

	<div style="text-align: center;"> <h1>Grandes Ideias</h1> <h2>RESUMO DOS CONTEÚDOS DE 6.º ANO DE INGLÊS</h2> </div>	2016 / 2017
		APOIO PEDAGÓGICO
		PÁG: 1

ANO: 6.º ANO

TEMA 1: All about me!

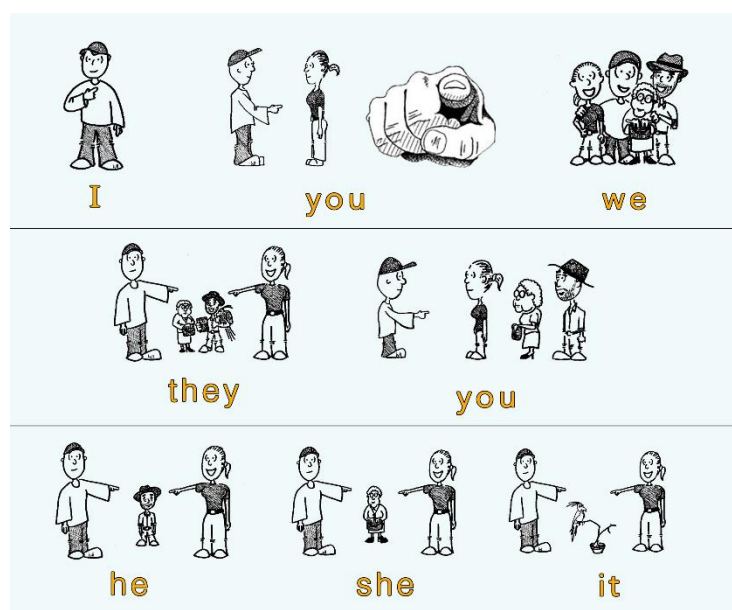
### 1.1. Hello!

#### 1.1.1. Asking and giving personal information

Asking for personal information		
	Questions	Answers
Name (nome)	What's your name? (Como é que te chamas?)	My name is... (Chamo-me...)
Surname (apelido)	What's your surname? (Qual é o teu apelido?)	My surname is... (O meu apelido é...)
Age (idade)	How old are you? (Quantos anos tens?)	I'm .... years old. (Tenho... anos)
Address (morada)	What's your address? (Qual é a tua morada?)	My address is... (A minha morada é...)
Telephone number (número de telefone)	What's your telephone number? (Qual é o teu número de telefone?)	My telephone number is... (O meu número de telefone é...)

#### 1.1.2. Personal pronouns

Eu	I
Tu	You
Ele	He
Ela	She
"Coisa"	It
Nós	We
Vós	You
Eles/elas	They



O pronome pessoal **I** (eu) escreve-se sempre com letra maiúscula.

O pronome pessoal **It** (ela ou ela, “coisa”) refere-se a um objeto ou animal.

Quando nos referimos a animais de estimação (cat, dog, ...) usamos, geralmente, o pronome **he** ou **she**.

### 1.1.3. Possessive determiners

Personal pronouns	Possessive determiners
I	<b>My</b> (meu, minha, meus, minhas)
You	<b>Your</b> (teu, tua, teus, tuas)
He	<b>His</b> (seu, seus)
She	<b>Her</b> (sua, suas)
It	<b>Its</b> (seu, sua, seus, suas)
We	<b>Our</b> (nosso, nossa, nossos, nossas)
You	<b>Your</b> (vosso, vossa, vossos, vossas)
They	<b>Their</b> (seu, sua, seus, suas)

## 1.2. One world

### 1.2.1. Present simple: to be

Em inglês, usa-se o verbo *to be* (“ser” ou “estar”) para dizer o nome, a idade e a nacionalidade, por exemplo.

This **is** Anne. (Esta é a Ana).

I **am** ten years old. (Eu tenho dez anos).

We **are** Portuguese. (Nós somos portugueses).

Verb to be		
Affirmative	Negative	Interrogative
I am (I'm)	I am not (I'm not)	Am I?
You are (you're)	You are not (you aren't)	Are you?
He is (he's)	He is not (he isn't)	Is he?
She is (she's)	She is not (she isn't)	Is she?
It is (it's)	It is not (it isn't)	Is it?
We are (we're)	We are not (we aren't)	Are we?
You are (you're)	You are not (you aren't)	Are you?
They are (they're)	They are not (they aren't)	Are they?

Nas frases interrogativas, com o verbo *to be*, coloca-se o verbo antes do sujeito.

