



Área do conhecimento: Linguagens

Componente curricular: Língua Inglesa

Ano/Série: 6.º Ano do Ensino Fundamental Anos Finais

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>)	(EF06LI08) Identificar o assunto de um texto, reconhecendo sua organização textual e palavras cognatas. (EF06LI09) Localizar informações específicas em texto.
Presente simples (formas afirmativa, negativa e interrogativa)	(EF06LI19) 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)	(EF06LI20) Utilizar o presente contínuo para descrever ações em progresso.
Construção de repertório lexical	(EF06LI16) 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. 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>

https://www.youtube.com/watch?v=Bf-oSV3sx_0&t=137s

Asking questions: https://www.youtube.com/watch?v=zuYrFs_m5lw&t=7s

Talking about actions in progress (Present Continuous): 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
- Play: <https://quizizz.com/join?qc=10894628> / <https://quizizz.com/join?qc=18169124>

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">• 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.

- type of text
- intended audience (who the text is addressed to)
- 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?
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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.
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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)

.....

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.
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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 – Canal Individual, 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