MAVIS
TUTORIAL CENTRE
LEARN INSPIRE ACHIEVE

Curriculum Information

SECONDARY 2

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

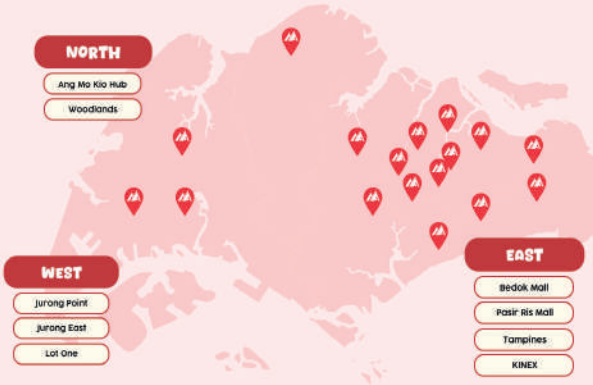
"After joining Mavis, I **felt more confident** during exams and found it easier to tackle more questions. The **comprehensive worksheets, topic summaries,** and **exam tips** made revision more effective and helped me **grasp key concepts** clearly. The teachers are also approachable and always ready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

GUO XINYAO

MavisPRO

Never Miss a Lesson Again!

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



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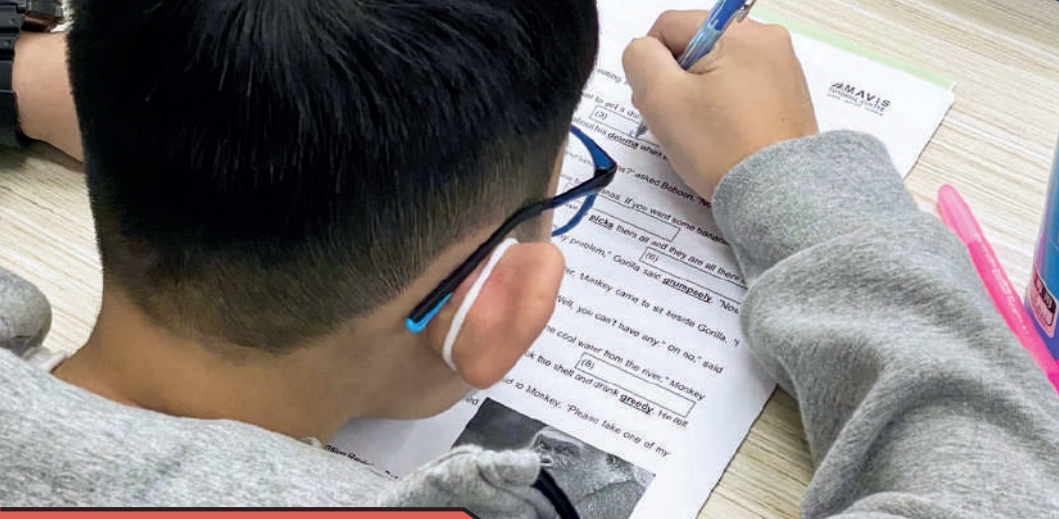

MAVIS TUTORIAL CENTRE
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SUBJECTS OFFERED FOR SECONDARY 2 STUDENTS

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 2 students:

- English
- Mathematics
- Science
- Chinese

THE MAVIS EXPERIENCE

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.*
Mar	**Parents' Workshop: Choosing the Right Subject Combination**	*Gain insights into subject pathways and make informed choices*
Apr	**Intensive Revision Course Part 1**	*Sharpen skills and tackle challenging questions head-on*
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 Course Part 2**	*Final push for excellence – maximise marks with targeted strategies.*
Sep	**End-of-Year Revision**	*Strengthen learning and wrap up the year with confidence.*

