\_\_\_\_ lights in bright condition.*

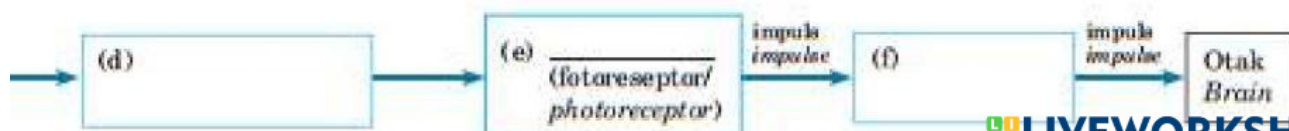
(ii) Sel rod/Rod cell

Peka kepada \_\_\_\_\_ cahaya yang berbeza termasuk cahaya \_\_\_\_\_ tetapi tidak peka kepada cahaya \_\_\_\_\_.

*Sensitive to different \_\_\_\_\_ of light including \_\_\_\_\_ light but not sensitive to \_\_\_\_\_ lights.*

### Galeri Info

Anak mata membesar dalam keadaan gelap untuk membolehkan lebih banyak cahaya memasuki mata.  
*The pupil dilates in the dark to allow more light to enter the eye.*

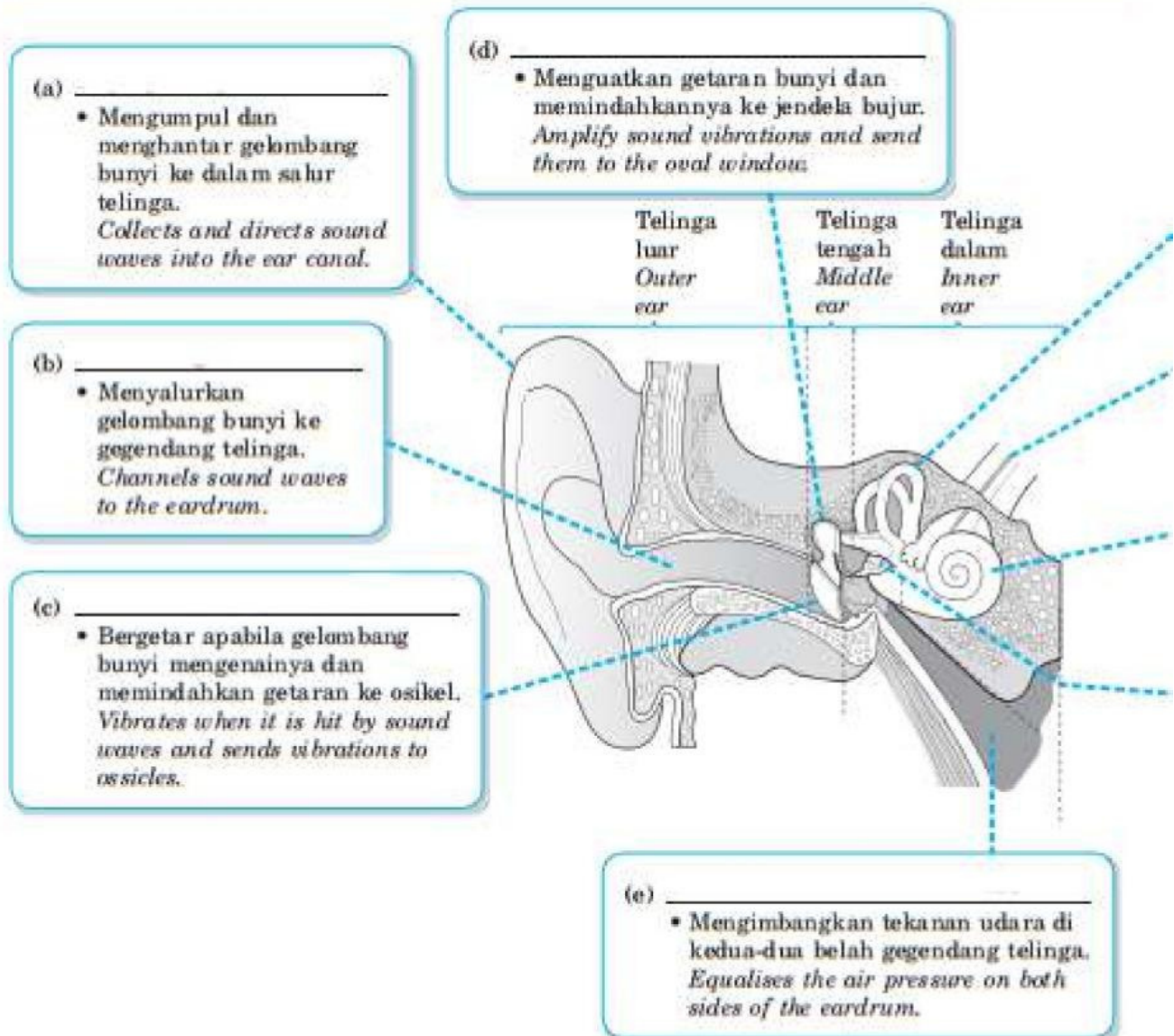




## 1 Labelkan struktur telinga manusia. SP1.2.1 TP1

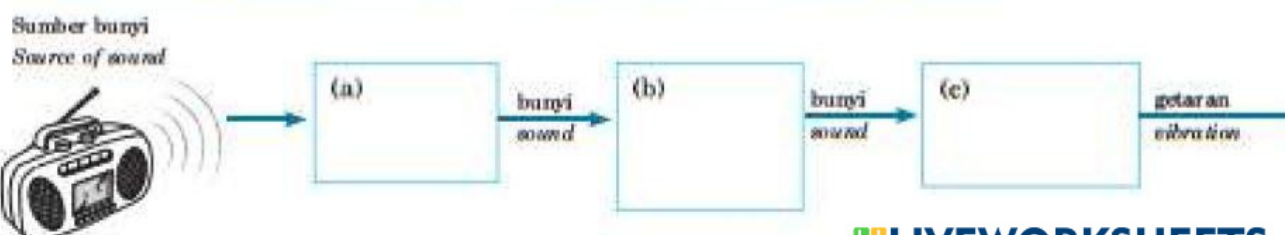
Label the structure of the human ear.

|                                          |                                   |                                                   |                                         |                           |
|------------------------------------------|-----------------------------------|---------------------------------------------------|-----------------------------------------|---------------------------|
| Cuping telinga<br><i>Pinna</i>           | Koklea<br><i>Cochlea</i>          | Salur separuh bulat<br><i>Semicircular canals</i> | Saraf auditori<br><i>Auditory nerve</i> | Osikel<br><i>Ossicles</i> |
