MAVIS
TUTORIAL CENTRE
LEARN INSPIRE ACHIEVE

Curriculum Information

SECONDARY 1

MAVIS
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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 - Cover 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 performance
Exclusive Rewards – Redeem miles for exciting gifts, vouchers and more

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HEAR FROM OUR STUDENTS

'O' LEVELS 9As

"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 4AL1s

"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 8As

"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 4AL1s

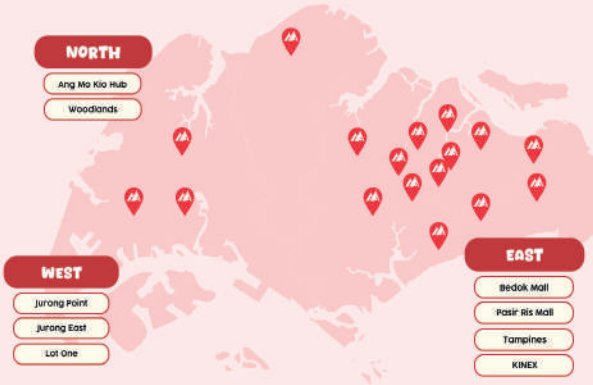
"After joining Mavis, I **felt more confident** during exams and found it easier to tackle more questions. The **comprehensive worksheets, topic summaries,** and **exam tips** made revision more effective and helped me **grasp key concepts** clearly. The teachers are also approachable and always ready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

GUO XINYAO

MavisPRO

Never Miss a Lesson Again!

Physical Lessons **R**ecorded Lessons **O**nline Lessons



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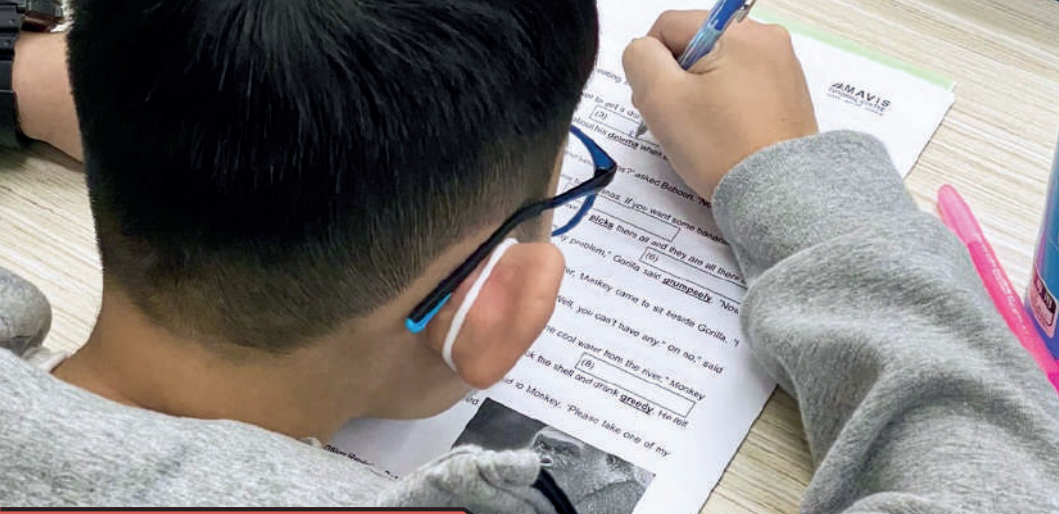

MAVIS TUTORIAL CENTRE
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SUBJECTS OFFERED FOR SECONDARY 1 STUDENTS

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 Secondary 1 students:

- English
- Mathematics
- Science
- Chinese

THE MAVIS EXPERIENCE

Oct	**Introduction Course to Secondary 1 Topics**	*Bridge the gap to Sec 1 and build confidence early.*
Nov	**Grand Seminar – Choosing the Right Secondary School**	*Gain insights and make informed decisions with your child.*
Nov	**Lessons commence**	*Give your child a head start and ease their transition to Sec 1.*
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.*
Apr	**Mid-Year Revision**	*Consolidate learning from the first half of the year.*
May	**Supplementary Home-Based Learning Lessons**	*Recap and build on what they have learnt to maintain momentum.*
Aug	**Term 3 Revision**	*Revisit key concepts to build deeper understanding.*
Sep	**Intensive Revision Booster Classes**	*Final push for excellence – maximise marks with targeted strategies.*
Sep	**End-of-Year Revision**	*Refine knowledge and correct misconceptions before the final exam.*

