

St. Louis School



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

S3

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Subject: English Language

Syllabus

S3 Reference / Revision Materials

References	Unit / Theme Covered
Oxford English 3A	Unit 2: A good Samaritan (Charity)
Oxford English 3A	Unit 3: Making a blockbuster (Movie Industry)
Oxford English 3A	Unit 4: What does the future hold? (Technology)
Oxford Success in Grammar 3	
Oxford Advanced Listening 3	
Supplementary worksheets	

Paper: General English I (GEI)

Focus items: Vocabulary & Grammar

Components

- A. Vocabulary
- B. Tenses (all tenses including the past perfect)
- C. Active and passive voice
- D. Conditional sentences (Types 0, 1, 2) with the use of “unless”
- E. Connectives (all connectives including “so”, “so that” and “so as to”)
- F. Reporting statements
- G. Reporting questions
- H. Open cloze
- I. Proofreading

A: Grammar

	From Oxford English 3A	From Oxford Success in Grammar 3
Passive voice	Unit 2 p. 46-47	Unit 2A p. 17-26
The past perfect	Unit 2 p. 48-49	Unit 6A p. 97-105 Unit 8B p. 137-140 Unit 8C p. 141-144
Conditional sentences (Types 0, 1, 2) with the use of “unless”	Unit 2 p. 49-50 Unit 3 p. 79	Unit 2B p. 27-29 Unit 2C p. 30-32 Unit 3B p. 44-46
Using so, so that and so as to	Unit 3 p. 80	Unit 3C p. 47-49
Reporting statements	Unit 4 p. 111-113	Unit 4B p. 58-63 Unit 8A p. 133-136
Reporting questions	Unit 4 p. 113-114	Unit 4C p. 64-48
Other supplementary worksheets		

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B: Vocabulary

Students are required to know the different parts of speech.

Unit 2 – A Good Samaritan

accomplish	avatars	boost
cause	genuine	grave
impoverished	in dire need	nominees
petition(s)	poverty	refugee
solidarity	viral	volunteer

Unit 3 – Making a Blockbuster

From OE 3A Unit 3 Text 1 (p. 68-69)

Adjectives

Positive	Neutral	Negative
soaring	shimmering	tedious
spectacular	futuristic	mediocre
legendary		forgettable
exotic		
realistic		

Other vocabulary or expressions

fusion	sense of pride
thrill	fondness
fake	give / have a free rein
transform	battle it out

Unit 4 – What does the future hold?

Modern gadgets & inventions

augmented reality (games)	drone(s)	fitness tracker(s)	laptop(s) /tablet(s)
self-driving car(s)	smartphone(s)	smartwatch(es)	

Using the suffixes -ible & -able

Root word	Adjectives formed
access	accessible
memory	memorable
afford	affordable
remark	remarkable
knowledge	knowledgeable
value	valuable

From OE 3A Unit 4 Text 2 (p. 104-105)

virtual reality	questionable	lend a hand
diminish	mobilise	turn a page
capability / capable	instrumental	trending
errand	keep track of	capture
incentive	command	engage in
consequence	ultimately / ultimate	

Paper: General English II (GEII)

Focus skill: Reading

A: Dictionary and vocabulary skills (around 20% of paper total)

Ability to understand:

- parts of speech
- usage of vocabulary

B: Reading (around 80% of paper total)

Themes:

- Charity
- Entertainment with the focus on the movie industry
- Technology
- Unseen themes

Ability to:

- understand and interpret the purpose and meaning of texts
- 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) | • Diagrams |
| • Fill in the blanks | • Short response (word / phrases) |
| • Form / Table-filling | • Sequencing |
| • True / false / not stated statements | • Proofreading |
| • Matching | • Long question (complete sentences with elaboration required) |
| • Quoting | |

Paper: Composition (Writing)

Focus skills: Expressing and elaborating on ideas in writing

Writing genres/text types:

Genre/ Text type	Reference
Narrating a story	<i>OE 2B p. 25-29</i>
Newsletter article	OE 3A p. 58-61, handouts, Vocabulary Building OE 3A p. 44-45
One-sided argumentative	Handouts, Vocabulary Building OE 3A p. 76-77

Methods to enhance content:

Students should understand the following themes and the relevant vocabulary:

- Charity
- Films
- Science and technology

Paper: Oral (Speaking)

Focus skills: Presentation & Discussion

Part A: Individual Presentation

(6 minutes of preparation, 2 minutes of presentation)

Topics based on one of the themes covered in Oxford English:

- Unit 2: A good Samaritan (**charity**)
- Unit 3: Making a blockbuster (**movies**)
- Unit 4: What does the future hold? (**technology**)

Part B: Group Interaction

(8 minutes of preparation, 8 minutes of discussion for a group of 4)

Topics based on articles from Quest:

- Issue 1 (released 29 September 2022)
- Issue 2 (released 6 October 2022)
- Issue 3 (released 13 October 2022)
- Issue 4 (released 20 October 2022)

Paper: Listening

Part A: Short tasks

Pay close attention to the instructions! You need to circle, underline, fill in blanks/spaces with one or more words, use block letters etc.

