



Curriculum Information  
**PRIMARY 6**

# M AVIS

## TUTORIAL CENTRE

LEARN INSPIRE ACHIEVE

### Why Choose Mavis?



#### 1. Mavis PRO

> *Never Miss a Lesson Again*

**Physical Lessons** - Stay engaged with in-person learning

**Recorded Lessons** - All recorded lessons available for the whole year

**Online Lessons** - Learn from anywhere



#### 2. Mavis Connect

> *Stay Connected, Stay Informed*

**Students** - Access past lesson records, submit assignments, watch recorded lessons and download lesson materials

**Parents** - Track lesson records, monitor attendance, receive teacher feedback, and make secure payments



#### 3. Oral AI Companion

> *A revolutionary way to practise oral*

**Structured Syllabus** - Topics from basic to advanced levels

**Simplified Learning** - Complex topics broken down into bite-sized sections for better understanding



#### 4. Learning Kits

> *Hands-on Learning for Stronger Grasp of Concepts*

**Interactive Tools** - Learning kits, like microscope, math manipulatives and calligraphy set, make lessons more engaging



#### 5. Mavis Miles Rewards Programme

> *Rewarding Effort, Recognising Excellence*

**Motivational Learning** - Inspires students to participate actively and strive for excellence

**Academic Achievement** - Be recognised for strong academic



# HEAR FROM OUR STUDENTS



## 'O' LEVELS 9A's

"Mavis provided us with **targeted questions**, which really helped me **focus on my weaker topics**. As a result, my Maths grade **improved from a C6 to an A1**. The teachers at Mavis also went to great lengths to ensure **everyone enjoyed class**, which made learning feel a lot easier."

**KENNETH LEE**

## PSLE 4A1's

"Mavis gave me the **confidence** to excel in my PSLE, as the teachers were very **supportive** and provided plenty of **targeted practice**. They also took time out of their own schedules to give us **extra lessons**, which helped us feel more prepared."

**KOH TIEN YOUNG**



## 'O' LEVELS 8A's

"I think that ultimately it is the teachers at Mavis that gave me the support needed to do well in my 'O' Levels, whenever I see them **putting their best effort to teach us**, it makes me want to **strive harder** and do my best."

**FREYANN LEE**



## PSLE 4A1's

"After joining Mavis, I **felt more confident** during exams and found it easier to tackle more questions. The **comprehensive worksheets, topic summaries**, and **exam tips** made revision more effective and helped me **grasp key concepts** clearly. The teachers are also approachable and always ready to answer my questions."

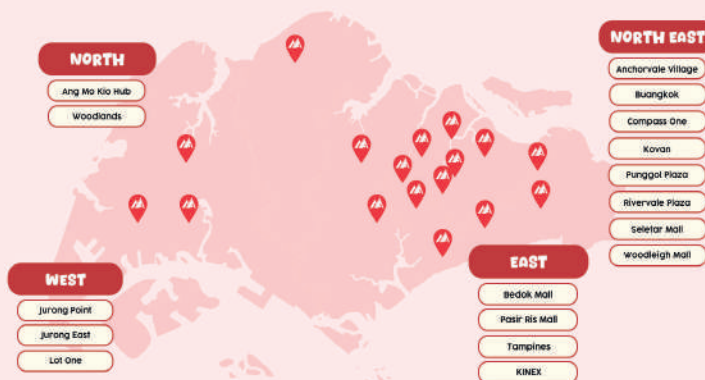
**GUO XINYAO**



# MavisPRO

Never Miss a Lesson Again!

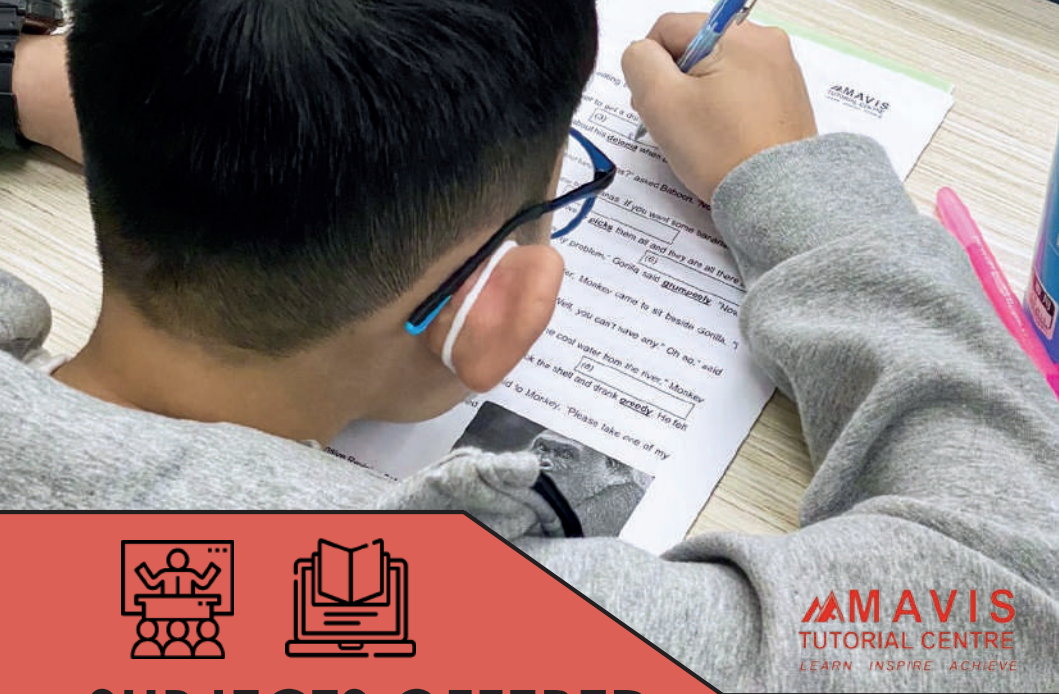
**P**hysical **R**ecorded **O**nline  
Lessons Lessons Lessons



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**Mavis**  
TUTORIAL CENTRE  
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# SUBJECTS OFFERED FOR PRIMARY 6 STUDENTS

Dear Parents,

Thank you for your interest in Mavis Tutorial Centre.

Since 1986, we have been dedicated to delivering exceptional education, equipping students with the knowledge, skills, and confidence to excel in crucial exams such as the PSLE, SEC examinations, and GCE 'A' Levels. Our carefully structured curriculum focuses on deep subject understanding, empowering students to perform confidently and achieve excellence in their examinations. Beyond academic success, we are committed to creating an engaging learning environment where active participation and enjoyment are at the forefront, guided by our experienced and engaging tutors.

We offer a variety of courses for our Primary 6 students:

- English
- The Write Stuff (TWS)
- Mathematics
- Science
- Chinese
- Chinese Compo & Oral



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[www.mavistutorial.com](http://www.mavistutorial.com)

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# THE MAVIS EXPERIENCE



- Nov**      **Lessons commence**  
*Give your child a head start and build confidence early.*
- Dec**      **Supplementary Home-Based Learning Lessons**  
*Keep learning consistent, even during the holidays.*
- Feb**      **Term 1 Revision**  
*Reinforce foundational knowledge for a stronger Term 2.*
- Mar**      **Parents' Workshop: Analysis of PSLE Questions**  
*Gain insights into exam trends and support your child better.*
- Apr**      **Mid-Year Revision**  
*Prepare with purpose – consolidate learning before exams.*
- May**      **Supplementary Home-Based Learning Lessons**  
*Keep skills sharp after exams for continued progress.*
- Jun**      **Intensive Revision Booster Classes**  
*Sharpen skills and tackle challenging questions head-on.*
- Jul**      **PSLE Revision**  
*Revisit key concepts to stay ahead in the final stretch.*
- Aug**      **Oral Workshops for English & Chinese**  
*Build fluency and boost oral examination performance for PSLE success.*



