

Washington International School in Taichung 2025-2026 2nd Semester – Second Term Exam

Review Criteria (Junior)

年級 科目	國一 Grade 7	國二 Grade 8	國三 Grade 9
Social Studies	<p>7SL-1/SL-2 – Mr. Zahn The second midterm exam of the spring semester will cover these lessons: Cultures of the Mountains and the Sea, Warring City-States, Democracy and Greece’s Golden Age, Achievements of Greek Culture, Alexander the Great, and Hellenistic Culture. Make sure you review all of your advanced-reading quizzes, as well as your card quiz.</p> <p>The breakdown of the exam will look like this: Fill in the Blank (25%), True-False / Fill in the Blank (12%), Multiple-Choice (23%), and Essay (40%).</p> <p>7LD-1/LD-2 – Mr. Genech Module 5 , Greece - Lessons, 1,2,3,4,5,6</p> <p>Question Types: M/C Short Answers , T/F, Essay</p>	<p>8ASL-1/ASL-2 – Mr. Kerslake Module 10 Lessons 1 – 5</p> <p>Question Types: Multiple Choice, T/F, Cause and Effect, Short Answer, Long Answer, Document Based Question</p> <p>8SL –Mr. Genech Module 10, Lessons Lessons, 1,2,3,4,5</p> <p>Question Types: M/C , T/F , Fill in Blank , Short Answers, Essay</p> <p>8LD –Mr. Genech Module 10, Lessons Lessons, 1,2,3,4,5</p> <p>Question Types: M/C , T/F , Fill in Blank , Short Answers, Essay</p>	<p>9Honors - Mr. Zahn The second midterm exam of the spring semester will cover these lessons: The Scientific Revolution, Enlightenment Thinkers, The Enlightenment Spreads, and The American Revolution. Make sure you review all of your advanced-reading quizzes, as well as your card quiz.</p> <p>The breakdown of the exam will look like this: Fill in the Blank (24%), Multiple-Choice (36%), and Essay (40%).</p> <p>9SL-1/SL-2 - Mr. Engels Chapter 18, Lesson 1, 2, 3, and 4</p> <p>Question Types: Multiple Choice, Fill in the Blanks, Definitions, Paragraphs, Essays</p> <p>9LD –Mr. Ritco Textbook, Module 18 (PP. 708 - 743, Lessons 1,2,3,4) Enlightenment & Revolution; Workbook, Chapter 18 (Lessons 1,2,3,4) Enlightenment & Revolution; PPTs Chapter 18 (Lessons 1,2,3,4) Enlightenment & Revolution; all Workbook assignments, quizzes and worksheets.</p> <p>Question Types: Multiple Choice, Fill - in - the Blanks, Matching Definitions, Short Written Paragraph Responses</p>