| Tiub Eustachio<br><i>Eustachian tube</i> | Salur telinga<br><i>Ear canal</i> | Gegendang telinga<br><i>Eardrum</i>               | Jendela bujur<br><i>Oval window</i>     |                           |



## 4 Lengkapkan peta alir tentang laluan gelombang bunyi dalam mekanisme pendengaran. SP1.2.2 TP2

Complete the flow map about the path of the sound wave in the hearing mechanism.



## Galeri Info

Salur telinga juga dikenal sebagai salur auditori.  
Ear canal is also known as auditory canal.

(f)

- Mengesan kedudukan kepala dan mengawal keseimbangan badan.  
*Detects the position of the head and controls the body balance.*

(g)

- Menghantar impuls saraf ke otak untuk pentafsiran.  
*Sends nerve impulses to the brain for interpretation.*

(h)

- Mengesan dan menukarkan getaran bunyi kepada impuls saraf.  
*Detects and converts sound vibrations into nerve impulses*

(i)

- Menghantar getaran bunyi dari osikel ke koklea.  
*Sends sound vibrations from the ossicles to the cochlea.*

## Galeri Info

Selain bertindak sebagai organ pendengaran, telinga juga bertindak sebagai organ pengimbangan badan.  
Besides functioning as an organ of hearing, the ear also functions as an organ for balancing the body.