### 1.2.2. Yes/No answers

Interrogative	Yes/No answers	
	Affirmative	Negative
Am I?	Yes, I am.	No, I'm not.
Are you?	Yes, you are.	No, you aren't.
Is he?	Yes, he is.	No, he isn't.
Is she?	Yes, she is.	No, she isn't.
Is it?	Yes, it is.	No, it isn't.
Are we?	Yes, we are.	No, we aren't.
Are you?	Yes, you are.	No, you aren't.
Are they?	Yes, they are.	No, they aren't.

Example:

**Are you** American? (És Americano?)

**Yes, I am** (sim, eu sou) or **No, I'm not** (Não, não sou).

## 1.3. My profile

### 1.3.1. Describing people



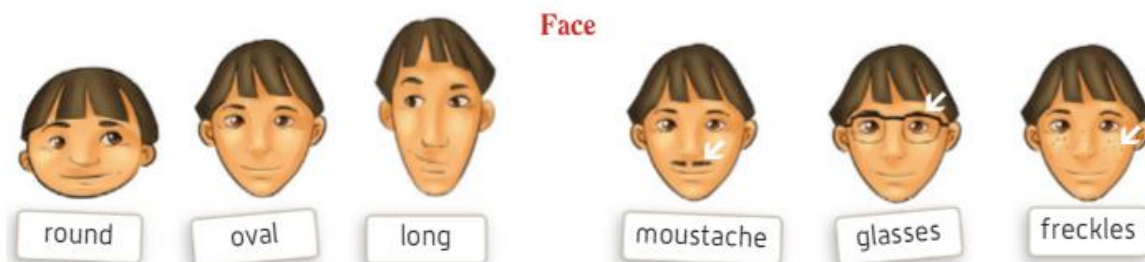
Podemos descrever as pessoas, em inglês, utilizando, por exemplo, alguns destes adjetivos:

<b>Height</b> (altura)	Medium-height	Estatura média
	Tall	Alto/alta
	Short	Baixo/baixa
<b>Weight</b> (peso)	Fat	Gordo/gorda
	Thin	Magro/magra
	Slim	Elegante
<b>Appearance</b> (aparência)	Pretty	Bonita
	Handsome	Bonito
	Ugly	Feio/feia
<b>Age</b> (idade)	Young	Novo/jovem
	Old	Idoso
	Middle-aged	Adulto/meia-idade

### Hair



### Face



### 1.3.2. Have got (present simple)

Ao utilizarmos o verbo *have got* (“ter” ou “possuir”) podemos descrever-nos e também dizer o que temos ou o que não temos.

Verb <i>Have Got</i>	
Affirmative	Negative
I have got / I've got Eu tenho	I haven't got Eu não tenho
You have got / You've got Tu tens	You haven't got Ele não tem
He has got / He's got Ele tem	He hasn't got Ele não tem
She has got / She's got Ela tem	She hasn't got Ela não tem
It has got / It's got Ela/Ele/Aquilo tem	It hasn't got Ela/ele/aquilo não tem
We have got / We've got Nós temos	We haven't got Nós não temos
You have got / You've got Vós tendes	You haven't got Vós não tendes
They have got / They've got Eles/elas têm	They haven't got Eles/elas não têm

Interrogative	Yes/No answers	
	Affirmative	Negative
Have I got...?	Yes, I have.	No, I haven't.
Have you got...?	Yes, you have.	No, you haven't.
Has he got...?	Yes, he has.	No, he hasn't.
Has she got...?	Yes, she has.	No, she hasn't.
Has it got...?	Yes, it has.	No, it hasn't.
Have we got...?	Yes, we have.	No, we haven't.
Have you got...?	Yes, you have.	No, you haven't.
Have they got...?	Yes, they have.	No, they haven't.

Examples:

- **She has got** a brother. (Ela tem um irmão).
- **They have got** beautiful eyes (Eles têm olhos bonitos).
- **We haven't got** pencils. (Nós não temos lápis).
- **Have you got** a car? (Tens um carro?).
- Yes, **I have** (Sim, eu tenho).

Como podemos perguntar a alguém sobre a sua aparência?

Asking about appearance				Answering
What	are	you	like?	I am tall and slim (Eu sou alto e elegante).
		they		They are short and fat (Eles são baixos e gordos).
	is	he		They have got big blue eyes (Eles têm olhos azuis grandes).
		she		She is beautiful (Ela é bonita)
		it		He has got a small mouth (Ele tem uma boca pequena).