# “ KEY FEATURES OF OUR PROGRAMME ”

## MAVISPRO

- Offer flexible options to attend lessons in-person or online
- Enable students to revisit recorded lessons anytime for revision
- Support self-paced revision and concept reinforcement

## COMPREHENSIVE WEEKLY LEARNING RESOURCES

- Align with the latest MOE syllabus
- Deliver consistently to support steady progress
- Strengthen foundational understanding

## EXPERIENTIAL LEARNING

- Engage students through hands-on activities
- Make learning interactive and enjoyable
- Deepen understanding through active participation

## REVISION MATERIALS

- Reinforce key academic concepts
- Train students in effective answering techniques
- Prepare students for exam success

## INTENSIVE REVISION

- Deliver targeted practice for difficult topics
- Refine answering strategies with expert guidance
- Build exam confidence through focused revision

## EXTRA SUPPORT

- Include past-year examination papers & AI quizzing
- Provide additional practice opportunities
- Familiarise students with real exam formats



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# PRIMARY 6

**ENGLISH**

**THE WRITE STUFF  
(TWS)**



# PRIMARY ENGLISH

The MOE English Curriculum aims to enable students to:

1. acquire and apply four key language skills
2. strengthen knowledge in grammar & vocabulary

1

## LISTENING SKILLS



Comprehending and interpreting spoken language

2

## SPEAKING SKILLS



Communicating through verbal expression and articulation

3

## READING SKILLS



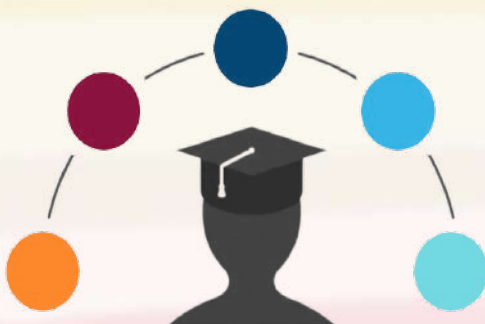
Understanding variety of texts, analysing literal and inferential meaning

4

## WRITING SKILLS



Expressing thoughts and ideas through written communication

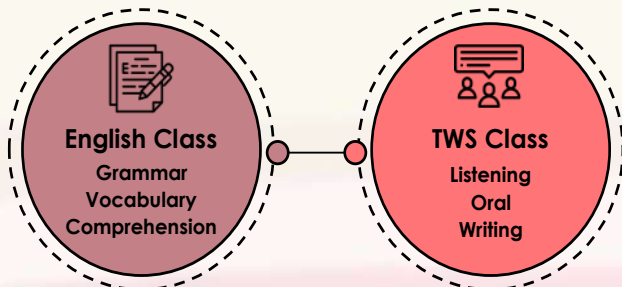


# PRIMARY ENGLISH

## PSLE English Examination:

| Paper                                                          | Components                                                                                                                                                                                                                 | Marks | Weightage |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------|
| <i>Paper 1</i><br>Writing<br>(1 h 10 min)                      | Situational Writing                                                                                                                                                                                                        | 14    | 25%       |
|                                                                | Continuous Writing                                                                                                                                                                                                         | 36    |           |
| <i>Paper 2</i><br>Language Use & Comprehension<br>(1 h 50 min) | Booklet A <ul style="list-style-type: none"> <li>Grammar MCQ</li> <li>Vocabulary MCQ</li> <li>Vocabulary Cloze MCQ</li> <li>Visual Text Comprehension MCQ</li> </ul>                                                       | 90    | 45%       |
|                                                                | Booklet B <ul style="list-style-type: none"> <li>Grammar Cloze</li> <li>Editing for Spelling and Grammar</li> <li>Comprehension Cloze</li> <li>Synthesis &amp; Transformation</li> <li>Comprehension Open-Ended</li> </ul> |       |           |
| <i>Paper 3</i><br>Listening Comprehension<br>(about 35 min)    | <ul style="list-style-type: none"> <li>Recordings include a variety of spoken texts (eg: news items, announcements, instructions, conversations etc)</li> </ul>                                                            | 20    | 10%       |
| <i>Paper 4</i><br>Oral Examination<br>(about 10 min)           | Reading Aloud                                                                                                                                                                                                              | 15    | 20%       |
|                                                                | Stimulus-based Conversation                                                                                                                                                                                                | 25    |           |

## CLASSES OFFERED





# P6 ENGLISH CLASSES (CURRICULUM STRUCTURE)

## Key feature 1



### Comprehensive weekly worksheets

- closely aligned with the latest MOE syllabus
- complete coverage of all components of Paper 2

## Key feature 2



### Regular updates on current affairs

- broaden general knowledge
- strengthen understanding of various contexts

## Key feature 3



### Thorough exam preparation

- revision papers/booklets featuring commonly tested questions & essential concepts

## OUR CURRICULUM

### HOW WILL STUDENTS BENEFIT



## GRAMMAR



- master grammar rules
- learn to identify & avoid common mistakes
- analyse & annotate keywords

## VOCABULARY



- expand vocabulary proficiency
- understand connotations & applications

## COMPREHENSION



- develop close reading & analytical skills
- learn precise answering techniques



# SNIPPETS OF OUR CURRICULUM

## Grammar:

For each question, write the answer (1, 2, 3 or 4) in the brackets provided.

1. The bus with many passengers \_\_\_\_\_ speeding around the curve. A traffic policeman went after it immediately.  
*Singular*  
*past tense*
- (1) is  
(2) are  
(3) was  
(4) were
- ( 3 )
2. I have been thinking about buying a new shirt and \_\_\_\_\_ to get a blue one.  
*Present Perfect continuous tense*  
*an action that started in the past and continues in the present*
- (1) decide  
(2) deciding  
(3) had decided  
(4) have decided
- ( 4 )
3. The poor \_\_\_\_\_ given household rebates on their electrical bill last month.  
*plural*  
*Other plural-only nouns*  
• police  
• people  
• needy  
*past tense*
- (1) is  
(2) are  
(3) was  
(4) were
- ( 4 )
4. Norman saw Daniel \_\_\_\_\_ the money from the safe.  
*Sensory Verb*  
*base form/ing*
- (1) stole  
(2) steal  
(3) steals  
(4) had stolen
- ( 2 )
5. My parents and I have differing opinions about my co-curricular choices.
- (1) in  
(2) on  
(3) with  
(4) about
- ( 4 )



# SNIPPETS OF OUR CURRICULUM

## Comprehension Cloze:

Fill in each blank with a suitable word.

Bali is an island of Indonesia visited by <sup>crowd/mass</sup> ~~throng~~s of holidaymakers. The <sup>another term</sup> ~~Balinese~~ shadow play, otherwise (1) Known as *wayang kulit*, is a good portrayal of Bali's rich culture. The ~~man behind the~~ *wayang kulit* is (2) more than a mere puppeteer controlling the puppets which (3) cast the shadows depicting the characters and story. He also needs skills that are difficult to ~~come~~ (4) by today.

*Skills required are not easy to acquire*

The puppeteer, or *dalang*, has to be <sup>nimble</sup> ~~dexterous~~ with his (5) fingers, as

*emphasise the importance of the puppeteer*  
all ~~ten of them~~ are put to use to (6) Control his intricately decorated leather

*describes action using hands*  
puppets. He has to cause them to spring at (7) each other, give gestures

or stand at a corner – whatever the story demands. A good *dalang* must have a good

(8) Knowledge of *Balinese folk stories* to draw a crowd. *Dalangs* who hardly

know of an appealing story would not be able to make much of a (9) profit

*singular*  
as every member of the audience (10) is required to ~~pay~~ <sup>earnings</sup> to watch the

performance.

