C. & M. A. Chui Chak Lam Memorial School
2024-2025 1st Term P.6 Revision Guidelines---Unit (4)

Class：P.6____   Name: _____(   )

Target vocabulary (重點生字)

1. Students should recognize, read aloud and spell vocabulary in Part A.
   學生能正確地辨認、朗讀及串出**Part A**的生字。

2. Students should recognize and read aloud extended vocabulary.
   學生能正確地辨認及朗讀到延伸生字。

3. Students can find the meanings and pictures of the words here: Book P.31
   學生可在此找到生字的意思及圖畫: **Book P.31**。

A. □ Charity work (慈善工作)

1. **collect** old toys / books	2. **sell** / **buy** flags	3. **sell** / **buy** raffle tickets
4. **run** a second-hand stall / craft stall	5. **go on** a charity walk	6. **donate** money to charity
7. **visit** an old people's home	8. **raise** money	9. **perform** songs
Extended: 1. fundraising	2. **sponsor** a child	3. **sell** home-made cakes
4. Dress Casual Day	5. Skip-A-Meal	6. No Electricity Day
7. Heifer		

Target sentence structures (重點句式)

1.	**Either**	Jim	**or**	Bill	will win the swimming race.
					sings well.

	We can	**either**	sell raffle tickets	**or**	clean the beach.
			go on a charity walk		visit an old people's home.

2.	**Neither**	Carol	**nor**	Maggie	can cook well.
		Jenny		Sally	likes swimming.

	Mandy	**neither**	waters the plants	**nor**	folds the clothes.

3.	**Shall we**	sell raffle tickets?
		go on a charity walk?

4.	**Let's**	sell raffle tickets.
		go on a charity walk.

Language focus (語文知識**)**

Students can apply the following language items flexibly in four language aspects:

Listening, Speaking, Reading and Writing.

學生須靈活運用以下的語文知識於聽、說、讀、寫四個語文範疇。

1. ☐ **Use the connective 'either…or…' to show choices or express alternatives.**
   使用連接詞 (connective) 'either…or…'來表示「不是…就是…」。

   e.g. **Either** Jim **or** Bill will win the swimming race.
   e.g. We can **either** sell raffle tickets **or** clean the beach.

2. ☐ **Use the connective 'neither…nor…' to show two things that are not true or possible.**
   使用連接詞 (connective) 'neither…nor…'來表示「既不…也不…」。

   e.g. **Neither** Carol **nor** Maggie can cook well.
   e.g. Mandy **neither** waters the plants **nor** folds the clothes.

3. ☐ **Use the modal 'shall' and imperative 'let's' to make suggestions.**
   使用情態動詞 (modal) 'shall'及祈使語氣 (imperative) 'let's'來提出建議。

   e.g. **Shall** we sell raffle tickets?
   e.g. **Let's** sell raffle tickets.

4. ☐ **Use '-ing' nouns or noun phrases to refer to activities.**
   使用'-ing'名詞 (nouns) 或名詞片語 (noun phrases) 來指示活動。

   e.g. I am good at **cooking**.
   e.g. I enjoy **selling flags**.

5. ☐ **(a) Use the general determiners to show quantities.**
   使用限定詞 (general determiners) 來表示數量。

   (b) Use the connective 'because' to give reasons.

使用連接詞 (connective) 'because' 來表示原因。

(c) Use the adverb 'too' to express degree.
使用副詞 (adverb) 'too' 來表示程度。

e.g. They do not have **(a) <u>enough</u>** stationery and books **(b) <u>because</u>** they are **(c) <u>too</u>** poor.

Use formulaic expressions to begin and end formal letters.
使用套詞 (formulaic expressions) 於書信的上下款裏。

6. □   e.g. Dear Mrs Kwok, (Beginning of the formal letter)
     e.g. Yours sincerely, (Ending of the formal letter)

Use formulaic expressions to respond to suggestions.
使用套詞 (formulaic expressions) 來回應提議。

7. □   e.g. That's a good idea.
     e.g. Sure.
     e.g. No problem.

<u>Remark (備註)</u>

Students should evaluate what they have learnt with their parents by ticking the box beside each learning item regularly.

學生須定時與父母一同評估是否已掌握所學。如已掌握，可在每個學習重點旁的格子內打上✓號。