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

MAVIS
TUTORIAL CENTRE
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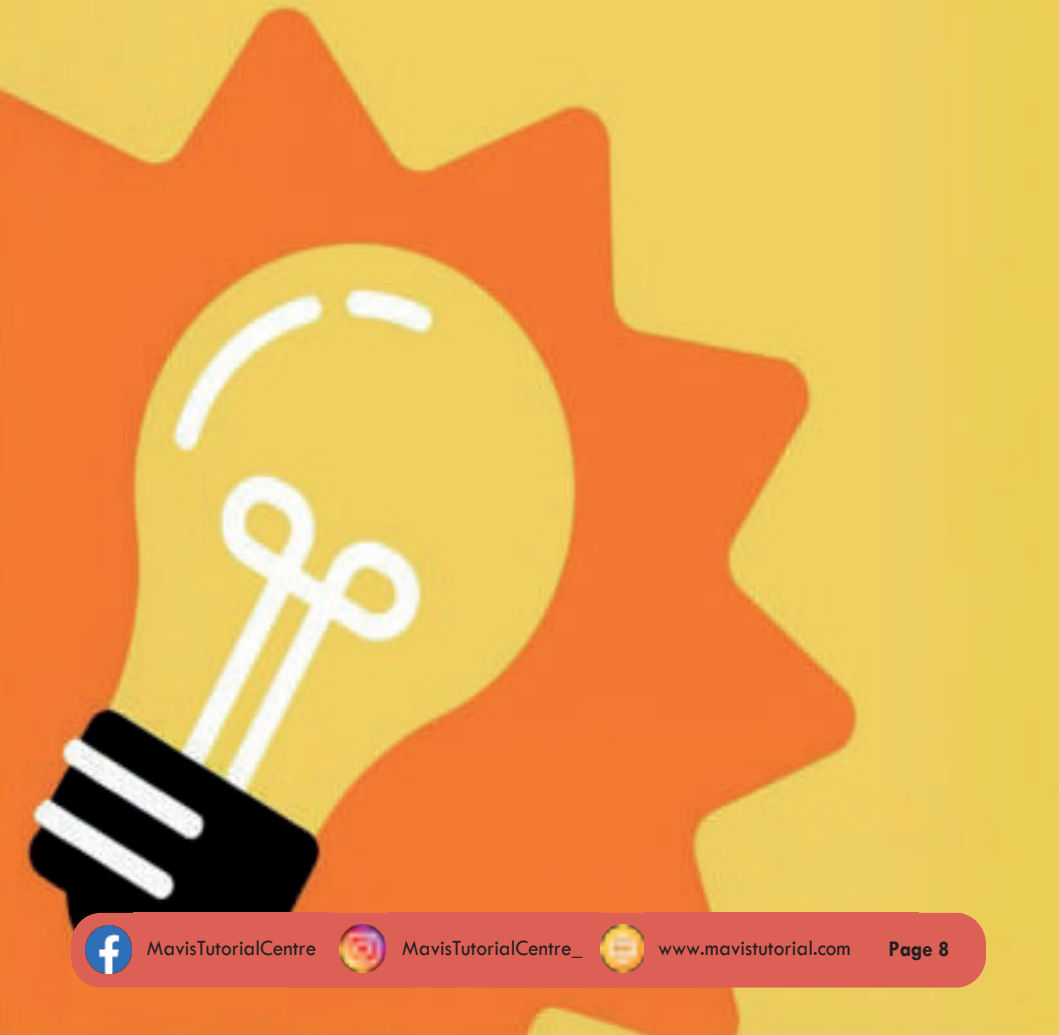
SECONDARY 1

ENGLISH



SECONDARY ENGLISH

The MOE English Curriculum aims to enable students to:

1. speak, write and represent in standard English appropriate for different purposes.
2. use English to communicate meaning and achieve impact.

1 LISTENING SKILLS

Ability to comprehend and interpret spoken language

2 SPEAKING SKILLS

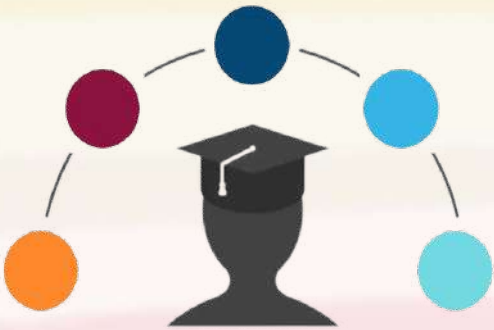
Communication through verbal expression and articulation

3 READING SKILLS

Understand variety of texts, analyse literal and inferential meaning

4 WRITING SKILLS

Expressing thoughts and ideas through written communication



S1 ENGLISH CLASSES (CURRICULUM STRUCTURE)

Key feature 1

Well-structured & progressive curriculum

- closely aligned to latest MOE syllabus
- comprehensive list of formats for Paper 1

Key feature 2

Regular updates on current affairs

- broaden general knowledge
- enhance comprehension of various contexts

Key feature 3

Thorough exam preparation

- revision booklets with tips and pointers on how to tackle different types of questions

OUR CURRICULUM

HOW WILL STUDENTS BENEFIT

WRITING

- Write clearly for the intended audience with appropriate vocabulary
- Organise thoughts to present ideas logically

COMPREHENSION

- Develop close reading & analytical skills
- Identify and summarise key information

ORAL & LISTENING

- Communicate opinions clearly
- Listen texts to identify details

Tips and Pointers for writing a Personal Recount/Narrative Essay

Know the difference!