*physical endurance (continuous activity)*

Physical strength is another (11) factor used to judge if a *dalang* is well-trained. During a *wayang kulit* show, the *dalang* has to sit cross-legged,

(12) Without a break throughout the entire performance, some of which may

go on all night! (13) Needless <sup>of course</sup> to say, a night show is better than a day show

as (14) temperatures <sup>drop in the evenings</sup> drop in the evenings. Also, it is more interesting to watch

puppets ~~behind a screen~~ than to see them (15) directly.

*Contrast*





# P6 TWS CLASSES (CURRICULUM STRUCTURE)

## Key feature 1



### Develop relevant content & expand vocabulary

- think creatively to make essays more engaging
- respond thoughtfully to make conversations more dynamic

## Key feature 2



### Improve writing & communication skills

- gain exposure to a wide variety of genres
- articulate ideas clearly
- capture the audience's attention

## Key feature 3



### Personalised feedback from teachers

- emphasise strengths
- provide actionable steps for areas needing improvement
- monitor progress



- Follow a theme for each learning cycle
- Provide ample practice & hold discussions based on themes relevant to recent exam trends



# SNIPPETS OF OUR CURRICULUM

## Oral Communication

### Reading Aloud (15 marks)

- **Expression** – Vary your tone to match the events in the passage. When reading dialogue, aim to convey the emotions of the speaker.
- **Clear articulation** – Focus on pronouncing the beginning and ending sounds of each word, especially with multi-syllabic words. Ensure each syllable is distinct and avoid mumbling.
- **Fluency** – Read smoothly, without unnecessary pauses or hesitation.
- **Appropriate speed** – Avoid reading too quickly, as this can affect clarity. Maintaining an appropriate pace will help prevent stumbling over words and making unnecessary mistakes.

Last month, my classmates and I took part in a school clean-up project. Our task was to tidy up the school garden, which was overgrown with weeds and covered in fallen leaves. At first, we were unsure how to begin, but we quickly realised that working together would make the job easier.

We divided the work among ourselves to be more efficient. Some of us pulled out the stubborn weeds, while others swept the pathways and picked up litter. A few classmates helped carry the heavy rubbish bags to the bin. Even though the sun was hot, we encouraged each other to keep going. We took short breaks to drink water and rest before continuing our work. The teamwork made the task enjoyable.

By the end of the day, the garden looked neat and beautiful again. Seeing the clean space filled us with pride and satisfaction. Through this experience, I learned that teamwork is important because it makes tasks easier and faster to complete. When we help one another, we feel a sense of achievement and joy. Teamwork is not just about working together; it is also about supporting and respecting each other.

This event showed me that when we work as a team, we can achieve great things.



# SNIPPETS OF OUR CURRICULUM

## Oral Communication

Stimulus Based Conversation (25 marks)

- **Giving a personal response to the question prompts** – Share your opinions and feelings about the topic.
- **Providing reasons for your choices** – Include necessary details to justify your statements and demonstrate your ability to support your opinions.
- **Sharing insights** – Offer fresh perspectives and showcase your ability to think critically and deeply about the questions.
- **Including relevant personal experiences** – For instance, if the prompt is about being a good neighbour, share your own experiences or highlight how someone in your neighbourhood exemplifies this quality.
- **Making eye contact with the examiner while speaking** – Show confidence and engagement during your response.



# SNIPPETS OF OUR CURRICULUM

## Oral Communication (continued)

Question Prompts:

- (a) Look at the picture. What do you see happening in it?
- (b) What qualities are important for someone to do well in a chess competition?
- (c) In your opinion, is winning the most important part of a chess competition, or is enjoying the game more important? Why?

For every question, follow the structure below. State your opinion and provide at least two reasons to support it. Include a personal response to express your thoughts and feelings.

Supplementary Discussion Questions:

- (a) Do you think playing chess can help people develop patience? How?
- (b) Why do you think some people enjoy playing chess in competitions while others prefer casual play?
- (c) How do you feel when you win or lose a game of chess? Do you think it is important to handle both situations gracefully?

## Writing skills

### *Vivid Verbs – Words to replace “said”*

|                       |                                                                                                                            |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Laughter</b>       | tease, giggle, chortle, snigger, crow, gloat, mock, jeer                                                                   |
| <b>Anger</b>          | snarl, snap, curse, hurl obscenities, accuse, screech, rail, rant, bark, howl, boom, bellow, thunder, roar, warn, threaten |
| <b>Fear</b>           | whisper, whimper, stammer, yelp                                                                                            |
| <b>Surprise/Shock</b> | blurt, cry out, choke out, croak, bluster                                                                                  |
| <b>Disagreement</b>   | object, protest, rebut, retort, argue                                                                                      |
| <b>Agreement</b>      | agree, concur                                                                                                              |
| <b>Persuasion</b>     | encourage (someone) to..., suggest, hint, advise, urge, coax, propose, recommend                                           |
| <b>Ask</b>            | request, instruct, order, command, demand                                                                                  |



# SNIPPETS OF OUR CURRICULUM

## Writing skills

### Metaphors

An expression that describes a person or object by referring to something that is considered to have similar characteristics to that person or object.

E.g. You are my sunshine.

| Object 1 | Common Characteristics | Object 2 |
|----------|------------------------|----------|
| You      | bring brightness       | sunshine |

E.g. Her tears were a river flowing down her cheek. (Picture 1)

| Object 1  | Common Characteristics | Object 2 |
|-----------|------------------------|----------|
| Her tears | a lot of moving water  | river    |

E.g. I was a prisoner on the bus! (Picture 2)

| Object 1 | Common Characteristics | Object 2 |
|----------|------------------------|----------|
| I        | trapped                | prisoner |

E.g. Steam was coming out of my ears. (Picture 3)

| Object 1 | Common Characteristics | Object 2 |
|----------|------------------------|----------|
| Steam    | boiling                | my anger |

### **Try it yourself!**

Think of some metaphors you could use in your story as well.

- ① Realising I was lost, terror coursed through me, an icy river carving a path through my veins as the familiar gave way to the unfamiliar, and every direction seemed wrong.
- ② Panic set in, a cold wind howling through the corridors of my mind, as I wandered aimlessly through an endless maze.



# SNIPPETS OF OUR CURRICULUM

## Model Composition:

The following story illustrates the theme of Teamwork based on the first picture.



### **Story opener – dialogue**

"Here! This is the perfect spot!" Jason announced triumphantly. It was the first day of camp, and Jason, who had been on many similar expeditions in the past, had appointed himself as the leader of his team. "I'll pitch my tent here, and you guys can set yours up around me," Jason declared as he began laying out his groundsheet, tent pegs, tent poles, and tent.

### **① claims leadership**

"Wouldn't it be faster if we all worked together to pitch the tents?" Candice suggested.

"Nah, you guys won't be able to do it half as well. Besides, too many cooks spoil the broth!" Jason dismissed Candice with a wave of his hand. Taken aback by Jason's snooty response, Candice accidentally stepped back into the mud, earning a derisive laugh from Jason.

### **② rejects teamwork**

### **proverb**

### **CONFLICT**

### **Character VS character**

"It's okay, Candice. We'll pitch our tents together," Linda consoled her as she extended a hand to pull Candice out of the slushy mess. "It's his loss if he doesn't want to pitch his tent with us! He'll probably come crawling to us later asking for one thing or another." As the two girls trudged away to find another spot to set up their tent, Jason hollered, "Losers!" after them.

The sound of tent pegs being hammered into the ground echoed through the forest as the students worked quickly to erect their tents before dusk fell. Jason, being an old hand at camping, decided to give the girls a head start and stood at a distance, gloating over their feeble attempt at tent-pitching. "It'll be daybreak by the time you girls are done! Don't come begging to share my tent later!" Jason crowed.