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ELA	<p>7SL-1 / 7SL-1–Mr. de Wit / Mr. Pienaar 7LD-1 / 7LD-2–Ms. Ann / Ms. Jenny</p> <p>Before completing your assessment, make sure you understand what is expected in each section.</p> <p>This project has 3 parts: Research (20 pts), Informative Essay (50 pts), and Puppet Show (30 pts).</p> <p>Section 1: Research (20 pts) – What to Review Make sure you can:</p> <ul style="list-style-type: none"> ● Identify how stories are told (style, symbols, animals, oral tradition) ● Explain why storytelling is important in a culture ● Understand and label the story structure: Exposition → Conflict → Rising Action → Climax → Falling Action → Resolution ● Clearly explain the lesson/message ● Give a real-life connection (how the lesson still applies today) <p>Tip: Your annotations should not just highlight — they must include clear explanations in your own words.</p> <p>Section 2: Informative Essay (50 pts) – What to Review Structure (VERY IMPORTANT) You must write a 5-paragraph essay:</p> <ul style="list-style-type: none"> - Introduction + Culture + Thesis - Story Summary (FULL structure) - Lesson & Cultural Meaning - Real-Life Connection - Conclusion (reflection + “test of time”) 	<p>8ASL-1/8ASL-2–Mr. Hopkins / Ms. Alice</p> <p>Readings “The Ransom of Red Chief” by O. Henry “Rules of the Game” by Amy Tan The Joy Luck Club (film study)</p> <p>Grammar Focus: Gerunds (Subject, Object of Verb, Object of Preposition)</p> <p>Skills, Concepts & Literary Devices Vocabulary: using words correctly in full sentences with clear context clues Understanding themes and ideas across texts</p> <p>Character analysis: motivations, relationships, and how character traits create conflict Irony (situational irony, dramatic irony, verbal irony) Understanding how irony creates humorous, tragic, pitiful, or embarrassing effects</p> <p>Symbolism: interpreting abstract meanings</p> <p>Literary devices: irony, symbolism, metaphor, simile, tone and mood, imagery, characterization, etc.</p> <p>Cultural perspective: understanding how family background, traditions, and experiences shape characters and relationships</p> <p>Visual interpretation: describing images using specific details and connecting them to themes or events from studied texts</p>	<p>9Honors - Mr. Dumont</p> <p>For this term's summative assessment, students will complete a film vignette project in which they create a 2–3 minute video that communicates a clear message using intentional film techniques. Students will also write a 3-paragraph reflection explaining their message and inspiration, their planning and process, and analyzing how their film techniques create thoughts, feelings, and meaning for the audience.</p> <p>In addition, students will present their work, explaining their choices and why their message is important today. Assessment focuses on how effectively students use film techniques to create meaning and how clearly they explain their thinking.</p> <p>9SL-1/9SL-2 - Mr. Cooper / Ms. Farris Vocabulary, The Pedestrian, The Most Dangerous Game, The Snow Walker, Poem on Returning to Dwell in the Country, My Heart Leaps Up, I Wandered Lonely as a Cloud, The Sun, literary devices, grammar - subject verb agreement</p> <p>Question Types: Vocabulary, multiple choice, grammar, image interpretation, short response, sight reading literary analysis</p> <p>9LD –Mr. Alan Realism, Flashback, Narrative Structure and Sequencing, Symbolism, Irony</p> <p>Question Types: Vocabulary, MCQs, Visual Interpretation, Dialogue writing, Paragraph response, Extra reading</p>

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ELA	<p>Skills to focus on:</p> <ul style="list-style-type: none"> ● Clear explanation of culture and storytelling style ● Accurate retelling of the story (in order) ● Strong explanation of the lesson and values ● Real-life example connected to a big idea (e.g., courage, kindness) <p>Formal writing: Complete sentences Correct grammar & punctuation Academic tone Tip: High-level answers explain WHY the lesson matters, not just WHAT the lesson is.</p> <p>Section 3: Puppet Show (30 pts) – What to Review Make sure your video includes:</p> <ul style="list-style-type: none"> ● Full story (beginning → conflict → climax → ending) ● At least 2 characters with clear voices ● Clear explanation of the lesson ● Connection to culture/tradition ● Subtitles for all dialogue ● Length: 2–3 minutes <p>Skills to focus on:</p> <ul style="list-style-type: none"> ● Clear storytelling (easy to follow) ● Voice expression (different characters sound different) ● Organization (not confusing or rushed) ● Effort and preparation <p>Tip: Think of this like performing your essay — it should match your understanding.</p>	<p>Grammar: identifying and labeling gerunds as: Subject (S), Object of Verb (O), Object of Preposition (O.P)</p> <p>Writing structure: TS, EL, SD, ER, CS</p> <p>Question Types: I. Vocabulary II. Multiple Choice III. Irony and Its Effects IV. Visual Interpretations and Connections (Image Analysis) V. Grammar (Gerunds) VI. Paragraph Responses VII. New Text and Reading Comprehension</p> <p>8SL –Mr. Pienaar</p> <ul style="list-style-type: none"> ● Readings <ul style="list-style-type: none"> “The Ransom of Red Chief” by O. Henry “Rules of the Game” by Amy Tan The Joy Luck Club (film study) ● Grammar Focus: Gerunds (Subject, Object of Verb, Object of Preposition) ● Skills, Concepts & Literary Devices ● Vocabulary: using words correctly in full sentences with clear context clues ● Understanding themes and ideas across texts ● Character analysis: motivations, relationships, and how character traits create conflict ● Irony (situational irony, dramatic irony, verbal irony) ● Understanding how irony creates humorous, tragic, pitiful, or embarrassing effects ● Symbolism: interpreting abstract meanings ● Literary devices: irony, symbolism, metaphor, simile, tone and mood, imagery, characterization, etc. 	

