

# St. Louis School



## 2023-24 Internal Test and Exam Syllabus (Mid Year)

# S1

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**Subject: English Language**

Syllabus

**S1 1. General English I**

**Vocabulary**

Students are expected to learn the parts of speech of those words marked with an asterisk (\*).

**Taken from Oxford English pages 8- 9**

Teenager(s) (n)	share sth with sb (verbal phrase)	The <u>*importance</u> of something (n)	<u>*adventurous</u> (adj)
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**Taken from Oxford English page 12**

<u>*muscular</u> (adj)	overweight (adj)	tanned (adj)	chubby (adj)
slender (adj)			

**Taken from Oxford English page 13**

conscientious (adj)	introverted (adj)	<u>*generous</u> (adj)	<u>*confident</u> (adj)
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**Taken from Oxford English Unit 2 Text 2**

<u>*famous for</u> (adj)	<u>*culture</u> (n)	It is worth ... (adj phrase)	<u>*spacious</u> (adj)
to stay focused (verbal phrase)	<u>*independent</u> (adj)	fall asleep (verbal phrase)	Instead of ... (adverbial phrase)
<u>*emphasize</u> (v)	favourite (adj)	It is a <u>springboard</u> to opportunities ... (n)	talkative (adj)

**Taken from Oxford English Unit 4 Text 1**

illegal (adj)	<u>*discover</u> (v)	<u>*rescue</u> (v)	<u>*shelter</u> (noun)
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## Mid-year Examination

*complaints (n)	*volunteers (n)	animals are underfed (passive verb)	*medical care (noun phrase)
helplessly (adv)	*infection (n)	disease(s)	*pregnant (adj)
*blind (adj)	put an end to (verbal phrase)	fresh (adj)	
in an attempt to (verbal phrase)	clamp down on (verbal phrase)	licence (n)	strict rules (adj)
*health problems (noun phrase)			
<b>Taken from Oxford English page 108</b>			
*vaccination (n)			

### Grammar and Usage

#### (i) Seen part (taken from Grammar Book Chapters 1, 2 and 4)

- Definite & indefinite articles
- Personal Pronouns
- Simple Present and Simple Past Tenses (Active and Passive Voices) (Forming questions and negative statements)
- Adjectives ending in *-ed* and *-ing*
- Wh-questions
- Prepositions of place and time
- Relative Clauses using 'who' and 'which'

#### (i) Based on what students learnt in primary school:

- Simple present and simple past continuous tenses (tested in conjunction with other tenses in longer sentences)
- Irregular verbs (Students should refer to the supplementary handouts given by teacher: AWAKE → GO)
- Proofreading
- Open cloze passage

## **2. 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
- 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

Question types including:

- Multiple choice (MC)
- Fill in the blanks
- Form / Table-filling
- True / false / not stated statements
- Long question (complete sentences with elaboration required)

### **Part II: English Language Arts**

#### **Components:**

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

**AND / OR**

**Extract from an unseen short story**

**B: Unseen poem**

#### **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. Powerpoints
- b. Worksheets in file / Tasks on Google classroom
- c. Notes taken in notebooks for ELA

#### **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>

**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

**3. Listening**

Part A: Two short tasks

You need to fill in the blanks and/or blacken circles, and you are advised to use a pencil for this part. Some questions may carry two marks because you are expected to complete the task using the right grammar (e.g. using the plural -s as in ‘two pens’). The listening component for this part will be played **twice**.

Part B: Two integrated tasks

You need to use the information from both the listening note sheet and the reading materials in the Data File to complete the written tasks. When filling in the blanks, you should pay attention to grammar when using information from the Data File, and a language mark is given in the integrated tasks. Also, there may be irrelevant information in the Data File, so you need to make sure what the written tasks are about so as to select the useful information for completing the tasks. The listening component for this part will be played **once only**.

You should refer to Oxford Essential Listening Book 1 for the exercises done in class to prepare for the listening exam.

**4. Writing**

Ability to use of features appropriate to the genre, logical organization of ideas & argumentation, and enhancement of content with suitable supporting details

**Possible Themes:**

- Friendship and Myself (Unit 1)
- Education (Unit 2)
- Animals (Unit 4)
- Unseen Themes

**Writing Genres/Text Types:**

- Description of a Person

- Reply Email to a Friend
- Letter to a Friend

### **5. Speaking**

Part I: Individual Presentation

Preparation time: 6 minutes; Presentation time: 2 minutes

Topics based on the set text Malala

Part II: Group Interaction

Preparation time: 6 minutes;

Interaction time: 8 minutes for 4 students / 6 minutes for 3 students

Topics based on themes from Oxford English Textbook:

Unit 1: Friendship and myself

Unit 2: School life and Education

Unit 4: Animals

**Subject: Chinese Language****Syllabus****S1** 卷一實用文：書信長文寫作：敘事抒情、敘事寫人

卷二

1. 聆聽理解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》、《一件小事》

單元三：《背影》

4. 語文運用

單元一：課本頁 1.42-1.44

單元二：課本頁 2.43-2.47

單元三：課本頁 3.39-3.45

5. 文言知識庫

單元一：課本頁 1.25-1.26

單元二：課本頁 2.15-2.17、2.37-2.38

6. 成語

成語工作紙(一)及(二)

**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** 單元一 史前至夏商周  
第一章 中華民族與早期國家的起源 (P. 3-14)  
第二章 西周的封建 (P. 15-19)

工作紙：

- 中國歷史導論
- 中國古代創世神話
- 中國的文化起源
- 仰韶文化、良渚文化
- 炎帝與黃帝
- 堯、舜、禹
- 夏朝
- 商朝
- 甲骨文
- 周朝
- 西周的封建

## Subject: History

### Syllabus

- S1** **Topic 4 History, culture and heritage of early Hong Kong region**  
**a. Textbook 1B Topic 4 p. 204-224, 231-236 & 250-254.**  
**b. Workbook 1B Topic 4 p. 2-7, 10-11 & 16-17**

## Subject: Geography

### Syllabus

<b>S1</b>	<p>C1 (Interactive Geography): Using urban space wisely</p> <ul style="list-style-type: none"> <li>- Textbook p. 4 – 27 (Unit 1 – Unit 3)</li> <li>- Workbook p. 1 – 12 (Unit 1- Unit 3)</li> </ul> <p><b>Map reading skills:</b> Conventional signs and grid reference (4 digits and 6 digits)</p>
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## Subject: Religious Studies

### Syllabus

<b>S1</b>	<b>Ch1,2,3,4</b>
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## Subject: Computer Literacy

### Syllabus

<b>S1</b>	<p><b>1)</b> Note: (i) Google Search (ii) Cloud and Google Drive (iii) Google Sheets (iv) Google Forms</p> <p><b>2)</b> Workbook Google Drive for Project Learning (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 [Multiple choice questions and True or false questions], Ch.4: 4.3)</p> <p><b>3)</b> eClass – Email</p> <p><b>4)</b> Google Account and Google Classroom</p> <p><b>5)</b> Tips for setting password</p> <p><b>6)</b> Google Search Worksheet 1, Worksheet 2 and Worksheet 3</p> <p><b>7)</b> Google Docs Task 1, Task 2, Task 3 and Task 4</p> <p><b>8)</b> Google Sheets Task 1, Task 2 and Task 3</p> <p><b>9)</b> Google Sheets Functions: SUM, MAX, MIN, AVERAGE, LEFT, MID, RIGHT</p> <p><b>10)</b> Google Sheets: autofill, sorting, filtering, conditional format, cell reference, cell range and basic calculation</p>
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**Syllabus**

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