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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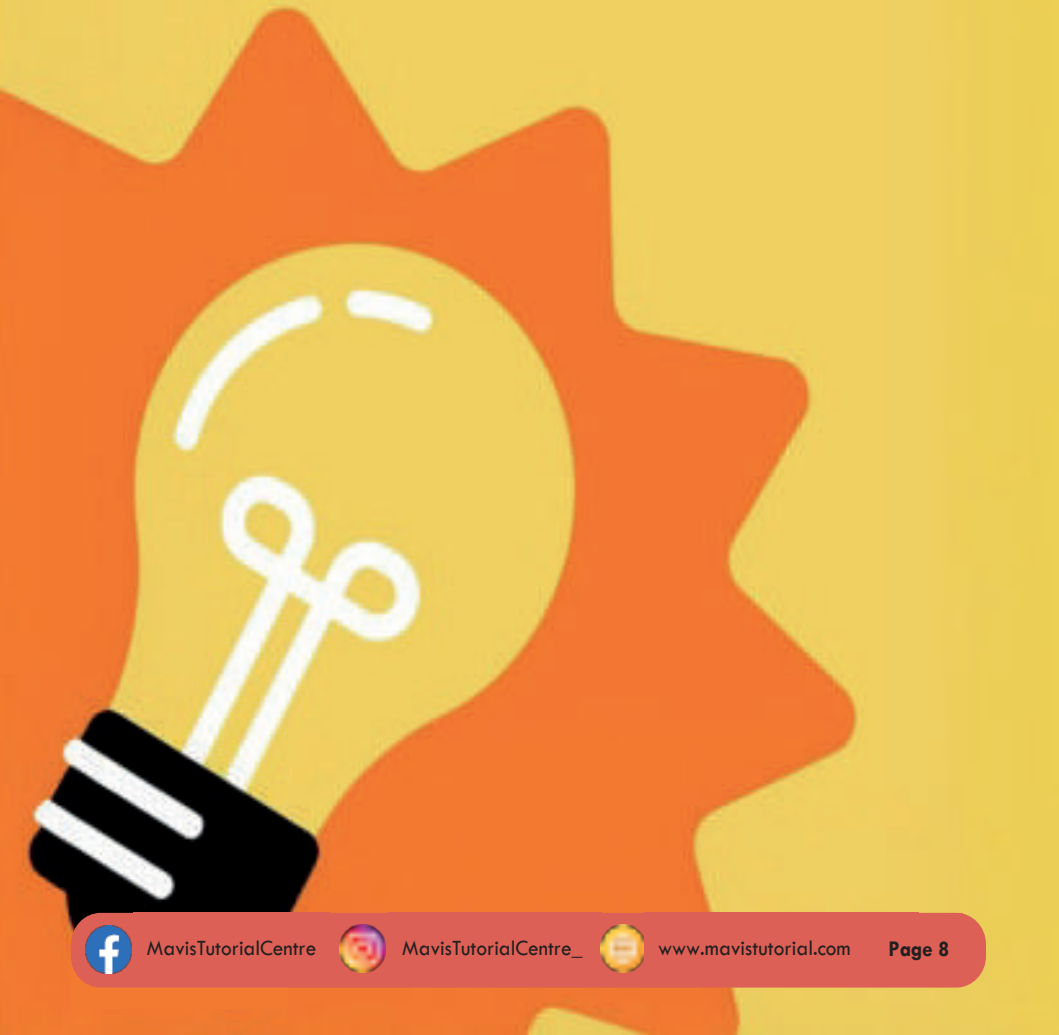
SECONDARY 2

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

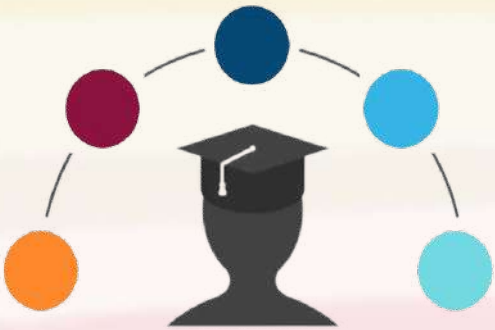
Communication through verbal expression and articulation

3 READING SKILLS

Understand variety of texts, analyse literal and inferential meaning

4 WRITING SKILLS

Expressing thoughts and ideas through written communication



S2 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 Discursive Essay

This type of writing involves the discussion of an idea and sharing of your perspectives. However, unlike an argumentative piece of writing, you are not persuading the reader to adopt any single point of view. Simply put, a discursive essay is an **UNBIASED DISCUSSION** on a particular topic.

1) Address the topic and the main ideas which you will be presenting in your essay right at the start in the Introduction. A clear and strong stand is not needed in the Introductory paragraph.

2) Present your views in an **UNBIASED** way. You need not take sides.

3) Provide various views. Explore the **POSITIVE** and **NEGATIVE** aspects of the topic.

4) Provide relevant examples and facts to **SUPPORT** your ideas.

5) Offer suggestions for possible **solutions** to the problem and state consequences or expected results.

6) Restate and summarise main views in the conclusion.

Proposal

1) When writing any proposal, use a **formal** tone.

2) The **introduction** must reflect the **purpose** (i.e. thank the person/committee for organising the activities and why you think that the activities organised are meaningful/how they are beneficial in general) and the **particular choice you have made** out of the two or three options provided in the visual)

3) There is **no need for a subject line/title** and it **must be flushed to the left margin** (We do not need to write the letters 'Re:' in front of the subject line/title)

4) **Every paragraph must be flushed to the left margin** with **one line spacing** after each.

5) **Reasons for your choice(s)** and **justification of how the activities would support your reason** must be stated clearly in your body paragraphs.

6) For upper secondary levels, you will most likely be required to **weigh the pros and cons** between a few possibilities (e.g. suggestions, ideas, etc) being put forth. In doing so, use information from the visual to **convince** the reader why you feel yours is the more appropriate choice out of the rest.