2 Nyatakan bahagian-bahagian telinga yang ....

*State the parts of ear that ..... SP1.2.1 TP2*

- (a) tidak memainkan peranan dalam pendengaran.  
*do not play a part in hearing.*

- (b) berisi udara/contain air.

- (c) berisi bendalir/contain fluid.

- (d) terganggu apabila seseorang mengalami mabuk laut atau selepas menggunakan lif?  
*is affected when a person suffers from seasickness or after using a lift.*

3 Namakan alat untuk mengatasi had pendengaran.  
*Name the equipment to overcome limitations of hearing. TP1*

Pembesar suara/Loudspeaker

Stetoskop/Stethoscope

Alat bantu pendengaran/Hearing aid

(a)



\_\_\_\_\_ membantu kita mendengar denyutan jantung.

\_\_\_\_\_ helps us to hear the heartbeats

(b)



\_\_\_\_\_ menguatkan bunyi

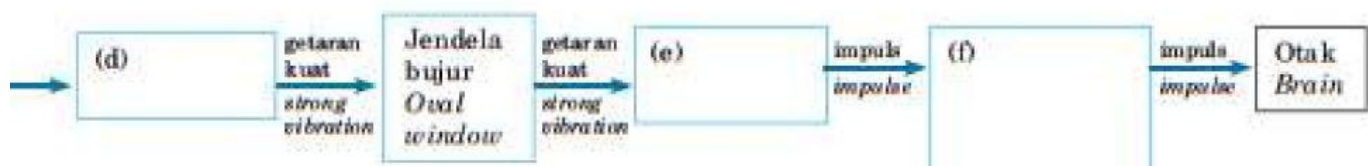
\_\_\_\_\_ amplifies sound.

(c)



\_\_\_\_\_ membantu pendengaran.

\_\_\_\_\_ helps in hearing.

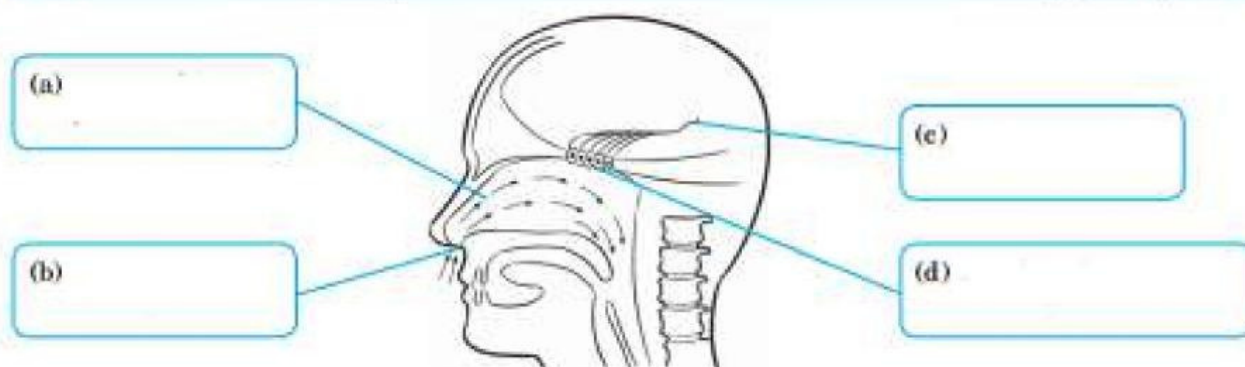




- 1 Labelkan struktur hidung dan kenal pasti kedudukan reseptor bau.