## TEMA 2: Family fun

### 2.1. Animals

#### 2.1.1. Verb *There + to be*

Present simple – verb <i>there + to be</i> (“Haver” / “Existir”)			
	Affirmative	Negative	Interrogative
Singular	There’s = There is (Há/existe)	There isn’t = There is not (Não há/não existe)	Is there...? (Há/existe...?)
Plural	There’re = There are (Há/existem)	There aren’t = There are not (Não há/não existem)	Are there...? (Há/existem...?)
Yes/No answers	Is there...? Are there...?	Yes, there is. / No, there isn’t. Yes, there are. / No, there aren’t.	

Examples:

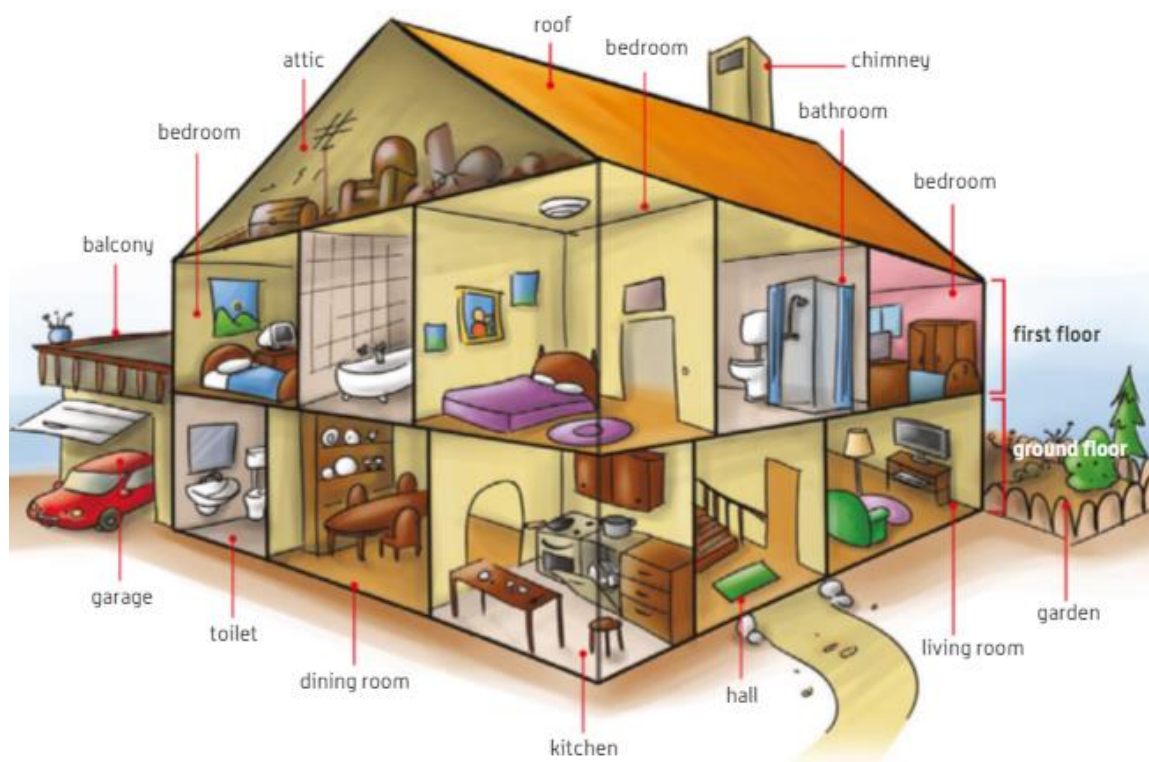
- **There’s** a cat in the tree. (Há um gato na árvore).
- **There are** some dogs in the garden. (Há alguns cães no jardim).
- **Is there** a cat in the tree? (Há um gato na árvore?)
- Is, **there is**. (Sim, há).

#### 2.1.2. Describing a house

Como podemos descrever uma casa? Tens aqui alguns exemplos...

- **There are** three bedrooms in the house. (Há três quartos na casa).
- **There is** a garden. (Há um jardim).
- **There’s** one kitchen in the house (Existe uma cozinha na casa).
- **There’s** a chimney on the roof. (Há uma chaminé no telhado).





### 2.1.3. Animals and pets

Animals and pets		Tradução
Farm (da quinta)	Pig	Porco
	Horse	Cavalo
	Donkey	Burro
	Chicken	Galinha
	Duck	Pato
Pets (animais de estimação)	Dog	Cão
	Cat	Gato
	Parrot	Papagaio
	Turtle	Tartaruga
	Guinea pig	Porquinho da Índia
	Bird	Pássaro



### 2.1.4. Indefinite and definite articles

#### Indefinite articles: a/an

Os artigos indefinidos **a** e **an** são utilizados apenas no singular.