Students need to be familiar with the following:

- Months, dates, days of the week, numbers, place names, common people's names, shapes, following directions etc
- Correct capitalization requirements
- Listen for plural vs singular noun forms

(Note: this list is not exhaustive, only gives you some examples.)

Students need the skills to listen and fill in information; any of the following:

Tables of information	Fact Files/ Fact Sheets
Web pages of websites	Posters
Leaflets	Note Sheets
Meeting Notes	Labelling survey forms or charts
Captions of pictures	Reports
Layouts e.g. articles, newspapers etc	Floor Plans
Maps	Notices
Forms	

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Part B: Integrated skills: Extended writing tasks

Students need the **writing skills** to write any of the following text types:

* You need to **recognize the text type needed**

** Study the **writing templates given to you in lessons**

Emails	Letters e.g. thank you, request, invitation, application, asking for information etc
Reports	Proposals
Notices	Blogs

Students need to be familiar with the correct conventions of writing:

- **Know the difference between formal and informal pieces of writing**
e.g. use of correct salutation (greeting) and complimentary closings (e.g. *Yours sincerely, Yours faithfully, Kind regards, Best wishes* etc.)
Formal pieces of writing: No use of contractions (e.g don't, I'm, can't, etc), abbreviations (e.g. HK) or colloquial/slang
- How to order the final part in, for example, a formal letter vs an informal letter

Yours faithfully, OR Yours sincerely, James Lee Social Service Club

Regards, Susan

Students need to be able to **summarise information** and **show the ability to use information from the Data File**, but **use their own words**

- The **skill of paraphrasing** and using your own words is important.
- **Avoid copying directly word for word from the Data File.**

Students need to know how to use the Data File:

- Skimming & scanning skills
- Choosing **only the relevant information** (*often, there are 'red herrings' or misleading information which you are not supposed to include*)
- **Following the instructions/requirements given often in an email**
- **Analyse and interpret information** given in various formats in the Data File. Some examples include:

emails	letters	notes/memos
charts & graphs	tables	reviews
leaflets	articles	schedules/timetables
calendars	excerpts of conversations or interviews	excerpts or extracts of whatsapp chats/social media exchanges/discussion forums
surveys/questionnaires	posters/advertisements	programmes
report cards	certificates	websites etc

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Standard format of the Integrated Skills Paper (Paper 3 in DSE)

Hint: Make use of the listening time you are given (usually music is played) before each task to skim/look through each task! Don't daydream or sleep!

Part A: Listening tasks (Use pencil)

4 tasks in DSE, but in S3, three tasks

Part B: Integrated tasks (Use pen)

3 main tasks (one shorter task & 2 longer tasks)

You are given a situation and five minutes to study the Data File: Make use of this time to look through the Data File & prepare

- Start off with a note-taking task. Make sure you take notes as you will need the notes for at least one of the tasks.
- Use the information from the Data File to complete the written tasks.
- Usually you will be given information of what you need to do for each task in an email in one of the first few pages of the Data File. Make sure you read this carefully.

*(In the DSE, Part B has two parts: B1 (easier – maximum attainment Level 4) and B2 (harder – maximum attainment 5**))*

References: Junior Oxford Advanced Listening (2nd Edition) Book 3A Units 1 and 2

Paper: Dictation

Focus skills: Listening & spelling

Part A: Seen passages (70% of overall mark)

Oxford English Unit 2 (pages 36-37)

Text 1 Everyone can be a hero through slacktivism

② Critics claim that slacktivism does little to achieve genuine action or change. According to them, all slacktivism does is stroke the egos of slacktivists by making them feel like they have done something extremely meaningful, when in reality nothing happens after petitions are signed or social media posts are shared because people think they have already taken sufficient action and forget about them. They point out that 'liking' a post does not help refugees who are in dire need of food and shelter.

③ Though the concerns of the antislacktivism faction are valid, it would be wrong to completely ignore the good in slacktivism. While it is true that simply clicking 'like' or 'share' does not directly help the needy, it does lead to more vital information about grave social issues being shared over social media. This increases the public's awareness of these issues and urges people to take action. Many successful online charity campaigns attained their goals simply because they had become viral and managed to spread information to a great number of people within a short time. They also effectively raised money that actually went towards making a change by leading to concrete action.

Oxford English Unit 3 (page 68)

Text 1 Hong Kong through Hollywood's eyes

① A shadowy figure is perched high atop 2IFC. As the camera pans around, revealing the familiar shimmering skyscrapers of Central, our hero leaps. He swoops swiftly downwards, crashing through a

③ It's always amusing to see your own city on the big screen. It gives us a thrill to know that the whole world is seeing the places so familiar to us. We feel a sense of pride when we see a Hollywood superstar racing past

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window so as to capture his opponent.