Label the structure of the nose and identify the position of the smell receptor. SP1.2.1 TP1

|                |                               |                          |                                         |
|----------------|-------------------------------|--------------------------|-----------------------------------------|
| Saraf<br>Nerve | Rongga hidung<br>Nasal cavity | Lubang hidung<br>Nostril | Sel deria bau<br>Sensory cells of smell |
|----------------|-------------------------------|--------------------------|-----------------------------------------|



- 2 Apakah organ deria bau? TP1

What is the sensory organ of smell?

- 3 Apakah nama lain bagi sel deria bau? TP1

What is the other name for the sensory cells of smell?

- 4 Kim Seng menghidap selesema dan mendapati hidungnya tidak dapat menghidu bau makanan dengan baik. Berikan penjelasan anda. SP1.2.3 TP2

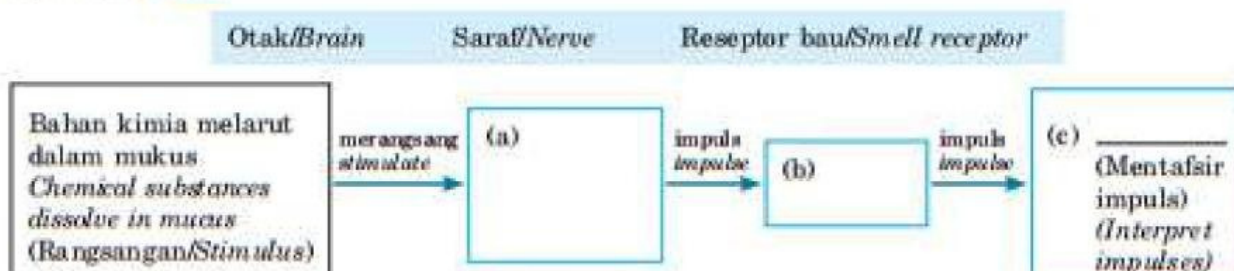
Kim Seng is having a flu and he finds that his nose is **unable** to smell the food well. Give your explanation.



#### Penjelasan/Explanation:

\_\_\_\_\_ dilitupi oleh satu lapisan  
tebal \_\_\_\_\_ yang menghalang \_\_\_\_\_  
daripada makanan merangsang \_\_\_\_\_.  
\_\_\_\_\_ are  
covered with a thick layer of \_\_\_\_\_ that prevents  
\_\_\_\_\_ from the food from stimulating the  
\_\_\_\_\_.

- 5 Nyatakan laluan impuls setelah bahan kimia dalam udara diterima oleh reseptor di dalam rongga hidung. State the path of an impulse after a chemical substance in the air is received by the receptor in the nose. SP1.2.2 TP2



- 1 Labelkan bahagian lidah yang peka terhadap rasa berlainan. Kemudian, padankan jenis makanan yang dirasa paling baik di bahagian itu/Label the parts of the tongue which are sensitive to different tastes. Then, match the types of food that taste the best on those parts. SP1.2.1 TP2

| Masin/Salty | Masam/Sour | Manis/Sweet | Umami/Umami | Pahit/Bitter |
|-------------|------------|-------------|-------------|--------------|
|-------------|------------|-------------|-------------|--------------|