7) In the conclusion, reinforce the **purpose** of your proposal again (i.e. the choice you have made out of the three provided, your reasons for doing so and express your sincere desire for the reader to consider your proposal).

At the end of your proposal, **write "Proposed By:"** and **sign off on the next line**.

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. ……✓……

The clock struck noon about half an hour ago and it was just time for lunch.

Martha pace about in her room as she had been doing for the last few minutes. 1……paced……

Margaret, her latest nanny, has locked her in her room despite her threats 2……had……

to get her father to fire her. Pointing her long, bony finger at Martha, exactly the 3……✓……

way a witch would done. Margaret had chastised her in that annoyingly high- 4……do……

pitched voice of her. Now, for failing to complete her homework on time, 5……hers……

Martha's room had been converted into a dungeon. The windows were wide 6……✓……

opened but the sunlight that came through them seemed, to Martha, like the 7……open……

same beam that forced their way through the tiny round windows of a prison 8……its……

cell. That was exactly what her room was and would be like for the next few 9……how……

days until Margaret felt that her charged had been adequately punished. 10……charge……

Defeated and tired after all that pacing, Martha finally plonked to the ground.

(past) (past) (specific) would have done / would do scolded (belonging) like (Nanny)

her charge (person she was looking after)

SECONDARY 2

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 2

Number & Algebra

- Inequalities
- Simultaneous Equations
- Expansion & Factorisation
- Quadratic Equations
- Algebraic Fractions
- Changing Subject of Formula
- Proportion
- Map Scales
- Problem Sums

Geometry & Measurement

- Pythagoras' Theorem
- Trigonometry
- Congruence & Similarity
- Mensuration – Volume & Surface Area of Pyramids, Cones & Spheres

Statistics & Probability

- Data Handling & Analysis
  - Mean, Mode & Median
  - Dot Diagrams
  - Histograms
  - Stem-and-Leaf Diagrams
- Probability

S2 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

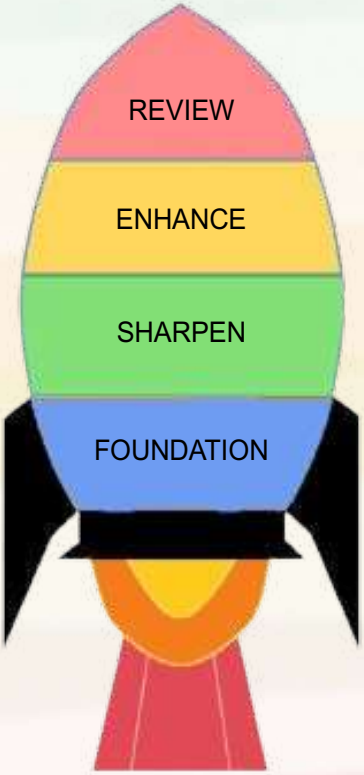
Targeted revision materials for exam preparation

- 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

Example 2

Four years ago, a man was $2\frac{1}{2}$ times as old as his daughter, but in five years' time, he will only be twice as old as his daughter. How old is the man now?

Let x be the age of man, y be the age of daughter

$x - 4 = 2\frac{1}{2}(y - 4)$ (multiply)

$= 2\frac{1}{2}y - 10$

$x + 5 = 2(y + 5)$ (multiply)

$= 2y + 10$

* change signs

$x - 2\frac{1}{2}y = -10 + 4$

$x - 2\frac{1}{2}y = -6$ — (1)

$x - 2y = 10 - 5$

$x - 2y = 5$ — (2)

(1) − (2): $-2\frac{1}{2}y - (-2y) = -6 - 5$

$-\frac{1}{2}y = -11$

$y = 22$

sub y into (2):

$x - 2(22) = 5$

$x - 44 = 5$

$x = 44 + 5$

$x = 49$

The man is 49 years old.

Practise Now 2

Make *x* the subject of each of the following equations.

(c) $w = \dfrac{ax}{R - x}$

2 subjects

* Cross multiply & expand: $w = \frac{ax}{R-x}$ (multiply) $w(R - x) = ax$

* Bring all subjects LHS: $wR - wx = ax$

$-wx - ax = -wR$

* Factorise subject: $x(-w - a) = -wR$

* Divide: $x = \frac{(-wR) \times -1}{(-w-a) \times -1}$

$x = \frac{wR}{w + a}$

Remember Cry Baby Fears Dragon

Homework Level 2

2 Express each of the following as a fraction in its simplest form.

(b) $\frac{2x}{5x^2-8x+3} - \frac{4}{5x-3}$

Factorise denominator $\frac{2x}{(5x-3)(x-1)} - \frac{4}{5x-3}$

Lcm Lcm of $(5x-3), (x-1) = (5x-3)(x-1)$

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

Combine (multiply) $= \frac{2x - 4(x-1)}{(5x-3)(x-1)}$

Simplify (Note!) $= \frac{2x - 4x + 4}{(5x-3)(x-1)}$

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

Factorise numerator $= \frac{-2(x-2)}{(5x-3)(x-1)}$

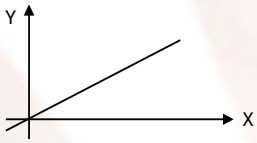
Remember the acronym:

Fit Little Man Can Swim Far.

