



Área do Conhecimento:	Linguagens
Componente Curricular:	Língua Inglesa
Ano/Série:	6º 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	OBJETOS DE CONHECIMENTO	HABILIDADES
ESTRATÉGIAS DE LEITURA	Compreensão geral e específica: leitura rápida (<i>skimming</i> , <i>scanning</i>)	(BNCC – EF06LI08) Identificar o assunto de um texto, reconhecendo sua organização textual e palavras cognatas.
		(BNCC – EF06LI09) Localizar informações específicas em texto.
ESTUDO DO LÉXICO	Construção de repertório lexical	(BNCC – EF06LI17) Construir repertório lexical relativo a temas familiares (família, rotina, partes do corpo, descrição física, atividades de lazer, entre outros).
GRAMÁTICA	Presente simples (formas afirmativa, negativa e interrogativa)	(BNCC – EF06LI19) Utilizar o presente do indicativo para identificar pessoas, e outras informações pessoais (verbo to be), e descrever existência (there to be) e rotinas diárias.
		(BNCC – EF06LI20) Utilizar o presente contínuo para descrever ações em progresso.

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 ou documento eletrônico, os pontos mais importantes e pause as videoaulas para consultar o livro didático.

2. PERCEPÇÃO 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=JwGnClSLOpU>
- ▶ **ASKING QUESTIONS:**
https://www.youtube.com/watch?v=zuYrFs_m5lw&t=7s
- ▶ **TALKING ABOUT ACTIONS IN PROGRESS**
https://youtu.be/jalQ1_7jOqA
- ▶ **PARTS OF THE BODY**
<https://youtu.be/SUt8q0EKbms>
<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_simple-exercises.html

<https://agendaweb.org/vocabulary/body-exercises.html>

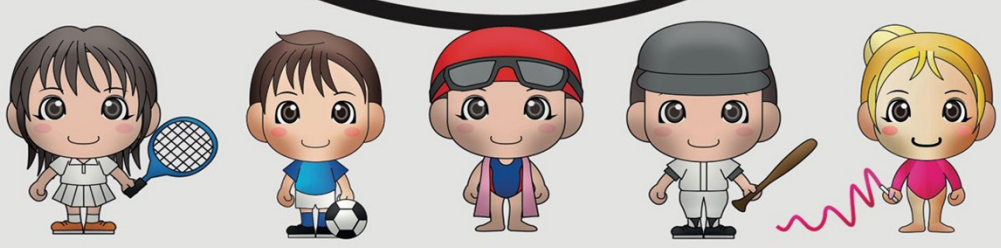
https://agendaweb.org/vocabulary/countries_nationalities-exercises.html

<https://agendaweb.org/vocabulary/daily-routines-exercises.html>

4. USO

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

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:

02. 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?
03. **FILL IN** 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.

04. 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	Lysten	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.

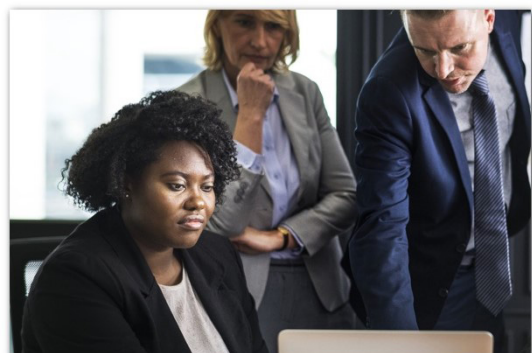


e) A: _____ soccer?

B: Yes, they are.



f) Angela, Susan and Timothy _____
_____ in the office.



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



06. **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)
.....

07. **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.

08. **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.