② This enthralling scene from *The Dark Knight* demonstrates how Hollywood views modern Hong Kong. To them, it's a futuristic city of soaring buildings. Hollywood enjoys using Hong Kong as the setting for action and adventure films. Cameramen like to come here so that they can film our spectacular scenery. Producers find our city's pro-business attitude extremely welcoming. Stunt doubles can show off their martial arts expertise in the hometown of the legendary Bruce Lee. Costume designers get to drape actors in a fusion of Chinese and Western fashion.

the shops or buildings we frequent. If you saw your city in ruins, you would be devastated, wouldn't you? Yet, somehow when we watch the adrenaline-filled action sci-fi flick *Pacific Rim*, we don't. Instead, we feel honoured that Hollywood has chosen to destroy our city with colossal monsters!

Oxford English Unit 4 (page 104)

Text 2 Technology: the road to laziness?

① Technology has transformed the way we live. A few decades ago, smartphones and laptops did not even exist. Nowadays, it feels like an entirely different era. Twenty-first century gadgets and gizmos have certainly turned a page in human history. But while technology has improved our quality of life, has it also diminished our capabilities?

③ The development of smart hubs and intelligent systems, such as Amazon Alexa and Google Home, has further changed lifestyles. At a simple voice command, they provide the latest current affairs. They can play music, make phone calls, set alarms, take pictures, give directions and look up information. Beyond making life easier while we do things, technology is doing them for us. Our only job is to delegate; actual execution is increasingly beyond our scope.

Part B: Unseen passage (30% of overall mark)

Subject: Chinese Language

Syllabus

S3 卷一

1. 實用文：投訴信、建議書
2. 長文：議論、記敘、描寫、抒情

卷二

1. 課文

單元三	《歸園田居》
單元四	《水調歌頭·明月幾時有》 《虞美人·春花秋月何時了》 《天淨沙·秋思》 《水仙子·尋梅》
單元六	《孔明借箭》 《人間有情》
中二篇章	《桃花源記》 《愛蓮說》

2. 語文運用

單元三：假設複句、條件複句、（書頁 3.42 - 3.43）

單元四：雙聲疊韻（書頁 4.37 - 4.38）

單元六：因果複句、轉折複句、雙關（書頁 6.57 - 6.58）

3. 文言知識庫

單元三：蓋、且（書頁 3.13 - 3.15）

Subject: Mathematics

Syllabus

S3 Book 3A: Chapter 1 to Chapter 5

Subject: Physics

Syllabus

S3 17. Reflection of Light

18. Refraction of Light (*Plotting a graph of $\sin i$ against $\sin r$ is not required*)

19. Lenses

Subject: Chemistry**Syllabus****S3 (Refer to the notes distributed)****Unit 1 – Introduction of Chemistry, Laboratory Safety and Common Apparatus****Unit 2 – Atomic Structure****Unit 3 – Periodic Table (Note P.1 – P.13)******Periodic Table would NOT be provided in the Mid-Year Exam Paper****Subject: Biology****Syllabus****S3 Ch.1, Ch.2 (except section 2.1) and Ch.5.1 (except P.12-18)****Subject: Chinese History****Syllabus****S3 《中國歷史》第2冊： P.158-97**

洋務運動

中日甲午戰爭

戊戌政變

八國聯軍之役

清末新政

《中國歷史》第3冊： P.4-24

清末革命與民國成立

軍閥政治

Subject: Chinese History (NCS)**Syllabus****S3 單元一 宋元**

第一章 五代的興替與宋的統一 P. 2-5

第二章 兩宋政治及經濟的發展 P. 6-17

第三章 元朝的統治 P. 31-42

單元二 明

第一章 明代的君主集權政治 P. 42-53

第二章 明代國勢的張弛 P. 62-70

Subject: History

Syllabus

S3 International conflicts and crises in the 20th Century (I) – the two world wars

1. Textbook 3A (P.4-28)
2. History notes (P.1-27)
3. Vocabulary Quizzes and all related Worksheets and notes

The Growth and transformation of Hong Kong in the 20th Century

1. Textbook 3B – Hong Kong during the Japanese occupation (P.238-245)

Subject: Geography

Syllabus

S3 Junior Secondary: Exploring Geography (Book 6: Global shift in manufacturing industry) Textbook p. 3 – 58

Junior Secondary: Exploring Geography (Book 6: Global shift in manufacturing industry) Additional notes: p. 1 – 30

Map reading skills: map scale, conventional signs, grid references, gradient, relief features on a contour map, bearing

Subject: Religious Studies

Syllabus

S3 Ch.3,4,8

Subject: Computer Subjects

Syllabus

**S3 Textbook App Inventor 2 & Workbook (Ch 1 to Ch. 7)
Classwork**

Subject: L&S

Syllabus

S3 Core module (22): Socio-political System of Hong Kong: Hong Kong government and I

- A. ‘One country, two systems’ and the Basic Law
- B. The relationship between the Central Authorities and the HKSAR as delineated in the Basic Law
- C. Decision-making process of the HKSAR Government
- D. Elections of the HKSAR