Quick Notes

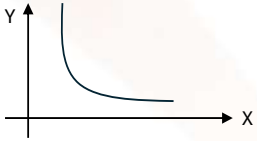
1. When two quantities, X and Y, are in direct proportion, Y = *k*X, where *k* is a constant.

2. The graph of direct proportion ALWAYS pass through the origin.



3. When two quantities, X and Y, are in inverse proportion, $Y = \frac{k}{X}$, where *k* is a constant.

4. The graph of Y against X is called a hyperbola.



5. Proportion problem sums formula :
$\frac{J_1}{n_1 \times t_1} = \frac{J_2}{n_2 \times t_2}$

Actual Exam Questions

Finding a specific value

4. *p* is directly proportional to q^3. It is known that *p* = 64 for a particular value of *q*. Find the value of *p* when this value of *q* is halved.

Percentage increase / decrease

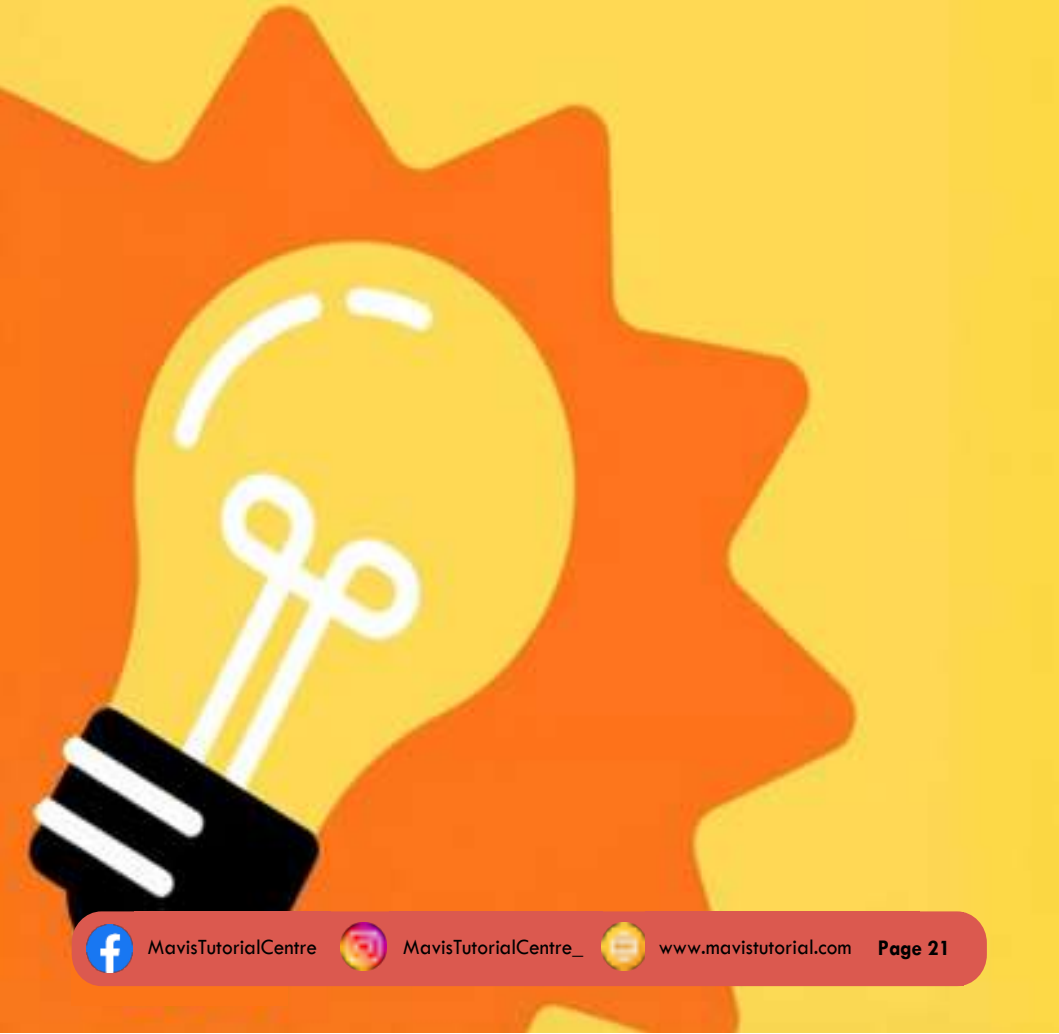
5. *y* is directly proportional to the cube of *x*. If *x* is increased by 1.5%, find the percentage increase in *y*.