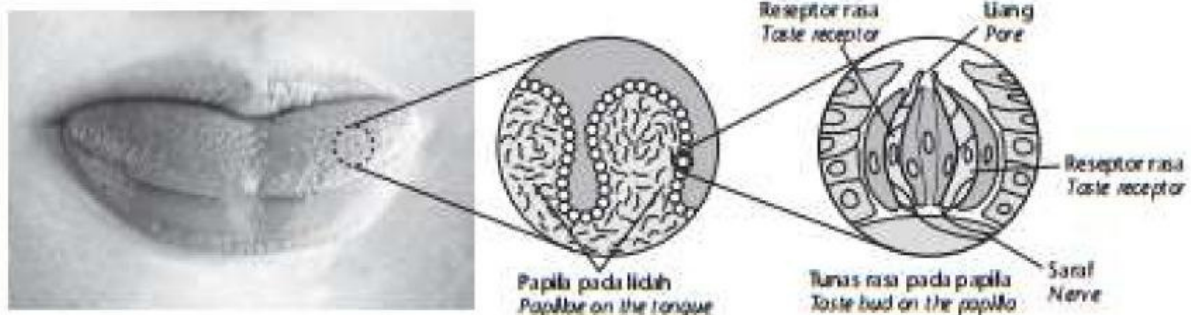
  



| Rasa/Taste | Makanan/Food                           |
|------------|----------------------------------------|
| P:         | Cuka, lemon<br>Vinegar, lemon          |
| Q:         | Madu, gula<br>Honey, sugar             |
| R:         | Peria, hempedu<br>Bitter gourd, bile   |
| S:         | Ikan masin, garam<br>Salted fish, salt |
| T:         | Daging, MSG<br>Meat, MSG               |

- 2 Kaji rajah struktur lidah di bawah dan lengkapkan pernyataan yang berikut. SP1.2.1 TP2  
Study the diagram of the structure of tongue below and complete the following statement.

|                |                |               |                 |                                 |                    |                          |                |
|----------------|----------------|---------------|-----------------|---------------------------------|--------------------|--------------------------|----------------|
| Manis<br>Sweet | Masin<br>Salty | Masam<br>Sour | Pahit<br>Bitter | Reseptor rasa<br>Taste receptor | Papila<br>Papillae | Tunas rasa<br>Taste buds | Umami<br>Umami |
|----------------|----------------|---------------|-----------------|---------------------------------|--------------------|--------------------------|----------------|



\_\_\_\_\_ (bintik kecil) pada permukaan lidah dilipisi beratus-ratus \_\_\_\_\_ yang mengandungi \_\_\_\_\_. \_\_\_\_\_ ini dapat mengesan lima jenis rasa asas, iaitu \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ dan \_\_\_\_\_. Rasa \_\_\_\_\_ dikaitkan dengan rasa lazat seperti rasa daging dalam sup atau mononatrium glutamat (MSG).  
The \_\_\_\_\_ (small spots) on the surface of the tongue are covered by hundreds of \_\_\_\_\_ containing \_\_\_\_\_. These \_\_\_\_\_ can detect the five basic types of taste, namely \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. The taste of \_\_\_\_\_ is associated with a delicious taste like meat in a soup or monosodium glutamate (MSG).

- 3 Lengkapkan peta alir di bawah untuk menunjukkan bagaimana lidah mengesan rasa. SP1.2.2 TP2  
Complete the flow map below to show how the tongue detects tastes.





## Tujuan

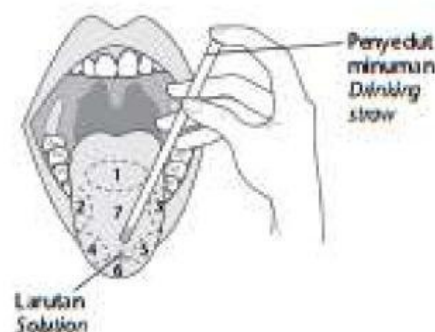
Mengenal pasti bahagian berbeza pada lidah yang terlibat dalam pengesanan rasa  
To identify the different parts of the tongue that are involved in the detection of taste

Bahan dan  
Radas

Jus peria, cuka, larutan gula, larutan garam biasa, sup cendawan segera, penyedut minuman, cawan/Bitter gourd juice, vinegar, sugar solution, common salt solution, instant mushroom soup, drinking straw, cup

## Prosedur

- 1 Minta rakan anda berkumur dengan air suling sebelum memulakan aktiviti ini untuk mengeluarkan semua sisa makanan di dalam mulut.  
*Ask your friend to gargle with distilled water before conducting this activity to remove all the food remains in the mouth.*
- 2 Titiskan setitik jus peria pada bahagian yang berlainan lidah rakan anda seperti yang ditunjukkan dalam rajah./Place a drop of bitter gourd juice onto different parts of your friend's tongue as shown in the diagram.
- 3 Rekod bahagian lidah yang paling peka terhadap rasa jus itu dalam jadual di bawah.  
*Record the part of the tongue that is the most sensitive to the taste of the juice in the table below.*
- 4 Ulang langkah 1 hingga 3 dengan menggunakan cuka, larutan gula, larutan garam biasa dan sup cendawan segera./Repeat steps 1 to 3 by using vinegar, sugar solution, common salt solution and instant mushroom soup.