	Personal Recount	Narrative
Definition	An event or experience that the writer was personally involved in.	Telling a story. (You do not need to be personally involved)
Example question	*"Blood is thicker than water." Write about a time when this was true for you.*	*Write a story that contains the phrase "Blood is thicker than water."*
Write in	First person (Use "I" and write from your perspective)	First person or Third person (It can either be from your perspective or from another character's perspective)
Pointers	• Event/story can be factual or imaginary, but still realistic • Include dialogue to make your recount/essay more reader-friendly (It is not a report) • Use descriptive language to beautify the retelling of your story (Again, it is not a report, so make it interesting instead of just stating what happened)	

Informal Letter

➢ **Introduction: Opening Sentences in the Introduction**

Your opening sentence should be informal:

- How are you?
- How have you been?
- How is life treating you?
- How are your children? (Writing to your aunt/uncle/married sibling or cousin)
- I hope you, Lina, and the children are having a great time in (location).

➢ **Body Paragraphs**

- The contents of your letter should be written in a personal and friendly tone.
- However, it is important to use the appropriate language with the person you are writing to.
- In the last part the situational writing, the instruction would state in what specific tone your letter should be written; an example is as follows:

*Write your letter in **clear, accurate** English and in a **welcoming, enthusiastic** tone to encourage your friend to look forward to the visit.*

➢ **Conclusion**

The conclusion is where you summarise your letter. Some examples of concluding sentences are:

- I am looking forward to seeing you.
- I cannot wait to see you soon.
- I am looking forward to hearing from you soon.
- I hope to hear from you soon.
- Send my love to...
- I hope you are doing well.

Closing

- Remember: If you put a comma after the salutation, you need to put a comma at the closing. Below are some commonly used closing informal examples:

  Best wishes/Kind regards/Best regards/Lots of love/Affectionately/Fondly

Section A - Editing (10 marks)

Carefully read the text below, consisting of 12 lines, about the life of a dedicated, young woman whose life was turned upside down after a careless mistake. The first and last lines are correct. For eight of the lines, there is one grammatical error in each line. There are two lines with no errors.

There are two more lines with no errors.
If there is NO error in a line, put a tick (✓) in the space provided.
If the line is incorrect, circle the incorrect word and write the correct word in the space provided.
The correct word you provide must not change the original meaning of the sentence.

Examples:
I arrived to my destination at 2 p.m. ……at……
My mother always wears sensible clothes. ……✓……

Maryanne was a young mother of two who worked as a receptionist in a hotel.

indicates that a plural noun is needed
Blessed with a loving husband and two obedient child, she led a simple but happy 1.children

mentioned for the first time in the text
life. Little did she expect that the accident would change the course of his untroubled 2.an

life. One fateful Monday morning, after her husband and children go to school, 3.went

The whole text is written in the past tense
Maryanne lit the stove to boil some potatoes for lunch and absent-mindedly left 4.✓

set phrase – on the afternoon shift
the paper bag of potatoes near the flames. As she was in the afternoon shift, she 5.on

thought she would take a short nap before headed for work. When she woke up, 6.heading

sentence phrasing
her four-room flat was engulfed in flames. Balls of fire surrounded her as she 7.✓

choked on the smoke. Meanwhile, neighbours who noticed the billows with dark 8.of

The whole text is written in the past tense
smoke have called the fire station. The firemen managed to save Maryanne's life 9.had

but she was not spared the agony of being burnt. Her skin was char and melted. 10.charred

Since "was" is used before the verb, the latter should be written in the past participle form
Doctors at the hospital were sceptical about Maryanne's chances of recovery.

SECONDARY 1

MATHEMATICS

SECONDARY MATHEMATICS

The MOE Mathematics Curriculum aims to enable students to:

1. develop reasoning through problem solving skills
2. connect ideas between Mathematics and other subjects through applications of Mathematics
3. build confidence and foster interest in Mathematics

TOPICS COVERED IN SECONDARY 1

Number & Algebra

- Factors & Multiples
- Real Numbers
- Approximation & Estimation
- Algebraic Expressions & Formulae
- Simple Equations in One Variable
- Ratio, Rate & Speed
- Percentage
- Number Patterns
- Linear Functions & Graphs

Geometry & Measurement

- Angles, Triangles & Polygons
- Mensuration
  - Perimeter & Area of Plane Figures
  - Volume & Surface Area of Prisms & Cylinders

Statistics & Probability

- Data Handling & Analysis
  - Tables
  - Bar Graphs
  - Pictograms
  - Line Graphs
  - Pie Charts

S1 MATHEMATICS CLASSES (CURRICULUM STRUCTURE)

Key feature 1

Robust curriculum for strong foundation

- designed in varying difficulty levels to cater to all students of different calibre

