

# **St. Louis School**



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

# **S2**

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**Subject: English Language****Syllabus****S2 English Listening**

The question types and format will be modelled after Essential Listening Book 2 Mock Test 1.

**General English I****A. Vocabulary****Oxford 2A Unit 2 Text 2 “Family Ties”, p. 40-41**

1	L.5	refuse(d) / refusing (v)	11	L.49	spoil(s) (v) / spoilt (v/adj)
2	L.8	(un)comfortable (adj)	12	L.61	(im)mature (adj)
3	L.11	breathe(d) (v) / breath(s) (n)	13	L.71	occur / occurred (v)
4	L.15	froze (v) freeze / frozen	14	L.78	childhood (n)
5	L.16	wonder(ed) / wondering (v)	15	L.83	daunted / daunting (adj)
6	L.20	tempt(ed) (v) / temptation (n)	16	L.88	advice (n) / advise(d) (v)
7	L.22	surrender(ed) (v)	17	L.89	encourage(d) (v) / encouragement (n)
8	L.24	scream(ed) (v) / scream (n)	18	L.90	rule(s) (n)
9	L.36	readily (adv)	19	L.90	negotiate(d) (v)
10	L.45	dependent (adj) / depend(ed) (v)	20	L.91	tantrum(s) (n)

**Oxford 2B Unit 6 Text 1 “Fast Fashion”, p. 36-37**

1	L.10	seasonally (adv) / seasonal (adj)	11	L.38	exploit(ed) (v/adj)
2	L.10	retailer(s) (n)	12	L.39	tirelessly (adv) / tireless (adj)
3	L.12	(un)fortunately (adv)	13	L.43	annually (adv) / annual (adj)
4	L.13	harming / harm(ed) (v) // harmful (adj)	14	L.44	landfill(s) (n)
5	L.18	affordable (adj) / afford (v)	15	L.56	hazardous (adj) / hazard(s) (n)
6	L.23	estimate(s) / estimated (v)	16	L.59	contributes to (v)
7	L.24	child labour (n. phrase)	17	L.62	carbon emission(s) (n. phrase)
8	L.27	routine (adj) / routine(s) (n)	18	L.63	surprising (adj) / surprisingly (adv)
9	L.32	exposed to (v - Passive)	19	L.70	unfairly (adv) / unfair (adj)
10	L.33	wage(s) (n)	20	L.91	consider(ed) (n)

**B. Grammar items**

- A. Tenses (Grammar book)
- B. *as, because, since* (Grammar book, Unit 2, p.27-29)
- C. *so, therefore, as a result* (Grammar book, Unit 2, p.30-32)
- D. Relative Pronouns (Grammar book, Unit 6, p.97-100)
- E. Defining & Non-defining Relative Clause (Grammar book, Unit 6, p.101-108)
- F. Nouns with & without articles (Grammar book, Unit 6, p.109-113)
- G. Proofreading
- H. Open Cloze

**General English II**

**Part I**

**A: Dictionary and vocabulary skills**

Ability to understand:

- parts of speech
- usage of vocabulary

**B: Reading**

Themes:

- Family
- Fashion

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)
- 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 (ELA)**

**Components of Test:**

## Term-test Syllabus

Seen texts:

1. Poem: I'm grumpy because I'm lumpy (set of worksheets)
2. The Guest (pp. 133 – 147)

### References

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

**Poem:** I'm grumpy because I'm lumpy

Teaching Video link: <https://www.youtube.com/watch?v=pwWYKaU18KU>

### Key literary devices (figurative language)

- (i) Video: <https://www.youtube.com/watch?v=GmZPg3t0F88>
- (ii) Handout: [https://drive.google.com/file/d/1An\\_VRArjSf2xfhC8TNJFizQP-UT2JjCF/view?usp=sharing](https://drive.google.com/file/d/1An_VRArjSf2xfhC8TNJFizQP-UT2JjCF/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:**

**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, metaphor, personification and hyperbole
- 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 passages only)

#### A. Oxford English 2A Unit 2: Family Ties

Text 1: Battle of Wills: Paragraphs 3-5

#### B. Oxford English 2B Unit 6: Rethinking Fashion

## Term-test Syllabus

	Text 1: Cheap fast fashion comes at a high cost: Paragraphs 1-2
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## Subject: Chinese Language

### Syllabus

S2 小組討論

## Subject: Mathematics

### Syllabus

S2 Book 2B: Chapter 7 to Chapter 10 (10.1 – 10.3)

## Subject: Integrated Science

### Syllabus

S2 Book 2A Unit 8 (8.1-8.9; p.75-166)  
Book 2B Unit 9 (9.1-9.2; p.3-29)

## Subject: Chinese History

### Syllabus

S2 單元二：明  
第一章：明代君主集權 (課本，p. 66-77)  
  
第二章：第一節：明代國勢的張弛 (課本，p. 79-85)  
第二章：第二節 – 主題二：國防建設：明長城 (課本，p. 86-92)  
第二章：第三節：晚明政局與明朝滅亡 (課本，p. 100-110)  
  
單元三：清  
第一章：清朝與統一多民族國家的鞏固與發展  
第一節：清朝的統一與清初的盛世 (課本，p. 118-123)  
第二節：清初的民族政策 (課本，p. 124-132)  
  
相關筆記、工作紙及閱讀材料

## Subject: Chinese History for NCS students

### Syllabus

- S2** 單元二：秦漢
- 第二章：兩漢的政治發展與中外文化交流 (P.52 - 60)
- 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 (P.65 - 72)
  - 第二章：魏晉南北朝的民族融和 (P.74-80)

## Subject: History

### Syllabus

- S2** **The Renaissance and the Reformation**
1. Textbook 2A Topic 5 Section A “From God-centred to human-centred: the Renaissance and the Reformation (P.2-29)
  2. Vocabulary Quizzes and all related Worksheets and notes

## Subject: Geography

### Syllabus

- S2** C3 (Food problem: Can we feed ourselves?) Unit 1 – Unit 5: Textbook p. 4 – 49
- Map reading skills: map scale, conventional signs, grid references, gradient, bearing

## Subject: L&S

### Syllabus

- S2** Core module (14): Economy of Hong Kong: Labour market of Hong Kong
- A. Transformation of labour demand in Hong Kong
  - B. Recent labour force situation in Hong Kong
  - C. Recent employment situation in Hong Kong
  - D. Recent unemployment situation in Hong Kong
  - E. Personal and social factors that cause employment difficulties
  - F. Ways to enhance worker competitiveness
- Core module (15): Economy of our country: An overview of the Chinese economy
- A. Evaluate the economic development of the Mainland
  - B. Compare the economic development of China and other developed countries