

St. Louis School



2022-23 Internal Test and Exam Syllabus (Term Test)

S1

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Subject: English Language

Syllabus

S1 English Listening

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

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 2 2022-23.

Oxford English 1B: Unit 8

Critical Reading and Writing (CRAW) Technology (school booklet)

(1) Vocabulary

You are expected to learn the different parts of speech of the following words as well.

Oxford Unit 8 Text 1

bullying/ bully/ bullies (n.)	celebrities	(be) singled out (phrasal verb)
victim(s)	outcast	passionate about
miserable	(be) picked on (phrasal verb)	motivation (n.)/ motivate (v.)
annoyed/ annoying (adj.)	frustrated/ frustrating (adj.)	hurtful
pursue (v.)	perseverance (n.)/ perseverant (adj.)	unique (adj.)/ uniqueness (n.)

Oxford Unit 8 Texts 2 & 3

insulting (adj.)/ insult (v.)/ insult(s) (n.)	honest (adj.)/ honestly (adv.)	(be) apologetic about
inexcusable	dreadful	negativity (n.)/ negative (adj.)/ negatively (adv.) positivity (n.)/ positive (adj.)/ positively (adv.)
melt into (something) (phrasal verb)	divert (your) attention	advice (uncountable noun)/ advise (v.)
train (verb) training (noun)	embarrassed/ embarrassing (adj.)	uncomfortable
shame (n./v.)	confident	

Critical Reading and Writing (CRAW) Technology (school booklet)

About CRAW Technology

advertise (v.)/ advertisement (n.)	message	purpose
point of view	evidence	persuade (v.)/ persuasive (adj.)

Term-test Syllabus

letter to the editor	audience	connection(s)
critical (adj.)/ critically (adv.)	analyze (v.)/ analysis (singular noun)/ analyses (plural noun)	evaluate (v.)/ evaluation (n.)

About “The Modern Family”

blame (n./v.)	chat (n./v.)	gadgets (n.)
vivid (adj.)/ vividly (adv.)	(be) obsessed with	hang out (phrasal verb)
interact (v.)/ interaction(s) (n.)	sustain (v.)	stare at

(2) Taught Grammar Items:

Please refer to Unit 8 of the following coursebooks:

- Oxford English 1B
- Success in Grammar Book 1

- A. Imperatives
- B. Modal: *should*
- C. Adverbs of manner

(3) Unseen Grammar and Usage Items:

- A. Proofreading
- B. Open cloze
- C. Tenses: simple present, present continuous, simple past, simple future
- D. Modals: *can, could, should*

General English II

Part I: Reading Comprehension)

Focus skill: Reading

A: Dictionary and vocabulary skills

Ability to understand:

- parts of speech
- usage of vocabulary

B: Reading

Themes:

- The world around us
 - Technology and the modern family
 - Teenage life and problems

Ability to:

- understand and interpret the purpose and meaning of texts
- identify the main idea of the paragraph

Term-test Syllabus

- identify the main theme and key details of texts
- identify the writing techniques to convince the readers
- 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)
- Filling in the blanks
- Form / Table-filling
- True / false / not stated statements
- Matching
- Quoting
- Diagram
- Short response (word / phrases)
- Sequencing
- Long question (complete sentences with elaboration required)

Part II: English Language Arts (ELA)

Components of Exam:

Seen texts: Short stories from main text (See below)

1. The Vanishing Hitchhiker (p.50)
2. The Choking Alsatian (p.46-49)

References

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

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

Supplementary worksheets

Notes taken in exercise books

Google Classroom including powerpoints on Google classroom & revision Kahoots

(Note: The Kahoots will only be uploaded closer to the exam.)

Students need to be familiar with the following:

- the purpose of reading
- literary/writing devices (figurative language) with a focus on foreshadowing, rhyme, simile, onomatopoeia & alliteration
- foreshadowing resources:
 - (i) <https://www.youtube.com/watch?v=jE0ISlj8wo8>
 - (ii) <https://www.youtube.com/watch?v=P07O8cacBsk>
- the following story elements: character(s), setting, exposition (=opening), plot, conflict,

- climax, falling & rising action, theme and resolution
- 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:

(i) <https://www.slideshare.net/elkissn/point-of-view-41236427>

(ii) <https://www.youtube.com/watch?v=GGs3NcmAZnw>

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

Dictation (Seen dictation only)

(1) Taken from the Modern Technology Booklet – A reply letter to the editor

Technology harms human relationships

I am writing in response to the letter of Chris Wong on the negative impacts of modern technology on family life, published on 8 August, 2016. Chris Wong's arguments vividly reflect the ugly truths of this digital era.