## Keputusan

| Jenis larutan<br>Type of solution            | Bahagian lidah<br>Part of the tongue | Jenis rasa<br>Type of taste |
|----------------------------------------------|--------------------------------------|-----------------------------|
| Jus peria<br>Bitter gourd juice              |                                      |                             |
| Cuka<br>Vinegar                              |                                      |                             |
| Larutan gula<br>Sugar solution               |                                      |                             |
| Larutan garam biasa<br>Common salt solution  |                                      |                             |
| Sup cendawan segera<br>Instant mushroom soup |                                      |                             |

## Perbincangan

- 1 Berikan lima rasa yang dapat dikesan oleh tunas rasa pada lidah. **TP1**  
*Give the five tastes which can be detected by the taste buds on the tongue.*
- 2 Yogen mengelap kering lidahnya dengan kertas tisu. Dia mendapati bahawa rasa makanan kering **tidak** dapat dikesan dengan baik oleh lidahnya yang kering. Bagaimanakah anda dapat menjelaskan kejadian ini? **TP3/KSMT**  
*Yogen wiped his tongue with a tissue paper. He found that the taste of dry food could not be properly detected by his dry tongue. How can you explain this incident?*  
\_\_\_\_\_ dalam makanan perlu \_\_\_\_\_ dalam air liur untuk merangsang tunas rasa.  
\_\_\_\_\_ in food need to \_\_\_\_\_ in saliva to trigger the taste buds

## Kesimpulan

\_\_\_\_\_ ialah organ deria rasa./The \_\_\_\_\_ is the \_\_\_\_\_ of taste.



## Tujuan

Mengkaji hubung kait antara deria bau dengan deria rasa  
To study the relationship between the sense of smell and the sense of taste

Bahan dan  
Radas

Betik, nanas, pisang, limau, jalur kain hitam, pisau dan garpu bersih  
Papaya, pineapple, banana, lime, strip of black cloth, clean knife and fork

## Prosedur



- 1 Sediakan potongan kecil betik, nanas, pisang dan limau.  
Prepare small pieces of papaya, pineapple, banana and lime.
- 2 Minta rakan anda menyatakan jenis buah yang telah dirasa dengan mata ditutup.  
Request your friend to state the types of fruit tasted with the eyes blindfolded.

- 3 Rekod keputusan dalam jadual di bawah/Record the results in the table below.
- 4 Ulang langkah 1 hingga 3 dengan meminta rakan anda memicit hidungnya.  
Repeat steps 1 to 3 by requesting your friend to pinch his/her nose.

## Keputusan

Tandakan (✓) untuk tekaan yang betul dan (✗) bagi tekaan yang salah.  
Tick (✓) the correct guess and (✗) the wrong guess.

| Jenis buah<br>Type of fruit | Dapat mengenal pasti jenis buah<br>Able to determine the type of fruit |                                   |
|-----------------------------|------------------------------------------------------------------------|-----------------------------------|
|                             | Hidung tidak dipicit<br>Nose is not pinched                            | Hidung dipicit<br>Nose is pinched |
| Betik/Papaya                |                                                                        |                                   |
| Nanas/Pineapple             |                                                                        |                                   |
| Pisang/Banana               |                                                                        |                                   |
| Limau/Lime                  |                                                                        |                                   |

(Jawapan murid/Student's answer)

- 1 Dapatkah rakan anda mengenal pasti dengan tepat rasa semua jenis buah yang diberikan dengan hidung dipicit?/Can your friend determine accurately the tastes of all the fruits given with the nose pinched? **TP1**

- 2 Namakan deria (deria rasa atau deria bau) yang digunakan untuk mengesan makanan  
Name the sense/senses (sense of taste or sense of smell) used to detect food **TP2**

(a) ketika hidung dipicit./when the nose is pinched.