Key feature 2

Wide exposure to various types of questions

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

Key feature 3

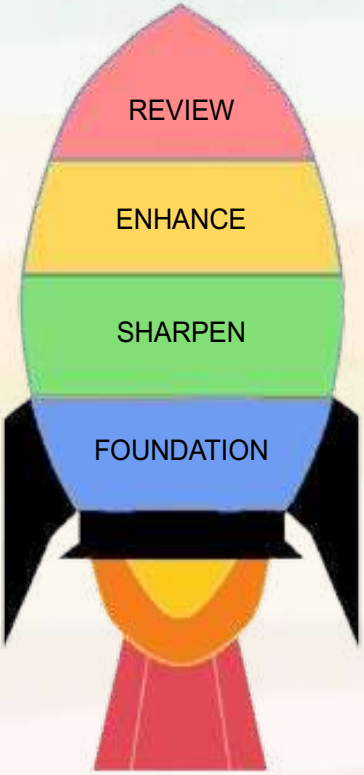
Targeted revision materials for exam preparation

- revision papers/booklets with summary notes and commonly tested questions to reinforce concepts learnt

OUR FOCUS

Understand the concepts and drill different question types → **Focus on accuracy and avoid common mistakes** → **Gain exposure to problems in real-world context** → **Master exam techniques and receive targeted support**

LEARNING JOURNEY FOR MATHEMATICS



4

Quarterly Revision Worksheets
- Targeted content
- Challenging questions

3

Maths Learning Aids
- Enhance learning experience
- Support hands-on learning

2

Got a Test Summary Notes
- Sharpen skills in various topics
- Identify and strengthen weak topics

1

Topical curriculum
- Build a strong foundation
- Gain confidence in solving

Practise Now 3

On a farm, there are chickens and goats. Each chicken has 2 legs and each goat has 4 legs. The farmer counted 50 heads and 128 legs. Let x be the number of chickens on the farm.

(a) Express, in terms of x, the number of goats on the farm.

$50 - x$

(b) Form an equation in x and solve it to find the number of chickens on the farm.

multiply

$2(x) + 4(50 - x) = 128$

$-200 \qquad -200$

$2x + 200 - 4x = 128$

$2x - 4x = 128 - 200$

$-2x = -72$

$\div -2$

$x = 36$

There are 36 chickens on the farm.

Homework Level 2

LCM of 3, 6, 2, 4 is 12

2 Solve the following equations.

(a) $\frac{3y-1}{3}+\frac{2y-4}{4}=y$ (b) $\frac{2(x-2)}{3}-\frac{2x-5}{6}-\frac{1}{2}=1\frac{1}{4}$

b) $\frac{2(x-2)}{3}-\frac{2x-5}{6}-\frac{1}{2}=1\frac{1}{4}$

$\frac{2(x-2)}{3}(12)-\frac{2x-5}{6}(12)-\frac{1}{2}(12)=1\frac{1}{4}(12)$ Multiply by LCM

$8(x-2)-2(2x-5)-6=15$

Note!

$8x-16-4x+10-6=15$ Expand

$4x-12=15$ (+12 on both sides)

Balance on both sides

$4x=27$

$x=\frac{27}{4}$ Divide

$x=6\frac{3}{4}$

OUR "GOT A TEST" SUMMARY

Quick Notes

1. Understanding…

   A number sequence is a set of numbers arranged such that each follows the preceding one according to a specific rule.

2. General Term in a Number Sequence

   Consider the set of even numbers: 2, 4, 6, 8, 10, …
   If 2 is the first term, what is the 7^{th} term, the 10^{th} term, the 100^{th} term?
   To find out the nth term, we need to figure out a formula for the general term in a sequence.
   ($n = 1$ means the first term, $n = 5$ means the 5^{th} term,…)

3. Summary
   (i) The n^{th} term, T_n, of a sequence is its general term.

   (ii) Formula of a common difference number pattern : $a + (n - 1)d$
   $a = 1^{st}$ term, $d = 2^{nd}$ term $- 1^{st}$ term
   For example: 2, 5, 8, 11, … (common difference = 3)
   Thus the n^{th} term $= 2 + (n - 1)(3) = 3n - 1$

Actual Exam Questions

1. The first five numbers in a sequence are −2, 1, 4, 7 and 10.
   (a) Find the next two terms. [1]
   (b) Find the n^{th} term of this sequence. [2]
   (c) Find the 55^{th} term of this sequence. [1]
   (d) Is it possible to have the number 359 in the sequence? Support your answer with detailed workings. [2]

Answers:

[(a): 13, 16, (b) : $3n - 5$, (c): 160, (d): No, as $n = 121\frac{1}{3}$ which is not a whole number]