Every morning when I am on my way to my workplace, I see people staring at their smartphones while they are having breakfast, travelling on the MTR, walking on the busy streets, or even driving. They are simply too obsessed with their smartphones!

We use our phones all the time to check our emails and messages and to flick through photos of friends on Instagram or Facebook. Even at home, we chat with our friends online or engage in multi-player online games. Seldom do we hang out at cafes, play ball games, or go hiking. How can we develop long-lasting relationships when we are so obsessed with our smartphones?

I am not saying we should never use any electronic devices after work, but it is important not to forget the face-to-face interactions that we need to sustain our relationships.

Ian, Sai Ying Pun

(2) Taken from Oxford English 1B (Unit 8)

Text 1 Bullying happened to them too!

❶ The lives of celebrities may be glamorous. However, the fact is that even famous figures were once victims of bullying before they rose to fame.

❷ Feeling annoyed and frustrated, he told his mother about his hurtful experience. 'My mother taught me that I shouldn't be afraid of being different. Being different meant you can actually make a difference,' said Justin Timberlake.

❸ Singer-songwriter Taylor Swift was suddenly singled out by her classmates because they thought it was weird that she loved country music. Without having such miserable experiences, she would not have had the motivation to work hard and write so many record-breaking hits early on in her career.

Subject: Chinese Language

Syllabus

S1 個人短講

Subject: Mathematics

Syllabus

S1 Book 1B: Chapter 7 to Chapter 10

Subject: Integrated Science

Syllabus

S1 Book 1B: Unit 5 and Unit 6

Subject: Chinese History

Syllabus

S1 單元二：秦漢
第二章：兩漢的政治發展與中外文化交流
 第一節：西漢的建立與漢武帝文治武功對國力的影響
 第二節：昭宣以後戚宦政治的出現與漢朝的衰亡
 第三節：兩漢通西域中外文化交流

單元三：三國兩晉南北朝
第一章：魏晉南北朝的分裂與政權的更替
 第一節：三國鼎立與覆亡
 第二節：兩晉南北朝政權的更替概況

第二章：北方政局與江南地區的開發
 第一節：北方的政局
 第二節：孝文帝遷都及其推行的漢化措施與影響
 第三節：人口南遷對江南地區經濟發展的貢獻

Subject: Chinese History for NCS students

Syllabus

S1 單元一：史前至夏商周
 ➤ 第二章：西周的封建（課本 P.15 - 19）
 ➤ 第三章：春秋戰國時期的變局（課本 P.21 - 28）
單元二：秦漢
 ➤ 第一章：秦朝的統一、統治措施及衰亡（P.30 - 38）

Subject: History

Syllabus

S1 **Topic One -- Human Needs: Past and Present**

- **Development of the Stone Age**
- **Rise of ancient civilizations**
- **The Fertile Crescent Civilization**
- **The Nile Valley Civilization**
- **The Indus Valley Civilizations**

Textbook 1A p. 2-58, 70-73

Workbook 1A p. 2-10, 12-21

Subject: Geography

Syllabus

S1 C1: Using Urban Space Wisely Textbook p. 30 – 47 (Unit 4 – 5)

Subject: Computer Subjects

Syllabus

- S1**
- 1) Scratch 3 Programming Workbook lesson 1 – 3
 - 2) Scratch Programming worksheet 1, worksheet 2, worksheet 3 and worksheet 4
 - 3) Basic Programming II Scratch (Textbook)
 - Ch.1 P.3-10
 - Ch.2 P.13-26
 - Ch.3 P.30
 - Ch.5 P.48-57
 - Ch.6 P.58-66, 69-71

Subject: L&S

Syllabus

S1	<p>Core module (9): Personal & social development: One world one family</p> <ul style="list-style-type: none">A. Respect people of different classes and cultural backgrounds, and holding different traditions and valuesB. Positive benefits brought by a pluralistic societyC. Proper attitudes of getting along with people from different backgroundsD. Express care to the needy <p>Core module (21): Social-political system of Hong Kong: Rights and responsibilities of citizens</p> <ul style="list-style-type: none">A. Different categories of Hong Kong residentsB. Rights and responsibilities applicable to Hong Kong residents
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