

# St. Louis School



**2022-23 Internal Test and Exam Syllabus (Mid Year)**

# S1

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## Subject: English Language

### Syllabus

#### S1 **A. Speaking**

##### **Focus Skills: Individual Presentation and Group Discussion**

##### **Individual Presentation**

2 minutes individual presentation on the following themes:

- Unit 2: The power of education
- Unit 4: Wonderful companion
- Unit 5: Inspirational figures

##### **Group Discussion**

8 minutes group discussion for a group of four students on newspaper articles from *Quest*:

- *Quest* Issue 01 (29 September 2022)
- *Quest* Issue 02 (6 October 2022)
- *Quest* Issue 03 (13 October 2022)
- *Quest* Issue 04 (20 October 2022)

#### **B. English Dictation**

##### **Seen Dictation (70%)**

##### **Oxford Book 1A**

##### **Unit 2 Power of Education**

- Text 1 Web article (Simplified version)
  - Paragraph 2 (Lines 4-21): ‘Omodobu grabbed his backpack...by the incident’
  - Paragraph 3 (Lines 22-28): ‘In Finland,...students complete secondary education’
- Text 2 Personal email (Simplified version)
  - Paragraph 2 (Lines 7-21): ‘School starts at...too comfortable!’
  - Paragraph 4 (Lines 26-29): ‘My favourite ...to you possible!’

##### **Unit 4 Wonderful companion**

- Text 2 Short story
  - Paragraphs 5-6 (Lines 30-40): ‘Word of Bobby’s unending...a lesson to us all.’

##### **Oxford Book 1B**

##### **Unit 5 Inspirational Figures**

- Paragraph 1 (Lines 1-18): ‘My grandmother...help his grandfather.’
- Paragraph 3 (Lines 25-35) ‘Seeing how severe...left his bed.’

**Unseen Dictation (30%)****C. General English I**

The General English I paper is about grammar, usage and vocabulary. Unless otherwise stated, the syllabus outlined below is covered in Term 1 2022-23.

Three units from Oxford English 1A / 1B: Units 2, 4 and 5 + A Christmas Carol.

**(1) Vocabulary taken and derived from Oxford English**

## Unit 2

talkative	listening to lectures	education educate (verb) educated (adj)
stay focus on (verbal phrase)	teenager(s)	unfortunately
emphasize (verb) emphasis (noun)	collapse	performance (noun) perform (verb)
innovative (adj) innovation (noun) innovator (noun)	spacious	fall asleep

## Unit 4

accompany	faithful	fight off
lonely (adj) loneliness (noun)	take a sad turn	feel distressed
bury (verb) burial (noun)	funeral	from dusk to dawn
loyalty (noun) loyal (adj)	disease	devotion (noun) devote to (verb) devoted (adj)
a shelter	a statue	dedicated to

## Unit 5

passionate	thoughtful	eventually
patient(s) (noun)	role model(s)	create (verb)
inventor (noun) invent (verb) invention (noun) inventive (adj)	severe problem	award(s)
research (noun/ verb)	gradually	standard of living
opportunity/ opportunities	frequently	Inspiring
inability (noun) unable (adj)		

From Oxford Unit 1 page 13

## Mid-year Examination

adventurous	generous	confident
competitive	outgoing	energetic
considerate	introverted	

From A Christmas Carol

Christmas Eve	frightened	invite/ invitation
laughter	memory	warm-hearted
cemetery	confused	nervous
funeral	apologise	shocked

### (2) Taught Grammar Items:

Please refer to Units 2, 4 and 5 of the following coursebooks:

- Oxford English 1A and 1B
- Success Grammar Book 1
- A Christmas Carol (simple past tense)

- A. Simple Present Continuous Tense
- B. Simple Future Tense / be + going to
- C. Simple Past Tense
- D. There is / There are
- E. Wh-questions
- F. Prepositions of Place
- G. Prepositions of Time
- H. Modals: Can / Could
- I. Demonstrative pronouns
- J. Adjectives ending in -ed and -ing

### (3) Unseen Grammar and Usage Items:

- A. Proofreading (unseen)
- B. Open Cloze (unseen)
- C. Simple Present Tenses (unseen)

## D. General English II

Part I

### A: Dictionary and vocabulary skills

Ability to understand:

- parts of speech
- usage of vocabulary

### B: Reading

Themes:

- school life and education
- animals and pets
- inspirational figures
- unseen themes

Ability to:

- understand and interpret the purpose and meaning of texts

## Mid-year Examination

- identify the main theme and key details of texts
- follow the logical development of ideas
- identify the contextual meaning of words and phrases
- interpret the tone and mood of a writer
- distinguish and evaluate views, attitudes or arguments in texts
- understand the use of a range of language features in texts

Question types including:

- Multiple choice (MC)
- Fill in the blanks
- Form / Table-filling
- True / false / not stated statements
- Matching
- Quoting
- Diagram
- Short response (word / phrases)
- Sequencing
- Proofreading
- Long question (complete sentences with elaboration required)

### Part II: English Language Arts

**Components:**

**A: Short story: Mr Mongoose and Mrs Hen by James Berry**

**B: Unseen poem OR Extract from an unseen short story**

#### References

**Main text:** *Fifty-Fifty Tutti-Frutti Chocolate Chip & Other Stories* by *Esther Menon*

**Short story: Mr Mongoose and Mrs Hen (pp. 1-7)**

Resources: (on ELA Google classroom)

- a. Powerpoint
- b. Worksheets in file / Tasks on Google classroom

#### Key literary devices (figurative language)

(i) Video: <https://www.youtube.com/watch?v=vqLyKhV0qmM>

(ii) Handout Table of Literary Devices:

[https://drive.google.com/file/d/1Gg\\_fw2N4PuZpfVLJw-UedSb-oMaPiip2/view?usp=sharing](https://drive.google.com/file/d/1Gg_fw2N4PuZpfVLJw-UedSb-oMaPiip2/view?usp=sharing)

#### Supplementary worksheets

**Google Classroom & material or tasks on the classroom**

**Students need to be familiar with the following:**

- the purpose of reading & the purpose of a fable
- the opening paragraph (exposition of a story) and its purpose
- literary/writing devices (figurative language) including use of foreshadowing, the rule of three, rhyme, simile, metaphor, personification, onomatopoeia and alliteration
- the underlying theme and/or main message or moral of a story
- the following story elements: character(s), setting, plot, conflict, resolution and twist
- characterization: how the author builds a picture of the main characters and their relationships
- the content/what happens in the story
- understanding of point of view: <https://www.slideshare.net/elkissn/point-of-view-41236427>

## Mid-year Examination

### **Key skills needed overall:**

- Ability to support your opinion/viewpoint with evidence/examples/reasons
- Ability to infer meaning of vocabulary from context
- Ability to infer message or theme of texts

### **E. Writing**

**Focus skills: Use of features appropriate to the genre, logical organization of ideas & argumentation, and enhancement of content with suitable supporting details**

#### **Writing genres/text types:**

- Personal email
- Blog entry
- Narrative

<b>Writing genres/text types:</b>	<b>Reference</b>
Personal email	Oxford English 1A: Unit 2: The power of education & writing handouts and worksheets
Blog entry	Oxford English 1B: Unit 5: Inspirational figure & writing handouts and worksheets
Narrative	A Christmas Carol & Writing handouts and worksheets

### **F. Listening**

The question types and format will be modelled after Essential Listening Book 1 Mock Test 1.

**Subject: Chinese Language**

## Syllabus

S1 卷一

實用文：書信  
長文寫作

卷二

1. 聆聽
2. 閱讀理解
3. 重點篇章

單元一	《楊修之死》 《桑中生李》
單元二	《岳飛之少年時代》 《木蘭辭》
單元三	《背影》

4. 語文運用
  - 單元一：1.42-1.44
  - 單元二：2.43-2.47
  - 單元三：3.39-3.45
5. 文言知識庫
  - 單元一：1.25-1.26
  - 單元二：2.15-2.17、2.37-2.38
6. 成語
  - 成語工作紙(一)至(三)

**Subject: Mathematics**

## Syllabus

S1 Book 1A: Chapter 0 to Chapter 5

[except 5.3A, B, C and 5.4C – Drawing Solids on Grip Papers]

**Subject: Integrated Science**

## Syllabus

S1 Book 1A, Unit 1 and Unit 2



## Subject: Chinese History

### Syllabus

- S1** 中華民族與早期國家的起源 P.4-21  
 西周封建 P.24-33  
 春秋戰國時期的變局 P.36-43  
 秦朝的統一、統治措施及衰亡、楚漢相爭 P. 54-72

## Subject: Chinese History (NCS)

### Syllabus

- S1** 上古神話(盤古、女媧、后羿、嫦娥)  
 單元一  
 第一章 P.2-14  
 第二章 P.15-19

## Subject: History

### Syllabus

- S1** **History, culture and heritage of early Hong Kong region**  
 1. Textbook 1B p. 204-224, 231-236, 250-253 & 254  
 2. Workbook 1B Topic 4 p. 2-5, 6-7 (#1-3 & 5-6), 10-11 & 16-17

## Subject: Geography

### Syllabus

- S1** C1: Using Urban Space Wisely Textbook Unit 1 – 3

## Subject: Religious Studies

### Syllabus

- S1** Ch.1,2,3,5

**Subject: Computer Subjects**

**Syllabus**

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| <b>S1</b> | <p>1) Note: (i) Google Search<br/>(ii) Cloud and Google Drive<br/>(iii) Google Sheets<br/>(iv) Google Forms</p> <p>2) Workbook Google Drive for Project Learning<br/>(Ch.1: 1.1 and 1.3, Ch.2: 2.2, 2.3, 2.5 and 2.6, Ch.3: 3.2, 3.3 and 3.4, Ch.4: 4.3)</p> <p>3) eClass – Email</p> <p>4) Tips for setting password</p> <p>5) Google Search Worksheet 1, Worksheet 2 and Worksheet 3</p> <p>6) Google Docs Task 1, Task 2, Task 3 and Task 4</p> <p>7) Google Sheets Task 1, Task 2 and Task 3</p> <p>8) Google Sheets Functions: SUM, MAX, MIN, AVERAGE, LEFT, MID, RIGHT</p> <p>9) Google Sheets : autofill, sorting, filtering, conditional format, cell reference, cell range and basic calculation</p> <p>10) Google Forms Task 1</p> |
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**Subject: L&S**

**Syllabus**

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| <b>S1</b> | <p>Core module (1): Personal Growth (I): Self-understanding, Self-esteem and Self-confidence</p> <p>A. The many faces of ‘self’</p> <p>B. Self-esteem and self-confidence</p> <p>C. Emotion management and ways to cope with negative emotions</p> <p>D. Establishing self-confidence to face difficulties and failure</p> <p>Core module (5): Family Life: Enhancing Family Life</p> <p>A. The importance of family in life</p> <p>B. The roles of and responsibilities of family members</p> <p>C. Relationships between family members</p> |
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