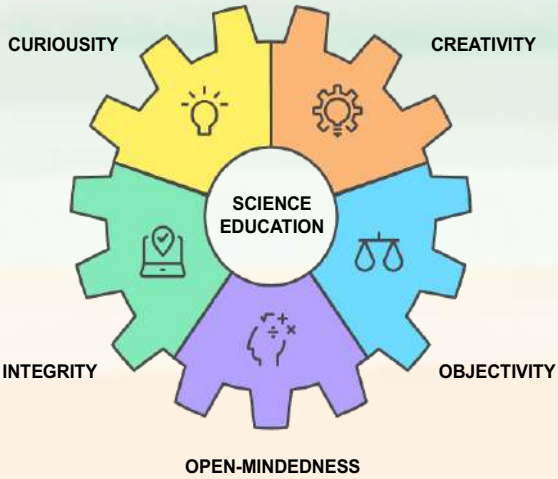
SECONDARY 1

SCIENCE

SECONDARY SCIENCE

The MOE Science Curriculum aims to enable students to:

1. be curious – desire to explore the environment
2. be creative – seek innovative ways to solve problems
3. be upright – communicate data with honesty
4. be objective – seek information to validate observations
5. be open-minded – willing to change views if the evidence is convincing



TOPICS COVERED IN SECONDARY 1

Physics

- Exploring Diversity of Matter by its Physical Properties
- Ray Model of Light

Chemistry

- Exploring Diversity of Matter by its Chemical Composition
- Exploring Diversity of Matter using Separation Techniques
- Model of Matter – Particulate Nature of Matter
- Model of Matter – Atoms & Molecules

Biology

- Model of Cells – Basic Unit of Life

S1 SCIENCE CLASSES (CURRICULUM STRUCTURE)

Key feature 1

Comprehensive notes & checkpoint questions

- closely aligned to latest MOE syllabus
- understand the topic thoroughly & relate 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 & useful strategies

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

Topical notes
- Build foundation

Topical exercises
- Practise questions

Video experiments
- Understand deeper

Targeted Support
- Uncover gaps in knowledge

Active learning
- Ask questions

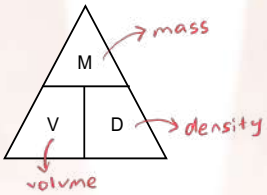
Educational websites
- Expand knowledge

Real life applications
- Analyse case studies

Revision booklets
- Revise and review

2.6 *Finding density of an object*

Density is the mass of an object per unit volume. The SI unit for density is kg/m^3.



Symbol	What does it represent	Common units
M	mass of an object	g or kg
V	volume of an object	cm^3 or m^3
D	density of an object	g/cm^3 or kg/m^3

From the above triangle, we can conclude that:

(i) Mass = Volume × Density

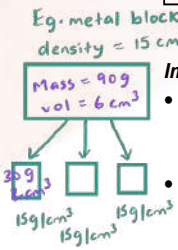
(ii) Volume = Mass ÷ Density

(iii) Density = Mass ÷ Volume

* follow the units for density!

Example Question:
An object has a mass of 300 g and a volume of 25 cm^3. What is the density of the object?

Solution:
Density = 300 g ÷ 25 cm^3
= 12 g/cm^3



Important to note:

- Objects of the same material have the same density regardless of shape and size → objects of the same material must have the same density even if it is cut into smaller pieces.
- When two different objects of different density are mixed together,
  Combined density = Total mass ÷ Total volume

Practice Questions

1. A nickel coin has a mass of 534 g and a density of 8.9 g/cm^3. What is the volume of the nickel coin?

$\text{volume} = \frac{M}{D}$

$= \frac{534}{8.9}$

$= 60\ \text{cm}^3$

Volume = 60 cm^3

2. Substance Z has a mass of 980 g and a density of 0.7 kg/m^3. What is the volume of Substance Z?

must change g to kg

$980\ \text{g} = 0.98\ \text{kg}$

$V = \frac{M}{D}$

$= \frac{0.98}{0.7}$

$= 1.4\ \text{m}^3$

Volume = 1.4 m^3

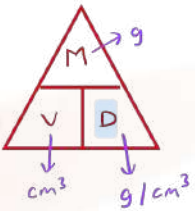
3. When five marbles were placed into a measuring cylinder filled with water, the water level rises from 25 cm^3 to 42 cm^3. If the mass of each marble is 60 g, what is the density of the marble?