### **③ mock the girls**

When Jason finally decided to start on his own tent, he realised he may have spoken too soon. He tried desperately to recall all the times he had gone camping with his father. What was the proper order again? Jason looked despondently at the tent equipment laid out messily in front of him. He had never actually built a tent by himself – he had always done it together with his father, never alone.

### **④ Struggles repeatedly**

### **\* character development (Jason's growth)**

① beginning → self assumed

② middle → experiences indignation & embarrassment

③ end → comes to an epiphany (teamwork is valuable)



# SNIPPETS OF OUR CURRICULUM

(continued)

## ⑤ tent keeps collapsing

Simile

Al...most there! Al...most! "Crash!" The sound of the tent collapsing on Jason for the umpteenth time felt like a personal rebuke. Jason crawled out, staring indignantly at the mess in front of him. To make matters worse, a loud cheer erupted from Candice and Linda's corner – they had completed their tent! Embarrassment washed over Jason as he recalled how pompous he had been. He needed help after all. metaphor

climax

Just then, the two girls sauntered over. Jason stood rooted, his face turning beet red. Instead of the chiding he expected, Candice's expression was one of compassion. "Let's help Jason with his tent! It's going to be night soon," Candice urged Linda.

## ⑥ Resolution of conflict — Candice & Linda choose to help Jason

"You're willing to help me? After all that I've said and done?" Tears welled up in Jason's eyes.

proverb

"Many hands make light work!" Linda chimed in. "Let's get to it so we can start on dinner afterward!"

falling action

→ lesson learnt

That night, as the three of them sat around the campfire roasting marshmallows and exchanging life stories, Jason had an epiphany: no one can whistle a symphony alone. He realised how quickly the three of them had managed to put up his tent together. Similarly, each of them had a part to play in setting up the campfire and preparing dinner. Indeed, teamwork divides the task and multiplies the success. Together was indeed better, and that was something he vowed to remember for the rest of his life.

link to topic

conclusion

| Words/phrases incorporated into the composition: |                                                     |
|--------------------------------------------------|-----------------------------------------------------|
| hollered <u>shouted</u>                          | <u>mocking</u><br>a <u>derisive</u> laugh           |
| triumphantly <u>in a proud way</u>               | gloating <u>feel happy about others' misfortune</u> |
| pompous <u>showing off self importance</u>       | rebuke <u>scolding</u>                              |
| sauntered <u>strolled</u>                        | countenance <u>facial expression</u>                |
| indignation <u>anger</u>                         | old hand <u>expert</u>                              |
| <u>wet, muddy</u> <u>slushy</u> mess             | too many cooks spoil the broth                      |
| epiphany <u>sudden realisation</u>               | many hands make light work                          |
| cheerlessly <u>gloomy</u>                        | feeble attempt <u>not successful/ ineffective</u>   |

too many people are involved in a task → it may fail

working together makes the task easier



# PRIMARY 6

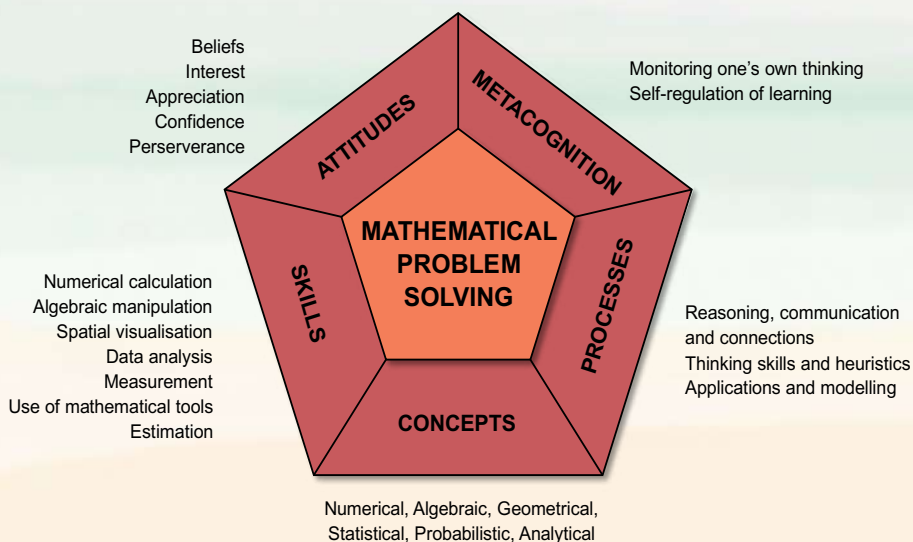
## MATHEMATICS



# PRIMARY MATHEMATICS

The MOE Mathematics Curriculum aims to enable students to:

1. acquire and apply mathematical concepts and skills
2. develop critical thinking, reasoning and problem-solving skills
3. build confidence and cultivate interest in Mathematics



| PSLE Mathematics Examination                   |                                                                                                                                                                                          |       |           |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------|
| Paper                                          | Components                                                                                                                                                                               | Marks | Weightage |
| <b>Paper 1</b><br>30 questions<br>(1 h 10 min) | <b>Booklet A</b> <ul style="list-style-type: none"> <li>10 MCQ questions (1 mark each)</li> <li>8 MCQ questions (2 marks each)</li> </ul>                                                | 26    | 50%       |
|                                                | <b>Booklet B</b> <ul style="list-style-type: none"> <li>12 short answer questions (2 marks each)</li> </ul>                                                                              | 24    |           |
| <b>Paper 2</b><br>15 questions<br>(1 h 20 min) | <b>Problem Sums (calculators allowed)</b> <ul style="list-style-type: none"> <li>5 short answer questions (2 marks each)</li> <li>10 long answer questions (3 – 5 marks each)</li> </ul> | 50    | 50%       |





# P6 MATHEMATICS CLASSES (CURRICULUM STRUCTURE)

## Key feature 1



### Step-by-step approach in our structured curriculum

- closely aligned with the latest MOE syllabus
- build a strong foundation & apply skills to solve questions

## Key feature 2



### Wide exposure to various types of heuristic questions

- learn to identify key cues, recognise concepts & solve word problems more efficiently

## Key feature 3



### Targeted revision materials for exam preparation

- revision papers/booklets featuring commonly tested questions & essential concepts

## TOPICS COVERED



### Number & Algebra

- Algebra
- Fractions
- Ratio
- Percentage



### Measurement & Geometry

- Circles
- Volume
- Angles



### Statistics

- Average

## HEURISTICS COVERED

- |                     |                                         |
|---------------------|-----------------------------------------|
| • Comparison        | • Remainder Concept                     |
| • Internal Transfer | • Unchanged Total                       |
| • Supposition       | • Constant Difference                   |
| • Grouping          | • Unchanged Variable                    |
| • Gap Concept       | • Repeated Identity                     |
| • Elimination       | • Working Backwards (and a lot more...) |
| • Substitution      |                                         |
| • Equal Fractions   |                                         |



# LEARNING JOURNEY FOR MATHEMATICS

## 4. PSLE Revision Guide

- provide a comprehensive & well-rounded summary
- simplify topics & concepts with clear explanations

## 2. Math Learning Kits

- reinforce key concepts
- enhance problem-solving skills
- facilitate engaging & effective learning

## 3. Revision Worksheets/Booklets\*

- cover targeted & essential content
- practise non-routine questions
- improve speed & accuracy

## 1. Topical Worksheets\*

- master the fundamentals
- tackle short-answer questions
- learn & apply heuristics

\*SIMILAR QUESTIONS ARE BUNDLED TOGETHER TO PROVIDE EXAMPLES AND AMPLE PRACTICES FOR STUDENTS TO EXCEL !



