



**Área do conhecimento: Linguagens**

**Componente curricular: Língua Inglesa**

**Ano/Série: 6.º Ano do Ensino Fundamental**

**Prezado(a) Estudante,**

Esta **Trilha de Aprendizagem** apresenta possíveis caminhos para o desenvolvimento de habilidades relacionadas ao componente curricular e tem o objetivo de auxiliá-lo(a) na sua rotina de estudos para que você alcance o desempenho esperado.

No decorrer da Trilha, você poderá compreender melhor os temas estudados e ampliar seus conhecimentos, por meio de diferentes estratégias que visam contribuir para o seu processo de aprendizagem.

Segue abaixo a relação de unidades temáticas, objetos de conhecimento e habilidades a serem desenvolvidas.

UNIDADES TEMÁTICAS E OBJETOS DE CONHECIMENTO	HABILIDADES
Compreensão geral e específica: leitura rápida ( <i>skimming, scanning</i> )	<b>(EF06LI08)</b> Identificar o assunto de um texto, reconhecendo sua organização textual e palavras cognatas. <b>(EF06LI09)</b> Localizar informações específicas em texto.
Presente simples (formas afirmativa, negativa e interrogativa)	<b>(EF06LI19)</b> Utilizar o presente do indicativo para identificar pessoas, e outras informações pessoais (verbo <i>to be</i> ), e descrever existência ( <i>there to be</i> ) e rotinas diárias.
Presente contínuo (formas afirmativa, negativa e interrogativa)	<b>(EF06LI20)</b> Utilizar o presente contínuo para descrever ações em progresso.
Construção de repertório lexical	<b>(EF06LI16)</b> Construir repertório relativo às expressões usadas para o convívio social e o uso da língua inglesa em sala de aula e a temas familiares (nacionalidades e partes do corpo).

## 1. APROXIMAÇÃO

Assista às videoaulas referentes aos objetos de conhecimento e habilidades, gravadas por seu/sua professor(a) na ferramenta Microsoft Teams.

Registre, em seu caderno, os pontos mais importantes e pause as videoaulas para consultar o livro didático.

## 2. PERCEÇÃO E PREPARAÇÃO

Após realizar as anotações indicadas na seção anterior, assista aos vídeos sugeridos abaixo e anote os conhecimentos relacionados às habilidades propostas:

Using the verb *be* for identification: <https://www.youtube.com/watch?v=CWklXPu6MIM&t=2s>

<https://www.youtube.com/watch?v=SXuBaxqsinQ>

Talking about daily routines / Easy English: <https://www.youtube.com/watch?v=JwGnClisLOpU>

[https://www.youtube.com/watch?v=Bf-oSV3sx\\_0&t=137s](https://www.youtube.com/watch?v=Bf-oSV3sx_0&t=137s)

Asking questions: [https://www.youtube.com/watch?v=zuYrFs\\_m5lw&t=7s](https://www.youtube.com/watch?v=zuYrFs_m5lw&t=7s)

Talking about actions in progress (Present Continuous): [https://youtu.be/jalQ1\\_7jOqA](https://youtu.be/jalQ1_7jOqA)

Parts of the body: <https://youtu.be/SUt8g0EKbms> / <https://youtu.be/jkMtgLBtoFI>

Nationalities: <https://youtu.be/NJVV1LDt2hE> / <https://youtu.be/0vY2sf2jty4>


## 3. AMPLIAÇÃO

- Let's talk about you! **WRITE** a short text about you, your basic information and characteristics and your routine.
- Review exercises: [https://agendaweb.org/verbs/present\\_continuous-exercises.html](https://agendaweb.org/verbs/present_continuous-exercises.html)  
[https://agendaweb.org/verbs/present\\_simple-exercises.html](https://agendaweb.org/verbs/present_simple-exercises.html)

# 4. USO

1. Read the text and **COMPLETE** the chart.

## PUT A SMILE ON YOUR FACE



### WHY ARE SMILES DISAPPEARING FROM OUR GAMES?

**Smile. Lighten up!**

**It's just a game, not a fight. Have fun!**

Let's all play our part in creating a positive (and fun) environment for our games.