Answers:

4. 8
5. 4.57%

SECONDARY 2

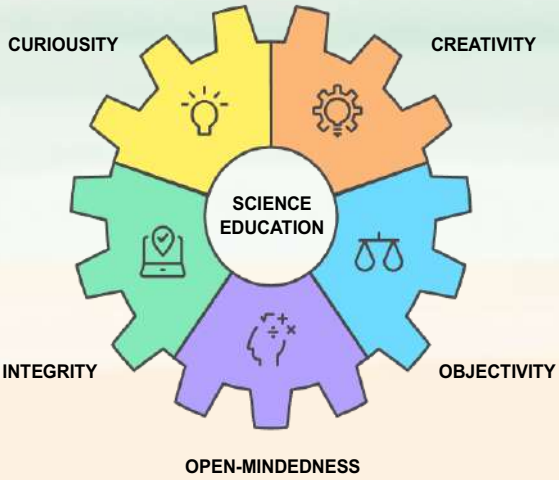
SCIENCE



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 2

Physics

- Application of Forces & Transfer of Energy
- Transfer of Heat Energy & its Effects
- Electrical Systems

Chemistry

- Chemical Changes

Biology

- Interactions within Ecosystems
- Human Digestive System
- Transport Systems in Living Things
- Human Sexual Reproductive System

S2 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

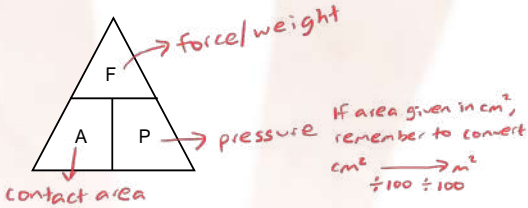
Educational websites
- Expand knowledge

Real life applications
- Analyse case studies

Revision booklets
- Revise and review

9.6 *Finding Pressure*

Pressure is the force exerted per unit area.



Symbol	What does it represent	Units
F	force exerted on the object/weight of object	Newtons (N)
A	area of contact	square metre (m^2)
P	pressure applied on the object	Pascal (Pa)
		Newtons per square metre (N/m^2)

From the above triangle, we can conclude that:

(i) Force exerted/Weight of the object = Area of Contact × Pressure applied

(ii) Area of Contact = Force exerted/Weight of the object ÷ Pressure applied

(iii) Pressure applied = Force exerted/Weight of the object ÷ Area of Contact

Example Question: → must find total contact area

A table has a mass of 24 kg. Each of its four legs has a contact area of 0.003 m^2 with the ground. Find the pressure exerted by the table on the ground.

Solution:

① Find force exerted (which is the weight of table)

② Find the total contact area

③ Divide to find pressure

Weight of table = 24 x 10
= 240 N

Pressure exerted = 240 ÷ (4 x 0.003)
= 240 ÷ 0.012
= 20 000 Pa

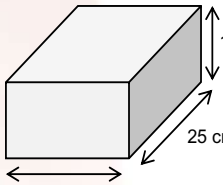
* same force applied / same weight of object
* smaller contact area, bigger pressure

Important to note:

- To find the maximum pressure exerted by the object, we look for the smallest contact area. Conversely, to find the minimum pressure, we look for the largest contact area.

Practice Questions

14. The figure below shows a box with a mass of 750 g.



(a) What is the weight of the box?

750 g = 0.75 kg

$W = mg$

$= 0.75 \times 10$

$= 7.5$ N

Weight = 7.5 N

(b) What is the minimum pressure exerted by the box?

↳ biggest contact area with the ground

Area = 0.25×0.15

$= 0.0375\ m^2$

Minimum pressure = $\frac{F}{A}$

$= \frac{7.5}{0.0375}$

$= 200$ Pa

Remember to check that units for area is in m^2
if you found area in cm^2
$cm^2 \xrightarrow{\div 100 \ \div 100} m^2$

Pressure = 200 Pa

(c) What is the maximum pressure exerted by the box?

↳ smallest contact area with the ground

Area = 0.1×0.15

$= 0.015\ m^2$

Maximum pressure = $\frac{F}{A}$

$= \frac{7.5}{0.015}$

$= 500$ Pa

Pressure = 500 Pa

11.4 Reactions of Acids

Acids can undergo three chemical reactions to form a salt.