# SNIPPETS OF OUR CURRICULUM

## Short answer questions on Fractions:

### 1.2.1 Practice:

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <p>Jason bought 20 kg of rice. He took out <math>5\frac{3}{5}</math> kg of rice for his own use and packed the remaining rice into smaller bags. The mass of each smaller bag of rice is <math>\frac{3}{4}</math> kg. What was the greatest number of such bags he could pack?</p> <p><i>Total at first</i><br/> <i>Has units → Quantity</i></p> <p>Remaining rice <math>\rightarrow 20 - 5\frac{3}{5}</math><br/> <math>= 19\frac{5}{5} - 5\frac{3}{5}</math><br/> <math>= 14\frac{2}{5}</math> kg</p> <p>No. of bags <math>\rightarrow 14\frac{2}{5} \div \frac{3}{4}</math><br/> <math>= \frac{72}{5} \div \frac{3}{4}</math><br/> <math>= \frac{24}{5} \times \frac{4}{1}</math><br/> <math>= \frac{96}{5}</math><br/> <math>= 19\frac{1}{5}</math></p> <p>pack into smaller bags<br/> <math>\Rightarrow</math> Total <math>\div</math> each bag to find no. of bags</p> <p>Ans: <u>19</u></p>                                                                                                                                    |
| 2. | <p>Marilynn bought some stalks of flowers. <math>\frac{2}{5}</math> of them were roses and the rest were daisies. 30% of the roses were red roses. There were 24 red roses. How many stalks of daisies did Marilynn buy?</p> <p><math>\frac{30}{100} = \frac{3}{10}</math></p> <p>Total roses: 10 parts<br/>         Red roses: 3 parts</p> <p>Total flowers: 5 units<br/>         Roses: 2 units<br/>         Daisies: 3 units</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Roses</b></p> <p>3 parts = 24 (red roses)<br/>             1 part = <math>24 \div 3</math><br/> <math>= 8</math><br/>             10 parts = <math>8 \times 10</math><br/> <math>= 80</math> (total roses)</p> </div> <div style="width: 45%;"> <p><b>Flowers</b></p> <p>2 units = 80 (roses)<br/>             1 unit = <math>80 \div 2</math><br/> <math>= 40</math><br/>             3 units = <math>40 \times 3</math><br/> <math>= 120</math> (daisies)</p> </div> </div> <p>Ans: <u>120</u></p> |





# OUR PSLE REVISION GUIDE

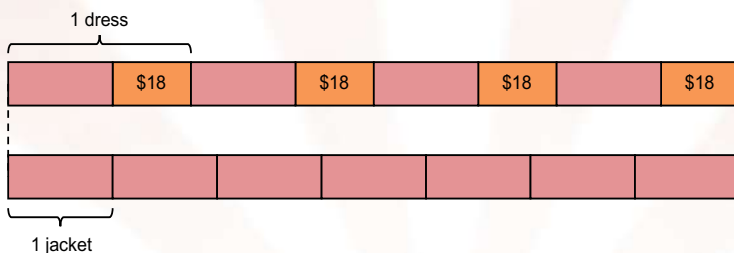
## 1e. COMPARISON

Ada spent  $\frac{1}{2}$  of her money on 4 dresses and her remaining money on 7 jackets.  
Each dress cost \$18 more than each jacket. How much did each dress cost?



### PUT ON YOUR THINKING CAP:

Since half of her money was spent on 4 dresses, the other half of her money must be spent on 7 jackets → this means the amount spent on 4 dresses is equal to the amount spent on 7 jackets.



$$\begin{aligned}\text{Extra money} &\rightarrow \$18 \times 4 \\ &= \$72\end{aligned}$$

$$3 \text{ units} = \$72$$

$$\begin{aligned}1 \text{ unit} &= \$72 \div 3 \\ &= \$24 \text{ (cost of a jacket)}\end{aligned}$$

$$\begin{aligned}\text{Dress} &\rightarrow \$24 + \$18 \\ &= \$42\end{aligned}$$

### Steps & Thought Process:

1. Draw a comparison model for the dresses and jackets bought.  
Jacket: 1 unit  
Dress: 1 unit + \$18  
4 dresses = 7 jackets
2. 4 extra \$18 = 3 units (3 extra jackets)
3. Find the value of 1 unit (which is the cost of a jacket)
4. Add the extra \$18 to find the cost of a dress.



Video Tutorial

Ans:     \$42    



# PRIMARY 6

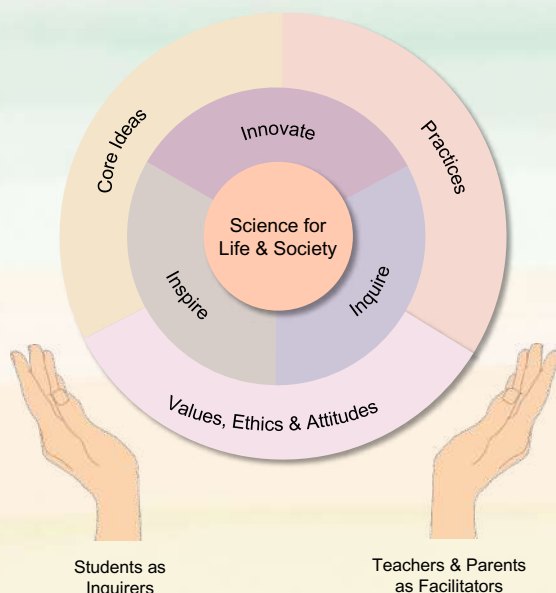
## SCIENCE



# PRIMARY SCIENCE

The MOE Science Curriculum aims to enable students to:

1. stimulate curiosity about themselves and their environment
2. understand the world through basic scientific concepts
3. develop inquiry skills, attitudes, and dispositions for science
4. use scientific concepts to make responsible decisions
5. appreciate the impact of Science on people and the environment



| PSLE Science Examination |                                                                   |       |           |
|--------------------------|-------------------------------------------------------------------|-------|-----------|
| Paper                    | Components                                                        | Marks | Weightage |
| 1 paper<br>(1 h 45 min)  | Section A<br>• 30 MCQ questions (2 marks each)                    | 60    | 100%      |
|                          | Section B<br>• 10 – 12 open ended questions<br>(2 – 5 marks each) | 40    |           |





# P6 SCIENCE CLASSES (CURRICULUM STRUCTURE)

## Key feature 1



### Extensive & systematic curriculum

- closely aligned with the latest MOE syllabus
- understand the topic thoroughly & apply content to questions

## Key feature 2



### Master process skills & answering techniques

- highlight relevant keywords
- learn template answers
- avoid common mistakes

## Key feature 3



### In-depth exam revision & effective strategies

- revision papers/booklets featuring commonly tested questions & essential concepts

## TOPICS COVERED



### Energy

- Energy in Food (Photosynthesis)
- Energy Forms & Uses
- Energy Conversion

## AND



### Interactions

- Forces
- Interactions within the Environment
  - Living Together
  - Food Chains & Food Web
  - Adaptations
  - Man's Impact on his Environment



# LEARNING JOURNEY FOR SCIENCE



GOAL !

## 5. PSLE Revision Guide

- consolidate key concepts
- provide template answers
- overview of process skills
- highlight common mistakes

## 3. Science Learning Kits & Experiments

- make learning interactive & engaging
- enhance conceptual understanding & boost knowledge retention

## 1. Topical Notes

- provide thorough content coverage
- simplify complex ideas
- apply knowledge to try-it questions
- use mind maps to summarise key learning objectives

## 4. Revision Papers/Booklets\*

- solidify understanding of important topics & questions
- familiarise with exam formats and mark allocation
- practise non-routine/ application-based questions (increasingly common in exams)

## 2. Topical Worksheets\*

- reinforce concepts with commonly tested questions
- highlight relevant keywords linked to topic

START !

\*SIMILAR QUESTIONS ARE BUNDLED TOGETHER TO PROVIDE EXAMPLES AND AMPLE PRACTICES FOR STUDENTS TO EXCEL !