(b) ketika hidung tidak dipicit./when the nose is not pinched.

- 3 Mengapakah seseorang yang menghidap demam selepas kurang peka terhadap rasa makanan?/Why does a person who has a cold or the flu is less sensitive towards the taste of food? **TP2**

Lapisan \_\_\_\_\_ tebal yang terhasil menghalang \_\_\_\_\_ dalam makanan daripada merangsangkan reseptor \_\_\_\_\_.

The thick layer of \_\_\_\_\_ produced prevents \_\_\_\_\_ in the food from stimulating the \_\_\_\_\_ receptors.

## Kesimpulan

Deria \_\_\_\_\_ dibantu oleh deria \_\_\_\_\_.

The sense of \_\_\_\_\_ is helped by the sense of \_\_\_\_\_



- 1 Kenal pasti dan labelkan jenis reseptor berlainan yang terdapat dalam kulit. SP1.2.1  
Identify and label the different types of receptors in the skin.

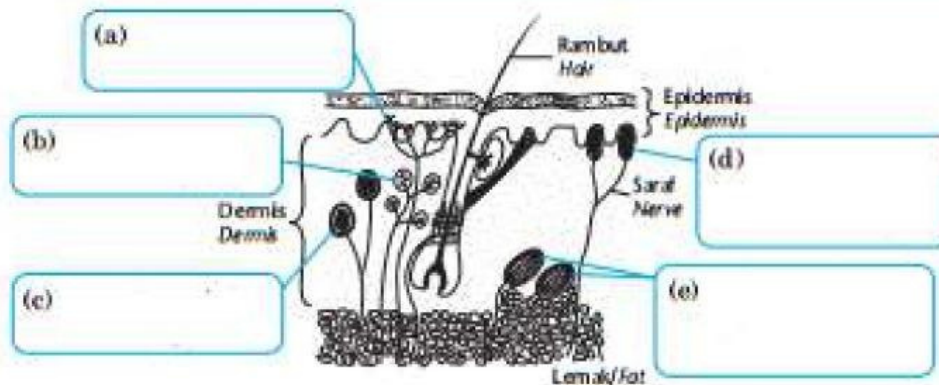
Reseptor sentuhan/*Touch receptor*

Reseptor sakit/*Pain receptor*

Reseptor sejuk/*Cold receptor*

Reseptor tekanan/*Pressure receptor*

Reseptor haba/*Heat receptor*



- 2 Nyatakan reseptor yang terletak dalam... / State the receptors situated in the... SP1.2.1 TP1

- (a) epidermis/epidermis : \_\_\_\_\_  
 (b) dermis/dermis : \_\_\_\_\_  
 (c) berdekatan lapisan lemak/close to the fat layer : \_\_\_\_\_

- 3 Apakah lapisan kulit yang... / What is the skin layer which... TP1

- (a) melindungi permukaan luar badan?  
protects the outer surface of the body? \_\_\_\_\_  
 (b) mengandungi salur darah, kelenjar peluh dan reseptor? TP1  
contains blood vessels, sweat glands and receptors? \_\_\_\_\_

- 4 Tandakan (✓) fungsi lain kulit. / Tick (✓) other functions of the skin. TP1

☐ Mengawal atur suhu badan  
Regulates body temperature

☐ Mencegah kehilangan air berlebihan  
Prevents excessive water loss

☐ Memusnahkan mikroorganisma  
Destroys microorganisms

- 5 Lengkapkan peta alir tentang laluan impuls setelah rangsangan haba diterima oleh reseptor dalam kulit. / Complete the flow map about the path of an impulse after a heat stimulus is received by the receptor in the skin. SP1.2.2 TP2