Utiliza-se o artigo **a** se a palavra seguinte começar com uma consoante.

Utiliza-se o artigo **an** se a palavra seguinte começar com uma vogal.

	a + consonant sound	an + vowel sound
+ singular	There's <b>a</b> turtle in the zoo. (Há uma tartaruga no zoo).	There's <b>an</b> elephant in the zoo. (Há um elefante no zoo).

#### Definite article: the

O artigo definido **the** pode utiliza-se para o singular e para o plural.

	the
+ singular	<b>The</b> lion is hungry. (O leão está com fome).
+ plural	<b>The</b> birds are singing! (Os pássaros estão a cantar!).

#### Observações:

- Não usamos o artigo definido **the** antes de um nome de uma pessoa.
- Não usamos o artigo definido **the** antes do nome de um país. Exceções: The United Kingdom, The United States e The Netherlands.

### 2.1.5. Countable and uncountable nouns

Countable nouns: coisas que podemos contar (nomes contáveis). Por exemplo: one duck, two ducks, ... (um pato, dois patos, ...)

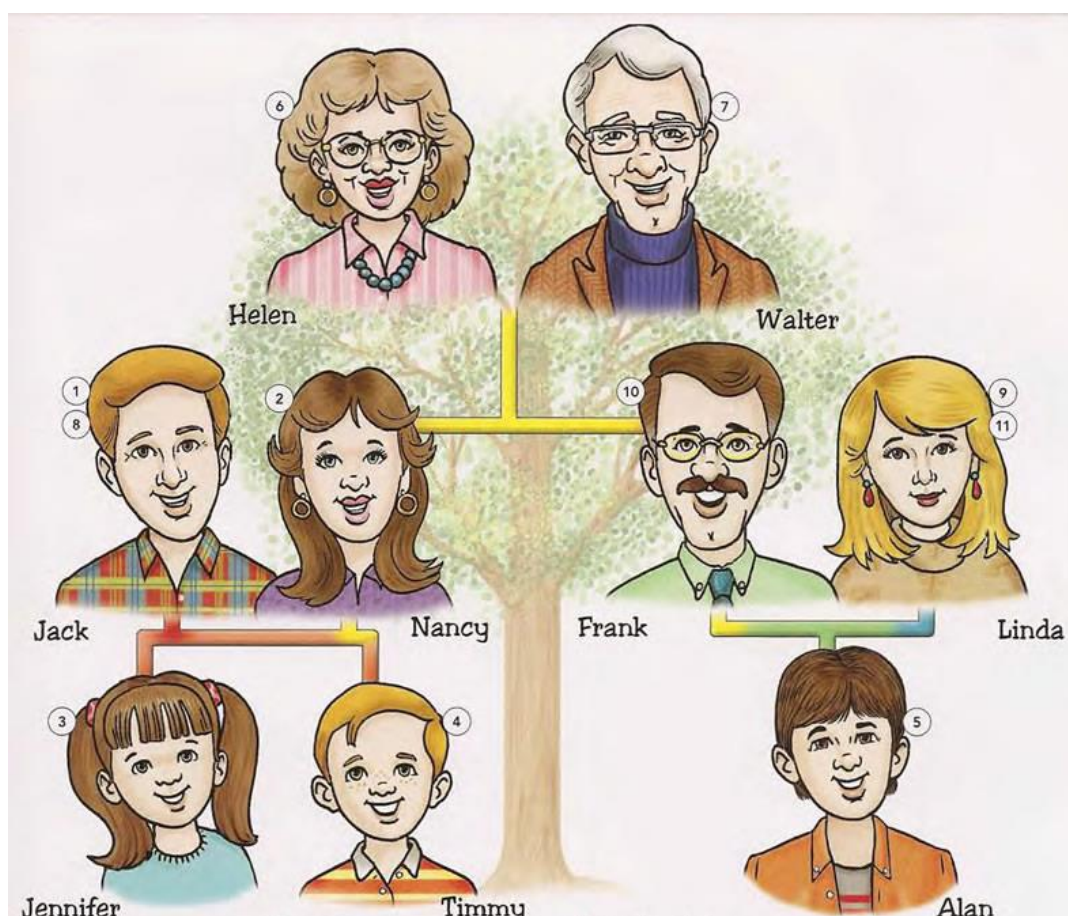
Uncountable nouns: nomes que não têm plural. Por exemplo, não podemos contar leite (milk), só podemos contar litros de leite (litres of milk).

- Podemos utilizar os artigos indefinidos **a** e **an** juntamente com nomes contáveis.