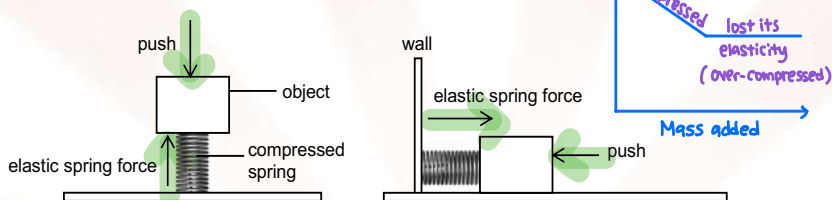
# SNIPPETS OF OUR CURRICULUM

## Forces Notes 1:

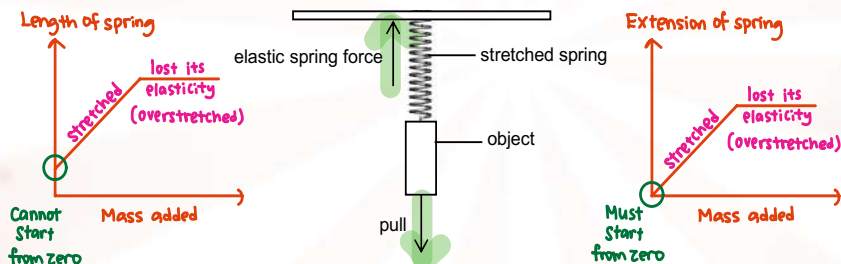
Learning Objective 5: Understand what elastic spring force is

## ELASTIC SPRING FORCE

- Elastic spring force is the **force exerted by an elastic object (e.g. a spring) when it is stretched or compressed.**
  - causes the elastic object to **return to its original length/shape when the applied force is removed**
  - contact force** (objects must be in direct contact, it cannot act from a distance)
- When a spring is pushed, it is compressed and becomes shorter.
  - decrease in length of spring: compression



- When a spring is pulled, it is stretched and becomes longer.
  - increase in length of spring: extension



- The stretched or compressed spring returns to its original shape and length when it is released.
- The greater the force applied, the greater the extension or compression.
- However, if a spring is **overstretched or over-compressed**, it will **lose its elasticity** and will no longer return to its original shape and length anymore.



# SNIPPETS OF OUR CURRICULUM

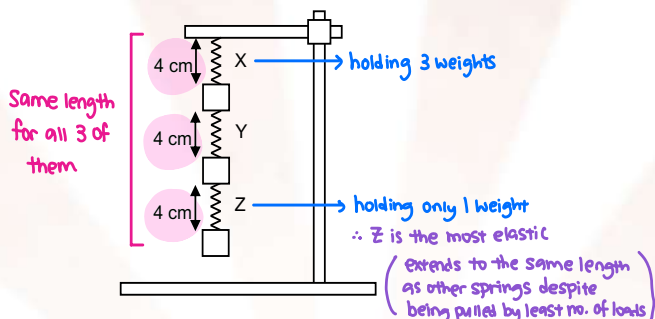
## Forces Notes 1:

FROM PSLE QN

### TRY IT 7!

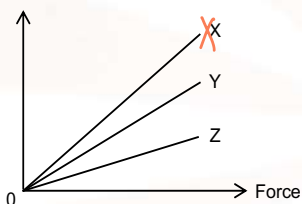
Three springs X, Y and Z have the same length.

When the springs are hung using three identical blocks, the results are as shown.

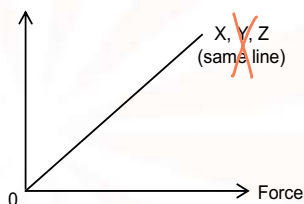


Which graph shows the relationship between the elastic spring force and the extension of the springs X, Y and Z?

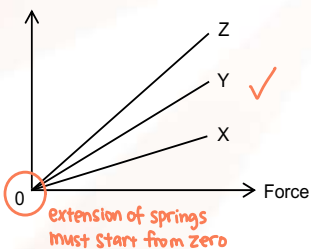
(1) Extension



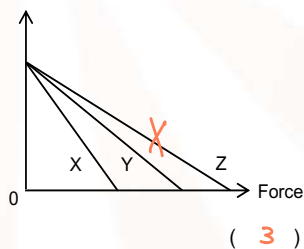
(2) Extension



(3) Extension



(4) Extension



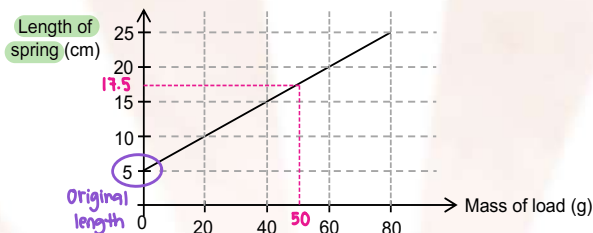
( 3 )



# SNIPPETS OF OUR CURRICULUM

## Forces Worksheet 1

6. The graph below shows the length of a spring when different weights are attached to it.



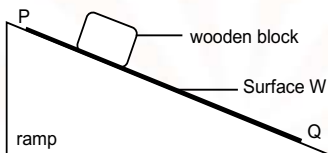
What is the extension of the spring when a 50 g load is attached to it?

- (1) 10 cm
- (2) 12.5 cm
- (3) 15 cm
- (4) 17.5 cm

$$\begin{aligned} \text{increase in length} &= 17.5 - 5 \\ &= 12.5 \end{aligned}$$

( 2 )

12. Angel released a wooden block at Point P of a ramp with Surface W and recorded the time taken for it to reach Point Q.



She repeated the experiment with three identical ramps with surfaces X, Y and Z respectively. The results were shown in the table below.

| (CV) Surface                                             | W  | X  | Y  | Z  |
|----------------------------------------------------------|----|----|----|----|
| (MV) Time taken for wooden block to move from P to Q (s) | 10 | 27 | 15 | 22 |

Smoothest roughest

block took longest time to slide down (most FF...)

Which surface is most suitable to make the flooring of a toilet to prevent slips?

- (1) W
- (2) X
- (3) Y
- (4) Z

Choose the roughest surface  
 $\Rightarrow$  most FF between the person's feet and the flooring  
 $\Rightarrow$  person won't slip & fall so easily

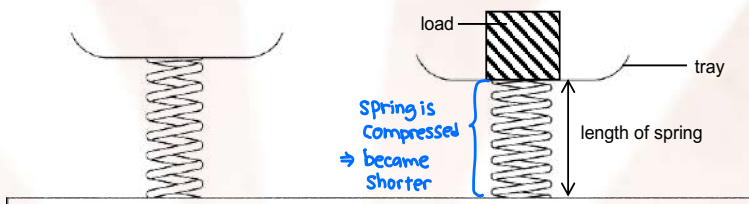
( 2 )



# SNIPPETS OF OUR CURRICULUM

## Forces Worksheet 1

2. Timothy conducted an experiment on two different types of springs, X and Y, of the same length, using the set-up shown below.



Timothy measured the new length of each spring after placing similar loads on both springs. His results are shown in the table below.

| Mass of loads added (g) | New length of Spring X (cm) | New length of Spring Y (cm) |
|-------------------------|-----------------------------|-----------------------------|
| 50                      | 14                          | 13                          |
| 100                     | 13                          | 11                          |
| 150                     | 12                          | 9                           |
| 200                     | 11                          | 7                           |

- (a) What was the <sup>before any loads were added</sup> original length of Spring Y?

$$13 + 2 = 15 \text{ cm}$$

(1 mark)

- (b) Based on the above results, how was the length of spring affected by the mass of loads added?

Relationship  
Question  
★ sequence  
matters  
(cv first)

As the mass of loads added increases, the length of spring decreases.