$\text{volume of 5 marbles} = 42 - 25$

$= 17\ \text{cm}^3$

$\text{volume of 1 marble} = 17 \div 5$

$= 3.4\ \text{cm}^3$



$\text{Density} = \frac{M}{V}$

$= \frac{60}{3.4}$

$= 17.64705882$

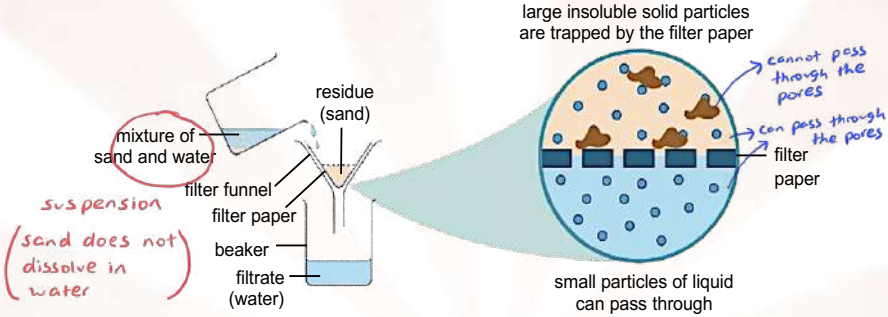
$= 17.6\ \text{g/cm}^3$

Density = 17.6 g/cm^3

4.3 Filtration

also like the cell membrane

- We use filtration to separate substances of different particle sizes.
- The filter paper (which acts like a sieve) allows particles smaller than the pores to pass through while particles larger than the pores are unable to pass through and are retained by the filter paper.
- The solid retained by the filter paper is called the residue, and the liquid that passes through the filter paper is called the filtrate.
- For instance, when a mixture of sand and water is poured into a filter funnel lined with filter paper, the sand particles are unable to pass through the filter paper and are collected as the residue, while the water particles are able to pass through the filter paper and are collected as the filtrate.



- Filtration can also be used to separate soluble substances from insoluble ones.
- Applications:
  - A tea strainer is used to separate tea leaves from tea.
  - N95 masks are used to trap haze particles from the surrounding air and prevent them from entering our lungs.

Eg:

- sand & salt → can separate
  - Step 1 : Add water & stir
    - Salt will dissolve but sand will not dissolve
  - Step 2 : Filter the mixture
    - Residue : sand
    - Filtrate : salt solution

- salt & sugar → cannot separate (both soluble in water)
- sand & chalk → cannot separate (both insoluble in water)

Checkpoint Questions

1. A sample of table salt was contaminated with barium sulfate powder and iron filings. Barium sulfate is insoluble in water.

magnetic

Which sequence of separation techniques should be used to separate and collect dried samples of each of the three substances?

A dissolve in water → distillation → magnetic attraction
B filtration → magnetic attraction → dissolve in water → evaporation
C magnetic attraction → filtration → dissolve in water → distillation
D magnetic attraction → dissolve in water → filtration → evaporation

all the water evaporate away, left with salt

remove iron filings
salt will dissolve, barium sulphate won't dissolve
residue : barium sulphate
filtrate : salt solution

(D)

2. A tea strainer removes tea leaves from tea.

Which method of separation does it use?

tea leaves are too big to pass through the holes, whereas the tea can pass through

A filtration
B distillation
C evaporation
D chromatography

(A)

should do crystallisation

3. Jimmy wanted to obtain sugar from sugar solution by evaporating the solution to dryness. What is the reason why he should not do it?

A Sugar decomposes on heating.
B Sugar has a high melting point.
C Evaporation will form impure sugar.
D Sugar is a mixture, not a compound.

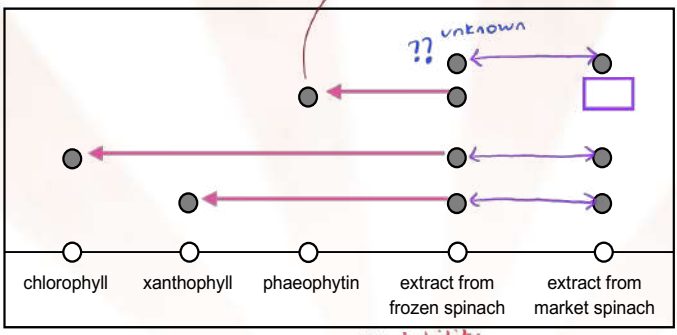
(A)

Checkpoint Questions

1. Chlorophyll is a green pigment found in green leaves. 'Old chlorophyll' can decompose into phaeophytin, a grey pigment molecule.

Jansen carried out a chromatographic experiment to compare the extract of spinach leaves obtained from two different sources, using ethanol as the solvent, and he obtained the chromatogram shown below.

move furthest away from starting line ⇒ most soluble



(a) Describe a difference in the property between chlorophyll, xanthophyll and phaeophytin as shown in the chromatogram above.

Phaeophytin has the highest solubility in ethanol, followed by chlorophyll and lastly xanthophyll.

(b) Describe the result obtained for the extract from frozen spinach.

Frozen spinach contains phaeophytin, chlorophyll, xanthophyll and an unknown pigment.