- Podemos utilizar **some** para os nomes não contáveis. Por exemplo: some water (alguma água).

## 2.2. Family and jobs

### 2.2.1. Describing family members



Se tu fores a Jennifer...

- O Timmy é o teu irmão (**brother**).
- A Nancy é a tua mãe (**mother**).
- O Walter é o teu avô (**grandfather**).
- A Linda é a tua tia (**aunt**).
- O Jack é o teu pai (**father**).
- A Helen é a tua avó (**grandmother**).
- O Frank é o teu tio (**uncle**).
- O Alan é o teu primo (**cousin**).

### 2.2.2. Jobs and occupations

Jobs	Description
<b>Vet / Veterinary doctor</b>	She treats sick animals. (Ela trata de animais doentes).
<b>Chef / cook</b>	He prepares delicious meals. (Ele prepara refeições deliciosas).
<b>Fireman</b>	He stops fires. (Ele para o fogo).
<b>Policeman</b>	He catches criminals. (Ele apanha criminosos).
<b>Hairdresser</b>	She washes and cuts people's hair. (Ela lava e corta o cabelo das pessoas).
<b>Carpenter</b>	He makes or repairs wooden objects. (Ele faz ou repara objetos em madeira).
<b>Dentist</b>	He treats people's teeth. (Ele trata dos dentes das pessoas).
<b>Teacher</b>	She teaches her students. (Ela ensina os seus alunos).

Examples:

She is a nurse. (Ela é uma enfermeira).

You are a policeman. (Tu és um polícia).

He isn't a chef. (Ele não é cozinheiro).

### 2.2.3. Plurals

I have got one cat. (Eu tenho um gato). → Singular

I have got two cats. (Eu tenho dois gatos). → Plural

General rule (regra geral)	Nomes que acabam em: s, x, ch, sh	Nomes que acabam em: vogal + y	Nomes que acabam em: consoante + y	Maioria dos nomes que acaba em: f/fe
Doctor - doctor <b>s</b>	Bus – bus <b>es</b> Box – box <b>es</b> Watch – watch <b>es</b> Brush - brush <b>es</b>	Boy - boy <b>s</b>	Family - famili <b>es</b>	Wolf – wol <b>ves</b> Wife - wiv <b>es</b>

### Casos irregulares:

Singular	Plural
Man	Men
Woman	Women
Person	People
Child	Children
Foot	Feet
Tooth	Teeth
Sheep	Sheep
Mouse	Mice

## 2.3. Funt time

### 2.3.1. Present continuous

O *present continuous* é formado com o Present do Indicativo do verbo *to be* e o gerúndio (verbo + **ing**) do verbo principal. Usamos o *presente continuous* para descrever ações que estão a decorrer agora, no momento.

*What are you doing now?* (O que estás a fazer agora?)

*I'm doing my homework.* (Estou a fazer o meu trabalho de casa).

Verb <i>play</i> (jogar) no presente continuous			
Affirmative	Negative	Interrogative	Answers
I'm playing	I am not playing.	Am I playing?	Yes, I am. / No, I am not.
You're playing	You aren't playing.	Are you playing?	Yes, you are. / No, you aren't.
He's playing	He isn't playing.	Is he playing?	Yes, he is. / No, he isn't.
She's playing	She isn't playing.	Is she playing?	Yes, she is. / No, she isn't.
It's playing	It isn't playing.	Is it playing?	Yes, it is. / No, it isn't.
We're playing	We aren't playing.	Are we playing?	Yes, we are. / No, we aren't.
You're playing.	You aren't playing.	Are you playing?	Yes, you are. / No, you aren't.
They're playing.	They aren't playing.	Are they playing?	Yes, they are. / No, they aren't.

Spelling rules!! Há algumas regras de escrita para podermos utilizar o present continuous.

Dance – danc**ing**

see – see**ing**

swim – swim**ing**

Wait – wait**ing**

work - work**ing**

### 2.3.2. Free time activities

Free time activities	
Read a book	Ler um livro
Play cards	Jogar às cartas
Swim	Nadar
Listen to music	Ouvir música
Cook	Cozinhar
Play the guitar	Tocar guitarra
Sleep	Dormir
Take photos	Tirar fotos
Fish	Pescar
Run	Correr
Playing football	Jogar futebol

### TEMA 3: Daily Routines

#### 3.1. My day

##### 3.1.1. Daily routines and activities

Daily routines	
She wakes up.	Ela acorda.
She washes her face.	Ela lava a cara.
She has a shower.	Ela toma um duche.
She gets dressed.	Ela veste-se.
She makes her bed.	Ela faz a cama.
She brushes her teeth.	Ela escova os dentes.
She has breakfast.	Ela toma o pequeno-almoço.
She goes to school.	Ela vai para a escola.
She has lunch.	Ela almoça.
She does her homework.	Ela faz o trabalho de casa.
She plays tennis.	Ela joga ténis.
She has dinner.	Ela janta.
She goes to sleep.	Ela vai dormir.