(1 mark)

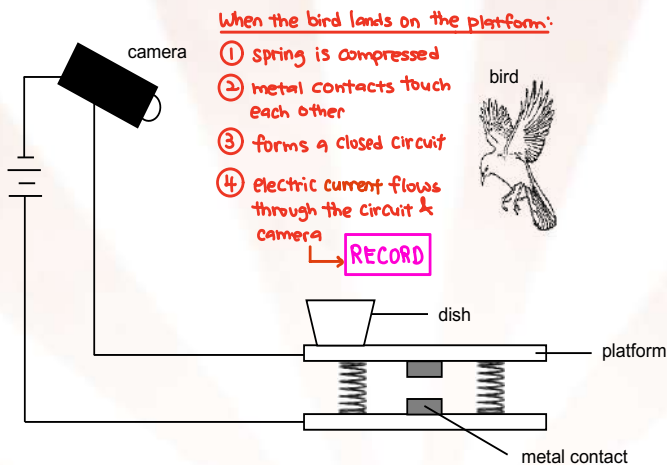


# SNIPPETS OF OUR CURRICULUM

## Forces Worksheet 1

(continued)

2. Timothy designed a set-up to take video recordings of some birds as shown below. The video will start recording only when the birds land on the platform to feed on the food in the dish.



COMPARE!

- (c) Which spring, X or Y, is more suitable to be used to ensure that his set-up can take video recordings of birds of small masses? Explain your answer.

Choose the spring that is more elastic & can compress more

- form a closed circuit more easily even if the bird is lightweight

Spring Y. For the same mass of loads added, Spring Y compressed more than Spring X, which shows that Spring Y is more elastic and would be able to form a closed circuit more easily when the bird lands on the platform.

(2 marks)

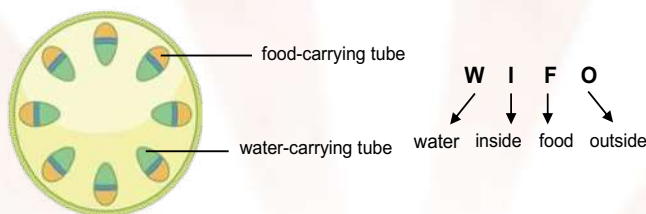


# OUR PSLE REVISION GUIDE

## SUMMARY NOTES:

### PLANT TRANSPORT SYSTEM

- The plant transport system consists of two separate tubes.
  - Water-carrying tubes: transport water and (dissolved) mineral salts from the roots to the other parts of the plant
  - Food-carrying tubes: transport food made by the leaves to the other parts of the plant



- These tubes are found in all parts of the plant, not only in the stem
  - Unlike humans, plants do not have a pump and do not transport gases.
- Different scenarios and the result:

|     | Scenario                                                                             | What will happen?                                                                                                                                                                                                                                                                                                                                               |
|-----|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (a) | Plant placed in a beaker of red-coloured water                                       | The water-carrying tubes will be stained red while the food-carrying tubes will not be stained. The leaves and flowers may also turn red.                                                                                                                                                                                                                       |
| (b) | Food-carrying tubes removed from the stem (but water-carrying tubes are not removed) | Food made by the leaves cannot be transported down to other parts of the plant below the cut, so excess food will be stored above the cut, causing it to swell.<br>OR<br>Food made by the leaves cannot be transported down to other parts of the plant below the cut, so more food is transported to and stored in the fruits, making them bigger and sweeter. |
| (c) | Water-carrying tubes removed from the stem                                           | The leaves will not receive water for photosynthesis. The leaves will turn yellow and the plant will eventually die.                                                                                                                                                                                                                                            |



# PRIMARY 6

**CHINESE**

**CHINESE COMPO &  
ORAL**



# PRIMARY CHINESE

The MOE Chinese Curriculum aims to enable students to:

1. foster communication & cognitive skills
2. become proficient users of Chinese in everyday context
3. enhance connection to the Chinese Language and culture

## 课程总目标 Main Objectives



培养语言能力

**Language Skills Development**

方法与习惯，态度与情感，知识与技能

01



培养通用能力

**General Competency Development**

思维能力，学习能力，社交与情绪管理能力，资讯科技运用能力

02



培养人文素养

**Humanistic Qualities Development**

价值观，华族文化，新加坡本土文化，跨文化

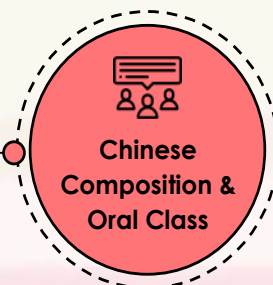
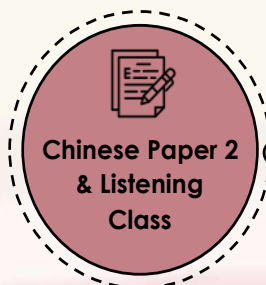
03



# PRIMARY CHINESE

| PSLE Chinese Examination                                            |                                                                                                                                 |       |           |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------|-----------|
| Paper                                                               | Components                                                                                                                      | Marks | Weightage |
| 试卷一<br>写作<br>(Composition)<br>50 分钟                                 | <ul style="list-style-type: none"> <li>命题作文</li> <li>看图作文<br/>(可任选一题作答)</li> </ul>                                              | 40    | 20%       |
| 试卷二<br>语文应用<br>阅读理解<br>(Language Use & Comprehension)<br>1 小时 40 分钟 | A 部分 <ul style="list-style-type: none"> <li>语文应用<br/>(汉语拼音/辨字/词语选择/句子选择/完成句子/意思选择/虚词选择)</li> <li>短文填充</li> <li>阅读理解一</li> </ul> | 90    | 45%       |
|                                                                     | B 部分 <ul style="list-style-type: none"> <li>完成对话</li> <li>阅读理解二</li> </ul>                                                      |       |           |
| 试卷三<br>听力<br>(Listening)<br>约 30 分钟                                 | 考生先听录音, 然后根据录音回答问题。录音的形式包括: 对话、通告、广告、说明、介绍、故事等。                                                                                 | 20    | 10%       |
| 试卷三<br>口试<br>(Oral Communication)<br>约 10 分钟                        | 朗读篇章                                                                                                                            | 20    | 25%       |
|                                                                     | 会话 <ul style="list-style-type: none"> <li>主考员根据录像短片, 跟考生进行对话。</li> </ul>                                                        | 30    |           |

## CLASSES OFFERED





# P6 CHINESE PAPER 2 & LISTENING CLASSES (CURRICULUM STRUCTURE)

## Key feature 1



### Build strong foundation (progressive learning)

- expand vocabulary
- master grammar & sentence structures

## Key feature 2



### Targeted answering techniques for exams

- identify keywords to break down questions & organise answers

## Key feature 3



### Fun activities & stories to aid in learning

- cultivate interest & foster deeper appreciation for Chinese culture



# SNIPPETS OF OUR CURRICULUM

## 完成对话:

根据短文的内容和上下文的意思, 从括号中选出适当的词语。

1. 我选的是靠近住家的邻里中学
2. ~~一定~~要选择特选中学
3. 希望你能进入你的理想中学
4. ~~hope~~不肯努力也没用
5. 肯定不能选特选中学
6. 争取~~最好~~的成绩 unrelated
7. 最主要是要自己努力学习
8. 所以我才选了这所中学 unrelated

|     |                                            |          |
|-----|--------------------------------------------|----------|
| 德华: | 富城, 你打算选哪一所中学?                             |          |
| 富城: | 我的成绩一向不错, 应该可以进入特选中学, 所以我<br><u>result</u> |          |
| 德华: | 我的成绩不太理想, Q1 _____。                        | Q1 ( 5 ) |
| 富城: | 不选特选中学, 也可以选一些校风很好的中学。                     |          |
| 德华: | Q2 _____, 希望能够被选中!                         | Q2 ( 1 ) |
| 富城: | 其实邻里中学也可以读出好成绩, Q3 _____。                  | Q3 ( 7 ) |
| 德华: | 我爸爸也是这么说。                                  |          |
| 富城: | Q4 _____ (祝福)                              | Q4 ( 3 ) |
| 德华: | 我也祝福你考进你心目中的特选中学。<br><u>wish</u>           |          |