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ELA	<p>Important Rules</p> <p>Your work must be your own AI can only be used to support, not replace your work If AI is used → it must be saved and cited</p> <p>Success Checklist</p> <p>Before submitting, ask yourself:</p> <ul style="list-style-type: none"> ● Did I clearly explain the culture, story, and lesson? ● Is my essay organized and complete (5 paragraphs)? ● Did I include a strong real-life connection? ● Is my puppet show clear, complete, and engaging? 	<ul style="list-style-type: none"> ● Cultural perspective: understanding how family background, traditions, and experiences shape characters and relationships ● Visual interpretation: describing images using specific details and connecting them to themes or events from studied texts ● Grammar: identifying and labeling gerunds as: Subject (S), Object of Verb (O), Object of Preposition (O.P) ● Writing structure: TS, EL, SD, ER, CS <p>Exam Sections</p> <p>I. Vocabulary II. Multiple Choice III. Irony and Its Effects IV. Visual Interpretations and Connections (Image Analysis) V. Grammar (Gerunds) VI. Paragraph Responses VII. New Text and Reading Comprehension</p> <p>8LD –Ms. Bei</p> <ul style="list-style-type: none"> ● Readings: Short Story – Rules of The Game ● Film Study: The Joy Luck Club ● Reading skill & Literacy device: symbolism / characterization / external & internal conflict / metaphor / first-person point view ● Writing: Argumentative writing <ul style="list-style-type: none"> - Introduction Paragraph - Body Paragraph - Conclusion ● Grammar Section: transitional words <p>Questions type:</p> <p>1) Vocabulary: Definitions & Sentence Making</p>	

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ELA		2) Reading Comprehension - Multiple Choice - Short answers 3) Grammar in use 4) Extra Reading & Writing 5) Argumentative Writing	

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Math	<p>7 Group-1-Mr. CJ Chapters 7 and 8</p> <p>Question Types: Multiple Choice & Free Response</p> <p>7 Group-2-Ms. Apple Yuan Chapter 11 – Probability and Statistics 11.1 Outcomes and Events 11.2 Probability 11.3 Experimental and Theoretical Probability 11.4 Compound Events 11.5 Independent and Dependent Events 11.5 Simulations (Extension) 11.6 Samples and Populations 11.7 Comparing Populations</p> <p>Chapter 12 – Real Numbers and the Pythagorean Theorem 12.1 Finding Square Roots 12.2 Finding Cube Roots 12.3 The Pythagorean Theorem</p> <p>Question Types: Multiple choice, Free response</p> <p>7 Group-3-Mr. Michael Huang 11.1~12.3</p> <p>Question Types: Free response, multiple choice</p>	<p>8 Group-1- Mr. CJ Chapter 9 and Chapter 10 Lessons 1 ~ 3</p> <p>Question Types: Vocabulary, True or False, Free response</p> <p>8 Group-2- Mr. Willemse Graphing Quadratic Functions 8.1, 8.3 – 8.5 Solving Quadratic Equations 9.1 – 9.5 Rational Equations and Functions 11.1 – 11.3</p> <p>Question Types: Multiple choice and Free response</p> <p>8 Group-3-Mr. Josh Unit 8 Graphing Quadratic Functions: lessons 8.1-8.4, 8.4e and 8.5 Unit 9 Solving Quadratic Equations: lessons 9.1-9.5 Unit 11 Rational Equations and Functions: lessons 11.1-11.3</p> <p>Question Types: • Multiple choice • Free response</p> <p>8 Group-3-Mr. Wu 8.3-8.5,CH9,11.1-11.3</p> <p>Question Types: Free response, paragraphs, multiple choice</p>	<p>9 Group-1- Mr. Willemse 1st Semester topics up to Polynomials 0.1 – 4.2 Polynomials 4.3 – 4.8 Radical and Rational Functions 5.1- 5.6 Exponential and Logarithmic Functions 6.1 – 6.7 Sequences 8.1 – 8.3</p> <p>Question Types: Multiple choice and Free response</p> <p>9 Group-2-Mr. CJ Chapter 9 and Chapter 10 Lessons 1 ~ 3</p> <p>Question Types: Vocabulary, True or False, Free Response</p> <p>9 Group-3-Mr. Michael Huang 8.1~9.3 + 10.1</p> <p>Question Types: Free response, multiple choice</p> <p>9 Group-4- Mr. Wu 8.1-8.4,9.1-9.3,10.1</p> <p>Question Types: Free response, paragraphs, multiple choice</p>