##### 3.1.2. Time

- Classes start at **eight o'clock**.  
*As aulas começam às oito horas.*
- He goes home at **four o'clock**. *Ele vai para casa às quatro horas.*
- He goes to bed at **half past ten**. *Ele vai para a cama às dez e meia.*



2:00 - It's two <b>o'clock</b> .	2:30 - It's half <b>past</b> two.
2:05 - It's five <b>past</b> two.	2:35 - It's twenty-five <b>to</b> three.
2:10 - It's ten <b>past</b> two.	2:40 - It's twenty <b>to</b> three.
2:15 - It's quarter <b>past</b> two.	2:45 - It's quarter <b>to</b> three.
2:20 - It's twenty <b>past</b> two.	2:50 - It's ten <b>to</b> three.
2:25 - It's twenty-five <b>past</b> two.	2:55 - It's five <b>to</b> three.

### 3.1.3. Present simple

Usa-se o *present simple* (presente do indicativo) para falar de hábitos ou rotinas.

Na tabela abaixo, vamos utilizar o exemplo do verbo *drink* (beber)

Present simple – verb <i>to drink</i>				
Affirmative		Negative		
I	drink	I	<b>don't</b>	drink
You		You		
He		He	<b>doesn't</b>	drink
She	drinks	She		
It		It		
We		We	<b>don't</b>	drink
You	drink	You		
They		They		

Examples:

*I drink* milk every day. (Eu bebo leite todos os dias).

*She drinks* milk every day. (Ela bebe leite todos os dias).

*I don't drink* milk every day. (Eu não bebo leite todos os dias).

*She doesn't drink* milk every day. (Ela não bebe leite todos os dias).

Na negativa, usa-se o verbo auxiliar **do + not** (I don't... he doesn't...)

No presente do indicativo a 3.ª pessoa (he, she, it) é diferente das outras.

	Regra	Exemplos
<b>Regra geral</b>	Acrescenta-se um "s"	Drink – drinks
<b>Verbos acabados em: o, s, x, ch, sh</b>	Acrescenta-se "es"	Go – goes Miss – misses Mix – mixes Watch – watches Wash – washes
<b>Vogal + y</b>	Acrescenta-se um "s"	Play – plays
<b>Consoante + y</b>	Substitui-se o "y" por "ies"	Study – studies



Interrogative			Affirmative asnwrs			Negative asnwrs		
<b>Do</b>	I you	read?	Yes,	I You	<b>do.</b>	No,	I You	<b>don't.</b>
<b>Does</b>	He She it			He She it	<b>does.</b>		He She it	<b>doesn't.</b>
<b>Do</b>	we you they			we you they	<b>do.</b>		we you they	<b>don't.</b>

### 3.1.4. Adverbs of frequency

Os advérbios de frequência usam-se normalmente **antes dos verbos**.

*Peter **usually** gets up at 7 o'clock.* (O Pedro levanta-se **geralmente** às 7 horas).

never	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Never = nunca
rarely	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Rarely = raramente
sometimes	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Sometimes = às vezes
often	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Often = frequentemente
usually	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Usually = geralmente
always	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Always = sempre
once	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Once = uma vez
twice	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Twice = duas vezes

Quando utilizamos o verbo *to be*, o advérbio usa-se **depois do verbo**.

*He is **never** late for school.* (Ele **nunca** chega tarde à escola).

### 3.1.5. Question words

Question words	Examples
<b>What</b> (o que, qual)	What do you have for breakfast? (O que comes ao pequeno-almoço?)
<b>Where</b> (onde)	Where is your house? (Onde é a tua casa?)
<b>When</b> (quando)	When do you do sport? (Quando fazes desporto?)
<b>What time</b> (a que horas)	What time do you get up? (A que horas te levantas?)
<b>How</b> (como)	How do you get to school? (Como vais para a escola?)
<b>How many</b> (quantos/quantas)	How many cats have you got? (Quantos gatos tens?)
<b>Why</b> (porquê)	Why are you happy? (Porque estás feliz?)