Salt: a general term for a compound containing an element that is a metal
To find the name of the salt formed, remember:

- hydrochloric acid always forms a salt ending in "chloride"
- sulfuric acid always forms a salt ending in "sulfate"
- nitric acid always forms a salt ending in "nitrate"

(a) acid + alkali → salt + water

(all those that end with hydroxide)

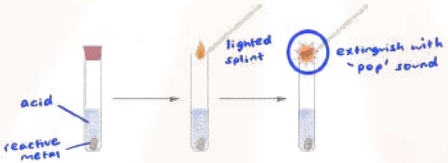
1) hydrochloric acid + potassium hydroxide → potassium chloride + water (chloride)
2) sulfuric acid + calcium hydroxide → calcium sulphate + water (sulphate)
3) nitric acid + sodium hydroxide → sodium nitrate + water (nitrate)
4) hydrochloric acid + iron (III) hydroxide → iron (III) chloride + water (chloride)
5) sulfuric acid + magnesium hydroxide → magnesium sulphate + water (sulphate)

(b) *acid + metal → salt + hydrogen* (since a gas is produced, we will observe effervescence (bubbles of gas))

(except for unreactive metals, such as copper, silver and gold)

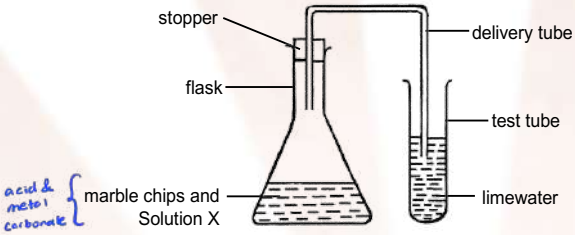
1) hydrochloric acid + sodium → sodium chloride + hydrogen (chloride)
2) sulfuric acid + zinc → zinc sulphate + hydrogen (sulphate)
3) nitric acid + potassium → potassium nitrate + hydrogen (nitrate)
4) hydrochloric acid + calcium → calcium chloride + hydrogen (chloride)
5) nitric acid + aluminium → aluminium nitrate + hydrogen (nitrate)

To test for hydrogen gas produced:
Place a lighted splint at the mouth of the test tube containing the gas. The lighted splint will extinguish with a "pop" sound in the presence of hydrogen gas.



Checkpoint Questions

5. A gas which forms white precipitate with limewater is produced when marble chips (calcium carbonate) is reacted with Solution X.



Which of the following is a possible identity of Solution X?

A bleach
B vinegar
C table salt
D aqueous ammonia

(B)

6. Which of the following best describes a positive test to show that an acid has reacted with a metal in a test-tube?

A A burning splint is extinguished with a 'pop' sound by the gas evolved.
B Limewater remains colourless when the gas evolved is passed through limewater.
C A white precipitate is obtained when the gas evolved is passed through limewater.
D A blue solution is obtained when the gas evolved is passed into Universal Indicator solution.

(A)

7. Hydrochloric acid can react with both magnesium metal and magnesium carbonate.

In what way are both the reactions similar?

A Both reactions produce the same salt.
B Both reactions produce water as the end product.
C Both reactions require the use of heat energy to proceed.
D Both reactions produce the same gas which extinguishes the lighted splint with "pop" sound.

(A)

Checkpoint Questions

1. (a) State two properties of acids.

① It has a sour taste

② It turns moist blue litmus paper red.

(b) An experiment is carried out to compare the acidity of various fruit juices. Five drops of Universal Indicator solution are added to 25 cm^3 of each fruit juice. An alkali is then added to each sample until the Universal Indicator shows that the resulting solution is neutral. The results obtained are shown in the table below.

Fruit juice	Apple	Grape	Orange	Lemon	Pear
Volume of alkali added / cm^3	9	12	14	16	6

need the most alkali to neutralise

(i) State which fruit juice is the most acidic. Explain your answer.

Lemon. It needs the greatest volume of alkali to neutralise the lemon juice and form a neutral solution.

(ii) What is the pH and colour of the Universal Indicator solution when the resulting solution becomes neutral?

pH 7 and the colour of the Universal Indicator solution is green

(c) When a piece of magnesium ribbon (metal) is added to some lemon juice (acid) in a test-tube, a gas is produced. A test is done on the gas to identify it.

acid + metal → salt + hydrogen

(i) Identify the gas produced.