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Math	<p>7 Group-4-Mr. Wu CH.11,12-1,12-2,12-3</p> <p>Question Types: Free response, paragraphs, multiple choic</p>		

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Science	<p>7 Group 1- Mr. Geswint Plants: 7.1, 7.4, 7.5, 7.6, 7.7, 7.9, 7.10, 7.11. Invertebrates: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10</p> <p>Question Types: Multiple choice, True/False, Free Response, Drawings and Labels</p> <p>7 Group 2-Ms. Dela Curz 7.1 Plant Characteristics 7.4 Plant Classification 7.5 Nonvascular Plants 7.6 Vascular Plants 7.7 Life Cycle of Seedless Vascular Plants 7.9 Seed Dispersal 7.10 Seed Plants 7.11 Angiosperm 9.1 Invertebrate Diversity 9.4 Flatworms 9.6 Roundworms 9.7 Mollusks 9.8 Types of Mollusks 9.15 Insects 9.17 Insect Reproduction 9.20 Echinoderms</p> <p>Question Types: Multiple choice, Identification, True or false, Free response, diagram</p>	<p>8 Group 1- Mr. Anacoura 8.1-8.13, 9.1-9.5</p> <p>Question Types: Multiple choice & Free response</p> <p>8 Group 2- Mr. Geswint Chapter 8.1-8.13(Earth's Fresh Water), Chapter 9.1-9.5(Earth's Oceans)</p> <p>Question Types: Multiple choice, True or False, Free Response, Case Study</p> <p>8 Group 3- Mr. Malimata 8. Earth's Fresh Water 8.1 Distribution of Water on Earth 8.2 States of Water 8.3 The Water Cycle 8.4 Uses of Water 8.5 Water Distribution 8.6 Safety of Water 8.7 Conserving Water 8.8 Streams and Rivers 8.9 Ponds and Lakes 8.10 Flooding 8.12 Groundwater 8.13 Groundwater Aquifers 8.17 Water Pollution 9. Earth's Oceans 9.1 Importance of the Oceans 9.2 Seawater Chemistry 9.3 Ocean Zones</p>	<p>9 Group 1-Biology – Ms. Dela Cruz 6.1 Ecosystems 6.2 Energy Flow 6.3 Food Chain 6.4 Trophic Level 6.5 Water Cycle 6.6 Carbon Cycle 6.7 Nitrogen Cycle 6.8 Biomes and Climate 6.9 Terrestrial Biomes 6.10 Aquatic Biomes 6.11 Freshwater and Wetland Biomes 6.12 Aquatic Organisms 6.13 Predation 6.14 Competition 6.15 Symbiosis 6.16 Succession</p> <p>Question Types: Multiple choice, Modified true or false, free response, diagrams</p> <p>9 Group 2 - Biology- Mr. Anacoura 6.1- 6.16</p> <p>Question Types: Free response, multiple choice</p>