### 3.2. Food

#### 3.2.1. Food and drinks

##### Fruit



apple



pear



bananas



melon



strawberries



orange



peach

##### Vegetables



carrots



lettuce



peas



tomatoes



broccoli



potatoes



onions

##### Drinks



water



milk



coke



lemonade



wine



tea



coffee

##### Other food



cereal



cheese



butter



chicken



fish



meat



eggs



spaghetti



rice



bread



cake



ice cream



yoghurt



soup



hotdog



hamburger



pizza



chips

#### 3.2.2. Make/Do

Make	Do
Make a meal – breakfast/lunch/dinner Make a cup of coffee/tea Make a choice Make a noise Make a mistake	Do the ironing Do the laundry Do the washing up Do your homework Do the shopping

### 3.3. Present simple ou present continuous

Present simple	Present continuous
Usamos o present simple para falar sobre as nossas rotinas, atividades, sobre o que gostamos ou não gostamos.	Usamos o presente continuous para falar sobre ações ou acontecimentos que estão a acontecer agora.
Exemplo: <i>They like cake.</i>	Exemplo: <i>They are making a cake now.</i>
Time expressions	
Always, often, normally, usually, sometimes, seldom, rarely, never...	At the moment, now, today, ...

## TEMA 4: At school

### 4.1. **My school**

#### 4.1.1. Expressing likes and preferences

Para dizermos se gostamos, ou não, de algo, podemos utilizar o verbo *like* (gostar).

Present simple – verb <i>to like</i>				
Affirmative		Negative		
I	like	I	<b>don't</b>	like
You		You		
He		He	<b>doesn't</b>	like
She	likes	She		
It		It		
We		We	<b>don't</b>	like
You	like	You		
They		They		

#### 4.1.2. School vocabulary

School subjects – disciplinas	School objects – objetos da escola	
English – inglês	Pencil – lápis	pen – caneta
Mathematics – matemática	Rubber – borracha	notebook – caderno
Art – arte	Book – livro	board – quadro
Science – ciências	Table – mesa	chair – cadeira
History – história	Ruler – régua	pencil case – estojo
Geography – geografia	Glue – cola	pencil sharpener – afia
Physical Education – Educação Física	Bin – caixote	scissor - tesoura

### 4.1.3. Prepositions of time: in, on, at

Prepositions of time		
<b>in</b>	+ months + seasons + parts of the day + years	<i>in January / in February</i> <i>in spring / in summer / in autumn / in winter</i> <i>in the morning / in the afternoon / in the evening</i> <i>in 2023</i>
<b>on</b>	+ days + dates + days and parts of the day	<i>on Monday / on Tuesday / on weekdays</i> <i>on 4th July</i> <i>on Saturday morning</i>
<b>at</b>	+ hours + festivities + these expressions	<i>at 2 o'clock / at midday</i> <i>at Easter / at Christmas</i> <i>at the weekend / at night</i>

### 4.1.4. Possessive case / whose

Read these examples:



*Carol's school*  
(The school of Carol)



*The headteacher's office*  
(The office of the headteacher)



*The pupils' uniforms*  
(The uniforms of the pupils)

Singular: 's	Regular plural: 's
<i>Carol's school</i>	<i>The girls' toilet</i>
<i>Carol and Carl's school</i>	<i>The boys' toilet</i>
Names ending in s: 's	Irregular plural: 's
<i>Mary Jones's schoolbag</i>	<i>The children's books</i>

#### ASKING ABOUT POSSESSION

*'Whose car is it/this?'*  
*'It's the headteacher's car.'*  
*(It's the headteacher's.)*

#### notes

When the possessed noun is a thing, we usually use *...of...*  
The title *of* the book  
The end *of* the story

### 4.1.5. Possessive pronouns

POSSESSIVE DETERMINERS		POSSESSIVE PRONOUNS
my	+ noun ( <i>pencil</i> )	mine
your		yours
his		his
her		hers
its		its
our		ours
your		yours
their		theirs

This is **your** pencil. (Este é o **teu** lápis).

It's **yours**. (É **teu**).

Whose pencil is this? (De quem é este lápis?)

It's **mine**. (É **meu**).

### 4.1.6. Model verbs: can, may and must

Talking about permission

**Illustration 1:** A woman asks, "May I come in?" and a man replies, "Yes, you may."

**Illustration 2:** A man asks, "May I open a window?" and a woman replies, "No, I'm sorry, you may not."

**Illustration 3:** A boy asks, "Can I use your calculator?" and a girl replies, "Yes, you can. (Yes, sure.)"

**notes**

**May** is more formal than **can**. You use **may** when you're talking to your teacher, for example. We also use **can** when we ask people to do things: *Can you close the door, please?*



Utilizamos **may** ou **can** para pedir permissão.