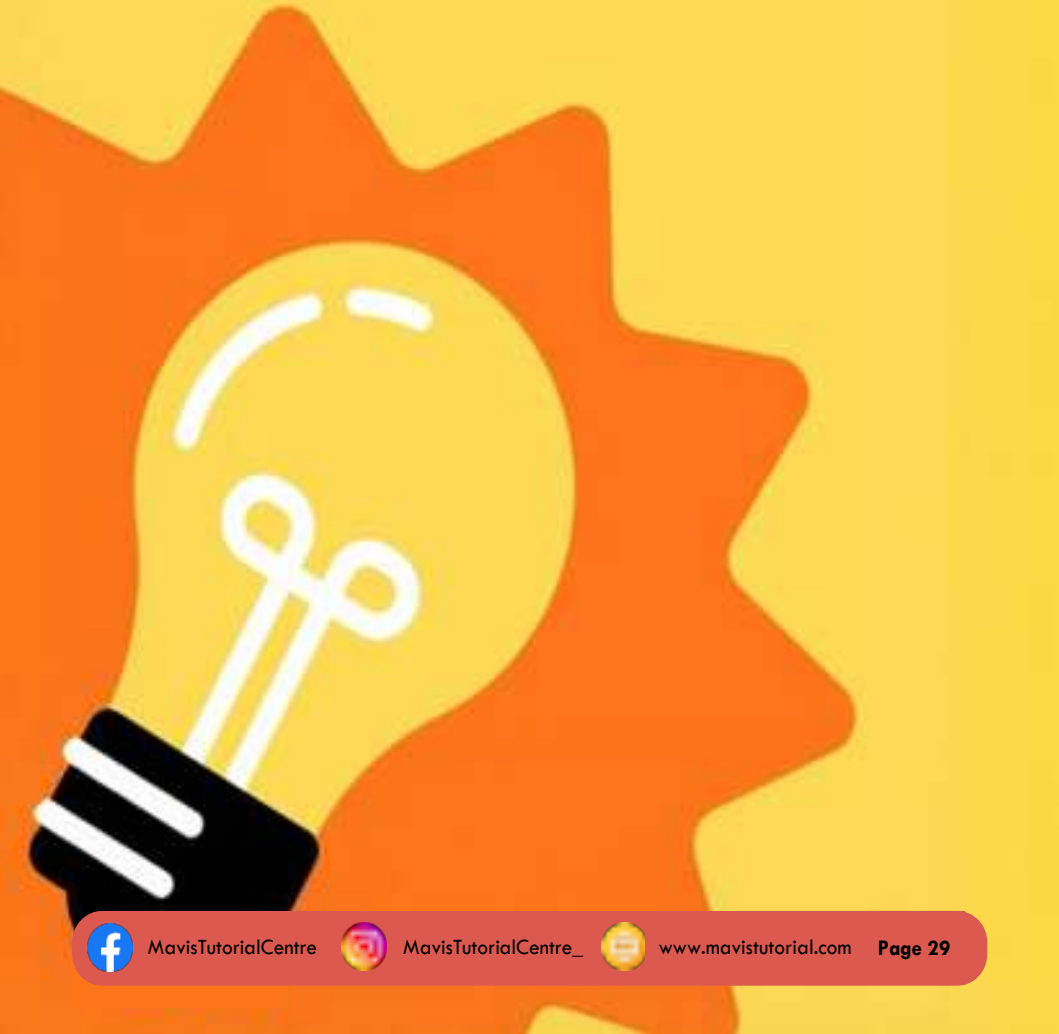
Hydrogen

(ii) Describe how the test is conducted and state the expected observations.

Place the lighted splint at the mouth of the test tube containing the gas. The presence of hydrogen gas will cause the lighted splint to extinguish with a 'pop' sound.