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Science	<p>7 Group 3-Mr. Malimata</p> <p>7.1 Plant Characteristics 7.4 Plant Classification 7.5 Nonvascular Plants 7.6 Vascular Plants 7.7 Life Cycle of Seedless Vascular Plants 7.9 Seed Dispersal 7.10 Seed Plants 7.11 Angiosperm 9.1 Invertebrate Diversity 9.4 Flatworms 9.6 Roundworms 9.7 Mollusks 9.8 Types of Mollusks 9.10 Arthropods 9.15 Insects 9.17 Insect Reproduction 9.20 Echinoderms</p> <p>Question Types: A. Multiple Choice B. Free Response</p> <p>7 Group 4- Ms. Karen Lin 7.1 -7.11 Plants, 9.1, 9.4, 9.7, 9.8, 9.15, 9.17 Invertebrates</p> <p>Question Types: Multiple Choice, True/False, Completion, Short Response</p>	<p>9.4 Wind Waves 9.5 Tides</p> <p>Question Types: A. Multiple Choice B. Free Response</p> <p>8 Group 4- Ms. Karen 8.1 - 8.13, 9.1-9.4</p> <p>Question Types: Multiple Choice, True/False, Completion, Short Response</p>	<p>9 Group 3- Biology- Ms. Karen Lin 6.1-6.15</p> <p>Question Types: Multiple Choice, True/False, Completion, Free response questions</p> <p>9 Group 4 - Biology- Mr. Geswint 5.12-5.14, 5.17, 5.20, 6.1-6.16</p> <p>Question Types: Multiple Choice, True/False, Diagrams, Free Response, Case Study</p>

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Chinese	<p>G7-1/7-2 –Mr. Franky 考試範圍： 1. 國文一下 第三課《紙船印象》、 第六課《石虎是我們的龍貓》 2. 常用成語及諺語學習單</p> <p>1. 閱讀理解能力標準 理解文意：能夠掌握文章主旨與段落大意。 細節理解：能正確回答文章中的明確訊息題。 推論能力：能根據上下文合理推論隱含意思。 語境判斷：能辨識詞語在文中的用法與意義。 整合表達：簡答題回答完整、語句清楚，不偏離問題。</p> <p>2. 寫作能力標準 A. 內容完整（40%）： 有明確主題（15 分） 提供足夠細節或例子（10 分） 內容與題目切合（15 分）。</p> <p>B. 結構清楚（30%）： 段落分明，條理清晰（10 分） 開頭、結尾交代完整（10 分） 過渡自然（10 分）。</p> <p>C. 語言正確（30%）： 用字正確，不偏離語境（10 分） 錯別字少、無使用注音（10 分） 文句通順（10 分）。</p> <p>Question Types: 1. 字音字型 2. 短文回答 3.短文寫作</p>	<p>G8-1/8-2–Mr. Franky 考試範圍： 1. 國文一下 第二課《木蘭詩》、第四課《我所知道的康橋》 2. 動畫電影《花木蘭》（1998 年上映）</p> <p>1. 閱讀理解能力標準 理解文意：能夠掌握文章主旨與段落大意。 細節理解：能正確回答文章中的明確訊息題。 推論能力：能根據上下文合理推論隱含意思。 語境判斷：能辨識詞語在文中的用法與意義。 整合表達：簡答題回答完整、語句清楚，不偏離問題。</p> <p>2. 寫作能力標準 A. 內容完整（40%）： 有明確主題（15 分） 提供足夠細節或例子（10 分） 內容與題目切合（15 分）。</p> <p>B. 結構清楚（30%）： 段落分明，條理清晰（10 分） 開頭、結尾交代完整（10 分） 過渡自然（10 分）。</p> <p>C. 語言正確（30%）： 用字正確，不偏離語境（10 分） 錯別字少、無使用注音（10 分） 文句通順（10 分）。</p> <p>Question Types: 1. 字音字型 2. 短文回答 3.短文寫作</p>	

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Foreign Language			<p>Spanish I – Ms. Ivania 王意嵐老師 ESPACIO JOVEN-UNIDAD 3 Y 4</p> <p>Question Types:</p> <ul style="list-style-type: none"> • Part A: Fill the blanks in the table conjugating the verbs in present. • Part B: Please translate the time in Spanish. • Part C: Please answer the following questions in Spanish. • Part D: Fill in the blanks with the correct word. • Part E: Write the infinitive. <p>Spanish I – Ms. Wang 王文英老師 Espacio joven p.49~55</p> <p>Question Types: Choice, filling blanks, verbs conjugation, translation</p> <p>Spanish II-1 – Ms. Tsai 蔡宜珍老師 Pretérito perfecto 過去式 (Past tense)</p> <p>Question Types: Multiple choice</p> <p>Spanish II-2 – Ms. Lin 林美伶老師 Lesson 11</p> <p>Question Types: Free response, listening test, fill-in-the-blank</p> <p>Spanish III – Ms. Roxana</p> <p>1. Imperfect Tense:</p> <ol style="list-style-type: none"> a. Conjugation (Regular and Irregular Verbs) b. Uses: Habitual or repeated past actions, Descriptions of