WHAT YOU CAN DO...	
if you're a player:	if you're a parent:
<ul style="list-style-type: none"> <li>See the other team's players as participants that help you do your best.</li> <li>Don't see the other team as an enemy.</li> <li>Use the game as a chance to connect with other people.</li> <li>After the game, celebrate, if you win. If you lose, greet the other team and relax. You're fine.</li> <li>Have a post-game snack and smile. Wins, losses and ties – it's what sports are all about!</li> </ul>	<ul style="list-style-type: none"> <li>Don't shout instructions at your kids. Leave this to their coaches.</li> <li>Never insult anyone in the game.</li> <li>Respect the decisions that the officials make.</li> <li>Applaud the effort from the two teams.</li> <li>Be a good role model. Don't give examples of bad behavior to the kids.</li> <li>Have a post-game conversation with your kids to say you're proud of them, no matter the result.</li> </ul>

Remember: Both teams are in this game together. You are ONE in your love of sports.

- a. Type of text
- b. Intended audience (who the text is addressed to)
- c. Objective of the text


2. Read the text in activity 1 again and **ANSWER** the questions.

- a) What sports are represented by the pictures?
  - b) What is disappearing from our games?
  - c) What should players do when the game is over?
  - d) Is it OK for parents to give instructions to their children during the game?
  - e) What should parents do when the game is over?
  - f) What is the main idea of the text?
- 

3. **COMPLETE** the sentences with the missing countries or nationalities.

- a) Justin Bieber is from Canada. He is \_\_\_\_\_.
  - b) Maisa Silva is from \_\_\_\_\_. She is Brazilian.
  - c) Jaden Smith is from the United States. He is \_\_\_\_\_.
  - d) Zaz is from \_\_\_\_\_. She is French.
  - e) Cristiano Ronaldo is from Portugal. He is \_\_\_\_\_.
  - f) Ariya Jutanugarn is from \_\_\_\_\_. She is Thai.
  - g) Ali Kamé is from Madagascar. He is \_\_\_\_\_.
  - h) Naomi Osaka is from \_\_\_\_\_. She is Japanese.
-

4. Look at the pictures and **COMPLETE** the sentences with the present continuous form of the verbs in the box. Add other words whenever necessary.

do                      listen                      play  
study                      type                      work

a. Greg \_\_\_\_\_ a message.



b. Yuki \_\_\_\_\_ to music.



c. Luke and Sarah \_\_\_\_\_ for a test.



d. A: What \_\_\_\_\_?  
B: Grandpa is reading a book.



e. A: \_\_\_\_\_ soccer?  
B: Yes, they are.



f. Angela, Susan and Timothy \_\_\_\_\_ in the office.



5. Look at the picture and **LABEL** the parts of the body.



6. **REWRITE** the sentences with the new subject.

- a. Kate likes to eat an ice-cream. (I)  
I .....
- b. We go to the zoo every Sunday. (Sam)  
Sam .....
- c. The boys play football well. (Tom)  
Tom .....
- d. My brother speaks English well. (They)  
They.....
- e. The girls like to draw dolls. (My sister)  
.....
- f. I play computer games every day. (Pam)  
Pam.....

7. **FILL IN don't or doesn't.**

- a. Bill \_\_\_\_\_ play tennis every Sunday.
  - b. We \_\_\_\_\_ go to the park.
  - c. Kate \_\_\_\_\_ like to eat fish.
  - d. Sue \_\_\_\_\_ wear long dresses.
  - e. I \_\_\_\_\_ like to get up early.
  - f. My brothers \_\_\_\_\_ like to drink milk.
  - g. My cousin \_\_\_\_\_ know Italian well.
- 

8. **WRITE do or does.**

- a. \_\_\_ Kate help her mother every day?
- b. \_\_\_ you listen to rock music?
- c. \_\_\_ Tom know all the computer games?
- d. \_\_\_ they go to the zoo on Sundays?
- e. \_\_\_ you like to draw animals?
- f. \_\_\_ your brother drive his car well?
- g. \_\_\_ the boys like to plant flowers?

## 5. FEEDBACK

Entre em contato com o(a) professor(a), por meio da ferramenta Microsoft Teams – Equipe Chat Professor, caso necessite de suporte para utilizar a Trilha de Aprendizagem ou esclarecer dúvidas na realização das atividades.

## 6. AVALIAÇÃO

As orientações para a Avaliação de Recuperação seguirão posteriormente.