# SNIPPETS OF OUR CURRICULUM

## 短文填空:

根据短文的内容和上下文的意思, 从括号中选出适当的词语。

虽然, 在新加坡习惯使用方言的人还是不少, 但是, 他们讲华语时很少  
 dialect  
 When there is a need  
 Q16 (1. 故意 2. 特别 3. 有心 4. 预先) 搬出方言或其他语言, 有时也是为了需要才说  
 on purpose especially set one's mind on  
 的。当然, 我们不能期望人人都能讲一口 Q17 (1. 简单 2. 纯洁 3. 正经 4. 标准) 的华  
 easy pure decent standard  
 语, 但本地的电视台却也不能为了讨观众的 Q18 (1. 欢心 2. 欢喜 3. 欢乐 4. 欢迎), 而  
 故意加入方言等在对白里。  
 dialogue  
 根据人口调查的结果 Q19 (1. 表明 2. 显示 3. 指示 4. 表现), 尽管越来越多华  
 di ài óuch á  
 Population Survey indicate show instructions performance  
 人以华语交谈, 不过, 以方言来交谈的华人还是占了不少数目, 加上更多华人改用英  
 语交谈, 华人要用华语作为母语的目标, 目前还是一项 Q20 (1. 不足 2. 挑战 3. 计划。  
 inadequate challenge plan  
 4. 困难)。所以, 我们有必要鼓励大家学习 纯正的华语, 而不是“罗杂”式的华语。  
 difficulty encourage chún zhèng luó zá

Q1 ( 1 )    Q2 ( 4 )    Q3 ( 1 )    Q4 ( 2 )    Q5 ( 2 )

和老师一起写一写词语搭配吧!

|           |          |                      |
|-----------|----------|----------------------|
| 1. 故意搬出方言 | 2. 标准的华语 | 3. 讨观众欢心             |
| 4. 调查结果显示 | 5. 一项挑战  | 一项运动<br>一项节目<br>一项规定 |

工页 is used for things classified into categories





# P6 CHINESE COMPOSITION & ORAL CLASSES (CURRICULUM STRUCTURE)

## Key feature 1



### Wide exposure to different themes & relevant words

- apply appropriate vocabulary adeptly to each theme
- express thoughts more clearly and creatively

## Key feature 2



### Learn proper structuring & different approaches

- present ideas in a clear, logical & structured way
- communicate the main points effectively

## Key feature 3



### Extensive oral practice to enhance preparedness

- speak more fluently & confidently
- improve ability to engage in meaningful dialogue



- Similar themes are grouped together
- Provide extensive practice and discussions centered on themes aligned with current exam trends.



# SNIPPETS OF OUR CURRICULUM

## 常见修辞手法之比喻 analogy

如果我们在写作文时,能用上几个比喻句,文章就更生动形象了!

### 一、什么是比喻?

比喻是写作文的一种重要技巧。是根据事物之间的相似点,把一种事物比作另一事物。用比喻句可以让表达更生动,加深读者的印象;也可以说明道理,让读者更容易理解。

(skill) (according to) (similarity)  
jì qiǎo jù sì  
vivid impression

请阅读句子,把正确的答案写在括号里。

例: 1. 弯弯的月亮像小船似的。

(月亮) 比作 (小船)

2. 天上的云彩像一朵朵洁白的羽毛。

(云彩) 比作 (羽毛)

A 比作 B

Compared to

练习: 1. 礼堂里响起了雷鸣般的掌声。

(掌声) 比作 (雷鸣)

2. 水底的鹅卵石像是一颗颗晶莹剔透的宝石。

(我 卵石) 比作 (宝石)

Crystal clear

### 二、常见的喻词

- 像、是、若、似、好像、好似、如同、仿佛、一般、一样等。

(be like)

请使用上面的词语写出比喻句并写在横线上。

例: 1. 小鸟好肥,整个身子好像一个蓬松的球。

2. 水珠在海面上如同可爱的小精灵一般,上下飞跃。

3. 童年的趣事仿佛一颗颗明亮的繁星,让你回忆。

4. 放学了,孩子们蹦蹦跳跳地跑出学校,若一只只顽皮的猴子。

练习:

1. 老师像园丁,把幼小的我们培育成一棵棵懂得知识的大树

(gardener)

(cultivate)

2. 天空中出现一道彩虹,如同一座弯弯的七彩桥

(rainbow bridge)



# SNIPPETS OF OUR CURRICULUM

## 《沉迷电脑游戏》重点句子

1. 当看到自己得了满分时，我高兴得手舞足蹈，而且心里很有成就感。
2. 爸爸听了，笑得眼睛眯成一条线，称赞了我。
3. 爸爸劝告我不要沉迷于电脑游戏，我都当成耳边风。
4. 俗话说：“人非 <sup>shèngxián</sup> 圣贤，孰能 <sup>shú</sup> 无过。”我会牢记这段经历，并把它当成一面镜子，时刻提醒自己不要沉迷于游戏，以免 <sup>huāngfèi</sup> 荒废学业。

## 参考模范作文：

### 回忆开头法

记忆像张渔网 <sup>yúwǎng</sup> 捕捉着生活中大大小小的事，很多事情已经 <sup>suí</sup> 随着 <sup>shí</sup> 时间的流逝，  
the passage of time

被我 <sup>jiànjiàn</sup> 渐渐地淡忘了，但这件事却一直留在我的脑海中……  
gradually

记得那是小四的时候，老师公布了年中的考试成绩。我得了满分，当看到自己的分数时，我高兴得手舞足蹈，也很有成就感。一回到家，我便把这个好消息告诉了爸爸。爸爸听了，笑得眼睛眯成了一条线。第二天，爸爸下班回来了，手里拿着一个

光盘，<sup>hēhē</sup> 笑呵呵地对我说：“这是给你的礼物。”我拿过来一看，原来是我 <sup>pàn</sup> 盼望已久的游戏光盘。  
CD  
long awaited/  
have been longing  
to have it



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## 参考模范作文 (继续)

从那天起，我每天都会玩电脑游戏。周末，还会邀请小明来我家一起玩。一天，小明来我家玩游戏时，送给了我一个新的游戏光盘。我一看，是我最爱的《三国演义》游戏，于是，我们那天玩到很晚才休息。渐渐地，我沉迷于电脑游戏，学习的时间越来越少了。爸爸曾多次劝告我晚上要早点休息，我却把他的当耳边风。

日子一天天地过去了，我每天都沉浸在紧张刺激的电脑游戏中，完全忘记了自己该做的事情。结果，白天上课时，我的眼皮和眼皮就像是在打架一样，我也根本听不懂老师在讲什么。

到了最后的年终考试，我竟然考到不及格。老师怒气冲冲地把我带到办公室，大声训斥了我一顿。晚上，我拖着沉重的脚步走回家。回到家后，我看到爸爸脸色铁青，便知道老师已经把成绩告诉了爸爸。爸爸语重心长地对我说：“电脑游戏只是偶尔

尔的娱乐，千万不能沉迷其中，你现在正处于求学阶段，应该把重心放在学业上。”听了爸爸的话，我觉得很惭愧，心里像被针扎一样难受。

俗话说：“人非圣贤，孰能无过。”我会牢记这段经历，并把它当成一面镜子，时刻提醒自己不要沉迷于游戏，以免荒废学业。

子，时刻提醒自己不要沉迷于游戏，以免荒废学业。

教育类结尾



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