SECONDARY 2

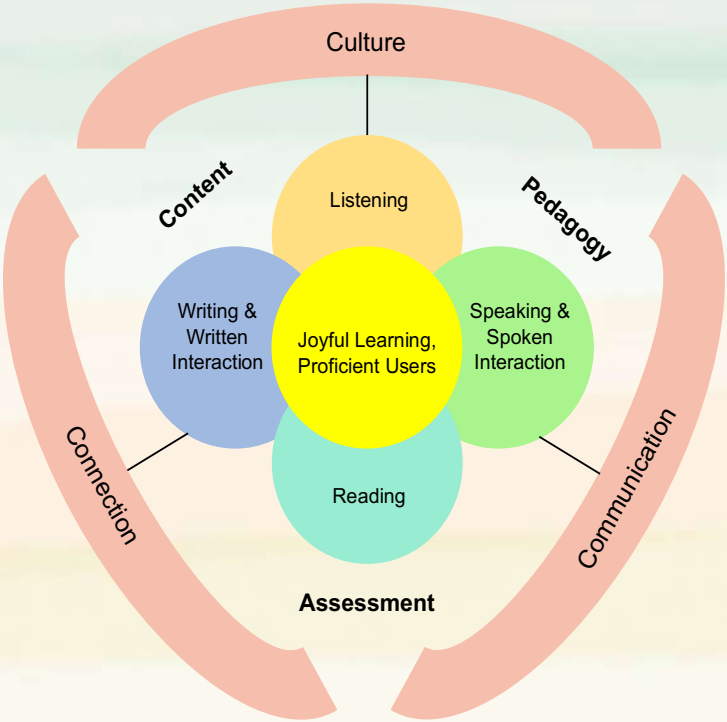
CHINESE



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



S2 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

常用修辞手法之夸张、排比

夸张

（一）定义

对事物的形象、特征、作用、程度等故意夸大或缩小描绘的一种修辞方法。

（二）夸张种类：

- **扩大夸张**：对事物形象、特征、作用、程度等加以夸大。
  例句：农夫们种的瓜很甜，几十里外就闻到瓜香了。

- **缩小夸张**：对事物形象、特征、作用、程度等加以缩小。
  例句：我的卧室只有巴掌大。

- **超前夸张**：把后出现的说成先出现，把先出现的说成后出现。
  例句：农民们都说："看见这样鲜绿的苗，就嗅(xiù)出白面包子的香味来了。"

（三）作用

1. 揭示事物的本质，烘(hōng)托气氛，加强渲(xuàn)染力，引起联想效果，引起读者的强烈共鸣。
2. 通过夸张，表达了作者……的思想感情。

A 组　综合填空（共 5 题，每题 1 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面的括号里。

1 今天，我们一家人到娱乐园游玩。

2 一踏进娱乐园的大门，映入眼帘的就是迎风飘扬的彩旗。我们 Q1（1 安抚　2 温馨　3 悠闲　4 委婉）地漫步在娱乐园里，观赏着周围美丽的景物。

3 不久，我们来到一座石桥前，站在桥头上远眺，整个娱乐园被尽收眼底，美丽的景色让人 Q2（1 爱不释手　2 无怨无悔　3 心旷神怡　4 若有所思）。

4 过了石桥，迎面就是一座巧夺天工的大假山。一道人工瀑布从山顶 Q3（1 挣脱　2 飞溅　3 穿梭　4 盘旋）而下，在阳光照耀下，闪闪发亮，Q4（1 美不胜收　2 兼容并蓄　3 十全十美　4 尽善尽美）。

5 沿路向前走，只见有滑车、空中飞车、单杆、双杆等游戏。我想玩空中飞车，刚开始，我有点紧张和害怕，但在爸爸的一再鼓励下，我终于 Q5（1 遏制　2 挣脱　3 抗拒　4 克服）了畏惧心理。坐上了空中飞车后，哇，感觉太刺激了！

6 这次出游，真令人难忘。

Q1.（ 3 ）　Q2.（ 3 ）　Q3.（ 2 ）　Q4.（ 1 ）　Q5.（ 4 ）

B 组　词语替换（共 5 题，每题 2 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　随着教育程度和生活水平的(6)增高，很多新加坡人开始注重健康，以橄榄油(7)取消其他食油来烹煮食物。

2　橄榄油是植物油，由橄榄果实(8)锻炼而成，含有丰富的维生素，是科学界公认的最健康的食油。

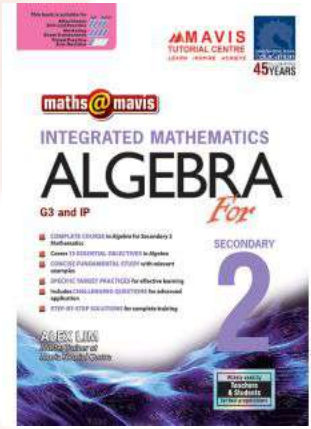
3　中东国家盛产橄榄，人们(9)普通以橄榄油烹煮食物。医生发现，当地有很多百岁老人，他们很少患上心血管疾病、老人痴呆症和癌症等疾病。

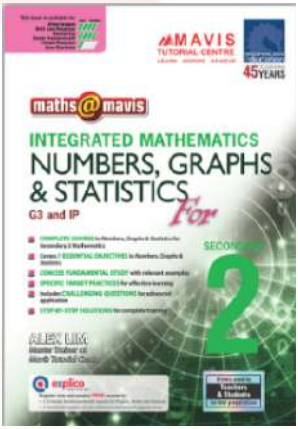
4　橄榄油的用途(10)泛泛，除了可以用在烹煮食物上，还可以外敷，对防止皮肤干燥尤其有效！

Q6.	Q7.	Q8.	Q9.	Q10.
提高	取代	提炼	普遍	广泛

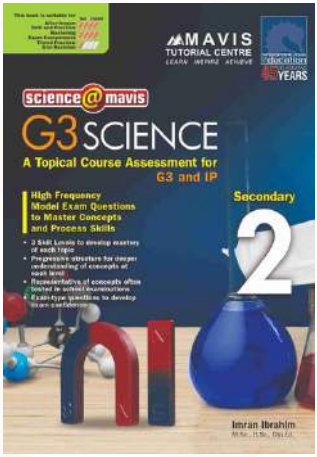
TO FACILITATE LEARNING

MATHEMATICS ASSESSMENT BOOKS





SCIENCE ASSESSMENT BOOK



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