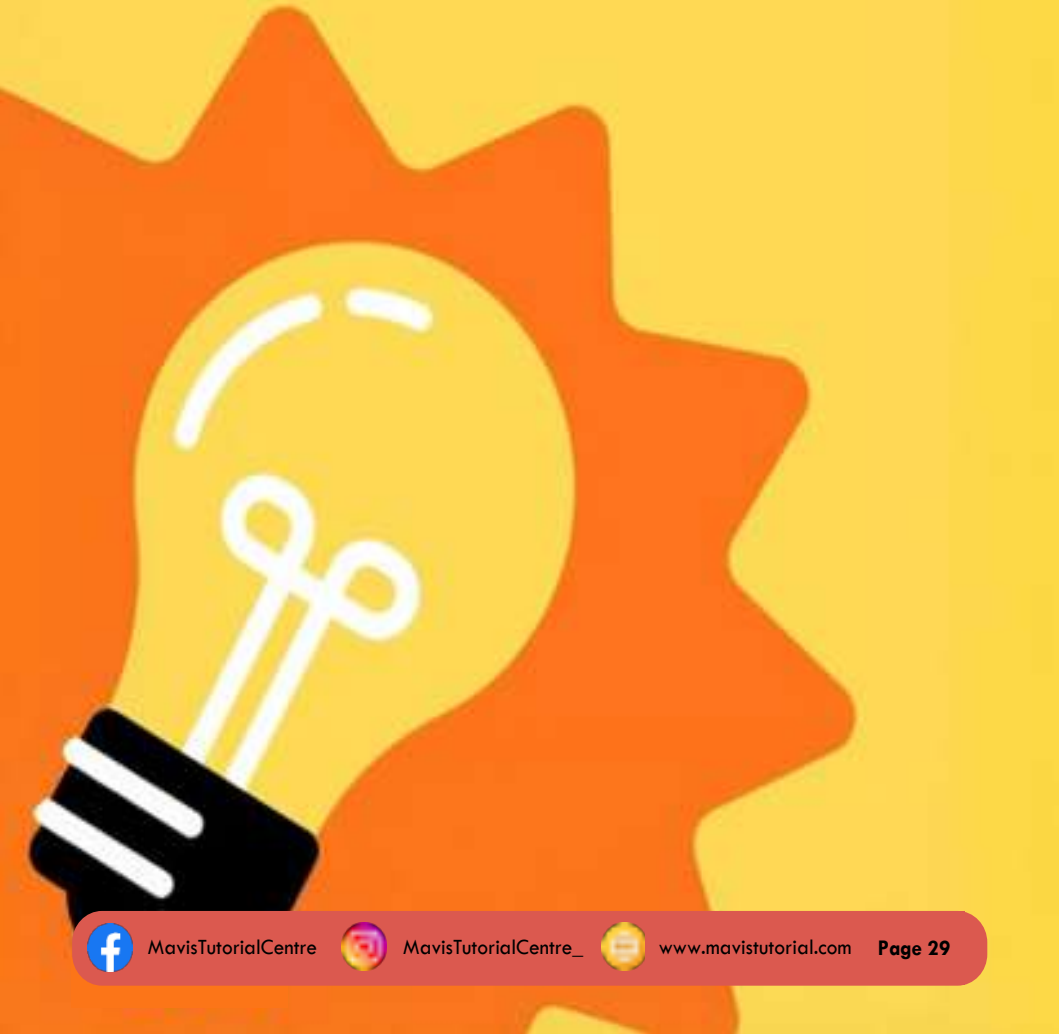
don't have phaeophytin → chlorophyll hasn't decomposed

(c) Jansen concluded that spinach bought from the market is fresher than frozen spinach. Explain why Jansen said so.

Phaeophytin is not found in the market spinach extract which shows that the spinach is fresher because the chlorophyll has not decomposed to form phaeophytin yet.

SECONDARY 1

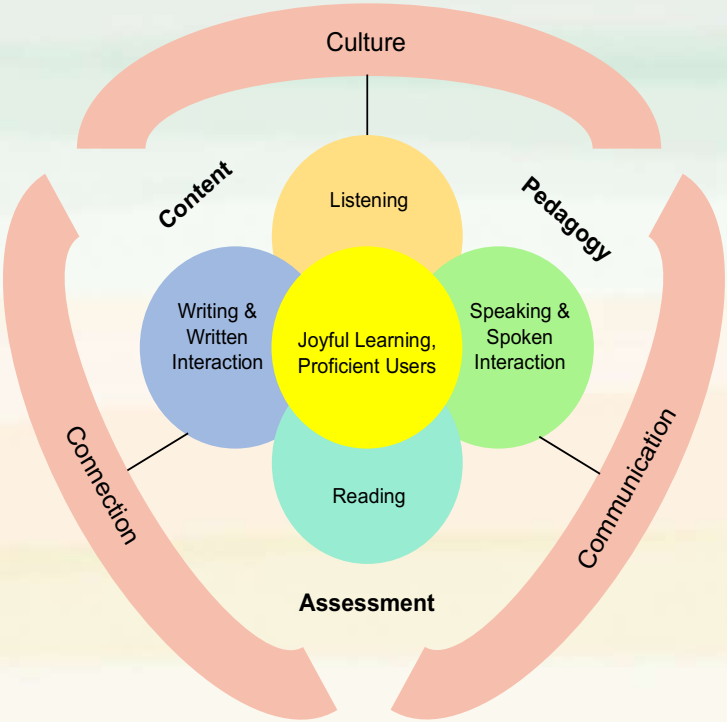
CHINESE



SECONDARY 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 Chinese Language and culture



S1 CHINESE 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 question & organise answers

Key feature 3

Fun activities & stories to aid in learning

- cultivate interest & gain better appreciation for Chinese culture

Writing
- Situational writing
- Essay writing

Comprehension
- Cloze passage
- Vocabulary corrections
- Comprehension passages 1 & 2