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Foreign Language			<p>people, places, or things in the past, Emotional, physical, or mental states in the past, Actions in progress in the past (without start or end), Politeness or softening language.</p> <p>2. To apologize and justify oneself / To accept an apology</p> <p>3. Contrast: Preterite, Imperfect, and Present Perfect.</p> <p>4. Verb soler (to usually do something)</p> <p>a. Presente (Present tense)</p> <p>b. Imperfecto (Imperfect tense)</p> <p>Question Types: Free response Multiple choice Fill the blanks Translation</p> <p>French I—Ms. Huang 黃鈴琿老師</p> <p>1. 動詞變位 Verb conjugation : finir/choisir/manger/faire.</p> <p>2. Les articles partitifs (部分冠詞 Partitive articles)</p> <p>3. Il fait quel temps?</p> <p>4. 單字填空 Vocabulary fill-in-the-blank</p> <p>5. 課堂補充 Additional class materials / notes</p> <p>Question Types: Multiple choice</p> <p>French II—Ms. Julie Cooper</p> <p>Chapter 6</p> <p>Vocabulary Mastery: Identifying food categories (viande, poisson, légumes, fruits) and school subjects.</p>

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<p align="center">Foreign Language</p>			<ul style="list-style-type: none"> • Grammar Precision: Correct use of articles (definite vs. partitive) and conjugation of the verbs faire, pouvoir, and vouloir. • Functional Communication: Ability to complete a shopping dialogue and transform sentences from singular to plural. • Reading Comprehension: Extracting specific details from an authentic French catering menu. Question Types: <ul style="list-style-type: none"> • Dialogue Completion (Visual): Students must provide contextually appropriate responses to speech bubbles in a cartoon. • Categorization: Identifying and sorting specific vocabulary terms into predetermined groups. • Fill-in-the-Blanks (Grammar focus): Selecting and applying correct articles and verb forms within sentences or tables. • Short Answer (Personalized): Providing complete-sentence responses to direct personal questions. • Sentence Transformation: Manually rewriting existing sentences to change their grammatical number from singular to plural. • Reading Comprehension (Free Response): Answering specific factual questions in English based on an authentic French menu.

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Foreign Language			<p>Japanese I – Ms. Hsieh 謝宛妮老師 みんな日本語第 9-10 課 Unit 9-10</p> <p>Question Types: 單語選擇題 Multiple-Choice 70% 聽解選擇題 Listening Comprehension Multiple-Choice 30%</p> <p>*聽力考試將於 5/11(一) 課堂進行* *The listening test will be conducted in class on May 11.*</p> <p>Japanese II – Ms. Pearl Lu Genki Unit 4.1-4.3</p> <p>Question Types: Multiple choice, short answers (sentence formation), fill-in-blanks</p> <p>Japanese III – Ms. Chang 張育如老師 大家的日本語初級二 21 課，（102 頁到 123 頁）23 課 Textbook: Lessons 21 (P.102-123) & 23</p> <p>Question Types: 選擇題 閱讀測驗選擇題 Multiple choice, Reading comprehension</p> <p>Korean I – Ms. Chiang 姜圭珍老師 Chapter 7,8</p> <p>Question Types: multiple choice, short answer question, sentence completion</p>

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Foreign Language			<p>German II – Mr. Hsieh 謝志明老師 Lesson 15</p> <p>Question Types: Vocabularies, make sentences, free responses</p> <p>German III – Ms. Lin 林秋樺老師 L5 workbook P54-65</p> <p>Question Types: 是非 選擇 配合 問答 True/False, Multiple Choice, Matching, Short answer questions</p>