Oral Practice
- Reading aloud
- Oral discussion

修辞手法 – 比喻

比喻就是“打比方”，用一事物说明或描写另一事物的方法。

例如：

把“笑容”比喻成“阳光”

她的**笑容**就像灿烂的**阳光**，照亮了病人暗淡的心灵。

医生的笑容使病人心情开朗	灿烂的阳光照亮黑暗的地方

***注意：**

1. 两种**不同的性质**的事物有**相似点**；

2. 把一个事物比作成另一个更容易理解的事物。

比喻的结构，一般应由三部分组成，即**本体**（被比喻的事物）、**喻体**（作比方的事物）和**比喻词**（比喻关系的标志）。

例如：

爸爸的话**仿佛**一声响雷，把我从梦中惊醒。

本体 比喻词 喻体

二、语文应用

A 组 综合填空（每题 1 分，共 5 分）

根据短文的内容和上下文的意思，选出括号中最适当的词语，然后把代表它的数字写在下方的括号里。

新加坡植物园是本地一个著名的旅游 Q1.（1. 地方　2. 境界　3. 古迹　4. 景点 ）。一走进植物园，便能看见各种各样的花草树木。树上的小鸟轻快地唱着歌，光亮的湖水倒映着岸边的小凉亭，相映成趣。只见几只白天鹅在湖中悠闲自在地游泳，就像一艘艘 Q2.（1. 飞翔　2. 飞驰　3. 游行　4. 航行 ）在湖面上的小白船。

许多人常常带着孩子在湖边的大草地上玩耍，几乎每天都会有人玩飞盘。只见那飞盘从大草地的一端飞向另一端，画出一条 Q3（1. 弧线　2. 弧度　3. 弧形　4. 弧光 ）。还有人在湖边野餐，或者来欣赏周末音乐会。我最喜欢和家人一起坐在湖边，一边呼吸着清新的空气，一边欣赏着 Q4.（1. 疏远　2. 长远　3. 深远　4. 遥远 ）天际的云起云落。人们也都喜欢在这里拍照，留下那 Q5.（1. 象征　2. 意味　3. 标志　4. 预示 ）着永恒的纪念。

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

B 组 词语替换（每题 2 分，共 10 分）

根据短文的内容和上下文的意思，替换画线词语的其中一个字，并把正确的词语写在下方相应的格子里。

1 说来真有趣，也很 Q6. **适合**，班上的同学有很多都是姓陈的。

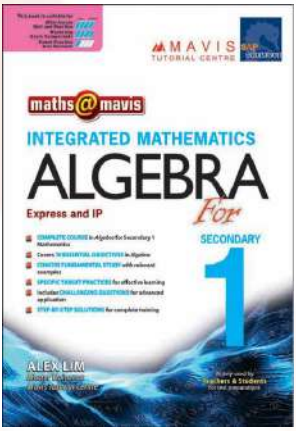
2 张老师说：“这不 Q7. **奇妙**，‘陈’是华人的大姓，所以姓陈的人 Q8. **分别**多。”

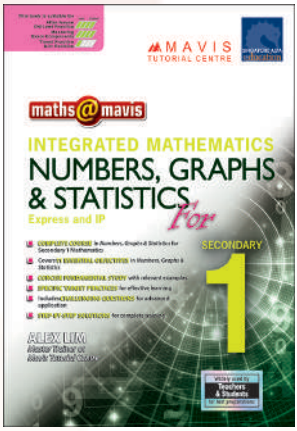
3 张老师笑了笑，接着说：“不过，我在翻看点名簿时，果然有两位同名同姓的同学，都叫‘陈有仁’，Q9. **幸运**他们都有个洋名，一个叫 SAM，一个叫 TOM，为了 Q10. **减免**混乱，我以后就叫他们的洋名好了！”

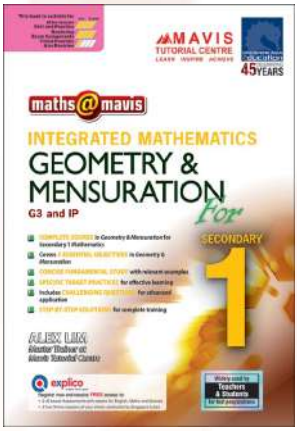
Q6.	Q7.	Q8.	Q9.	Q10.
巧合	奇怪	特别	幸好	避免

TO FACILITATE LEARNING

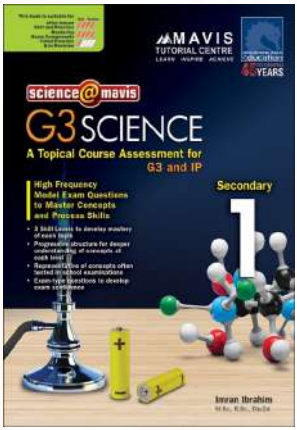
MATHEMATICS ASSESSMENT BOOKS







SCIENCE ASSESSMENT BOOK



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