Utilizamos o **must** para expressar obrigação ou proibição.

Afirmativa: You must be in class on time (Tens de estar na aula a horas).

Negativa: You mustn't shout in class (Não podes falar alto na aula).

### 4.1.7. Comparatives and superlatives

#### Comparatives

Regular	Adjective	Superiority	Equality
1 syllable	tall	tall <b>er</b> (than)	<i>as tall as</i>
	short	short <b>er</b> (than)	<i>as short as</i>
	<b>Double consonant</b>		
	fat	fatt <b>er</b> (than)	<i>as fat as</i>
	thin	thinn <b>er</b> (than)	<i>as thin as</i>
2 syllables ending in -y	pretty	prett <b>ier</b> (than)	<i>as pretty as</i>
	heavy	heav <b>ier</b> (than)	<i>as heavy as</i>
2 or more syllables	popular	<b>more</b> popular (than)	<i>as popular as</i>
	difficult	<b>more</b> difficult (than)	<i>as difficult as</i>

Examples:

Anne is shorter than me. (A Ana é **mais baixa** do que eu).

John is as tall as Anne. (O John é **tão alto** como a Anne).

#### Superlatives

Regular	Adjective	Superlative
1 syllable	tall	(the) tall <b>est</b>
	short	(the) short <b>est</b>
	<b>Double consonant</b>	
	fat	(the) fatt <b>est</b>
	thin	(the) thinn <b>est</b>
2 syllables ending in -y	pretty	(the) prett <b>iest</b>
	heavy	(the) heav <b>iest</b>
2 or more syllables	difficult	(the) <b>most</b> difficult
	modern	(the) <b>most</b> modern

	<h1 style="text-align: center;">Grandes Ideias</h1> <h2 style="text-align: center;">RESUMO DOS CONTEÚDOS DE 6.º ANO DE INGLÊS</h2>	2016 / 2017
		APOIO PEDAGÓGICO
		PÁG: 22

Examples:

Carl is **the tallest** boy in class. (O Carl é o rapaz mais alto da turma).

Diana is **the most popular** girl in class. (A Diana é a rapariga mais popular da turma).

Irregular Adjective	Comparative	Superlative
bad good	worse (than) better (than)	(the) worst (the) best



### TEMA 5: School is great!

#### 5.1. What do you do after school...

##### 5.1.1. Vocabulary: school clubs and after-school activities, sports

School clubs	After-school activities and sports
Sports club	Golf
Science club	Basketball
Choir	Football
Computer club	Volleyball
Environmental club	Rugby
Languages club	Hockey
Drama club	Baseball
Dancing	Table tennis

##### 5.1.2. Personal pronouns (subject and object)

###### Singular



Subject  
Object

*I*                      *you*                      *he*                      *she*                      *it*  
*me*                      *you*                      *him*                      *her*                      *it*

###### Plural



Subject  
Object

*we*                      *you*                      *they*  
*us*                      *you*                      *them*

Utilizam-se:

- Os **subject pronouns** como o sujeito de uma frase. *I like sport.*
- Os **object pronouns** como “objecto” / complemento.
  - o O play rugby. I play **it** at school.
  - o Give **me** the rugby ball.

### 5.1.3. Verb to be – past simple

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I was	I was not (wasn't)	Was I...?
You were	You were not (weren't)	Were you...?
He was	He was not (wasn't)	Was he...?
She was	She was not (wasn't)	Was she...?
It was	It was not (wasn't)	Was it...?
We were	We were not (weren't)	Were we...?
You were	You were not (weren't)	Were you...?
They were	They were not (weren't)	Were they...?

#### Short answers

##### Examples:

- 'Was he a good athlete?'  
'Yes, **he was.**' /  
'No, **he wasn't.**'
- 'Were they born in Portugal?'  
'Yes, **they were.**' /  
'No, **they weren't.**'

Examples:

He **was** London's best footballer. (Ele **foi** o melhor futebolista de Londres).

They **were** sport stars. (Eles **eram** estrelas de futebol).

### 5.1.4. There + to be (past simple)

	AFFIRMATIVE	NEGATIVE	INTERROGATIVE
Singular	<i>There was a party at the club.</i>	<i>There wasn't a rock band.</i>	<i>Was there a school play?</i>
Plural	<i>There were a lot of people.</i>	<i>There weren't many chocolate cakes.</i>	<i>Were there many drinks?</i>

Examples:

There was a party at the club. (Houve uma festa no clube).

Were there many drinks? (Havia muitas bebidas?)

### 5.1.5. Past simple (regular verbs)

AFFIRMATIVE	
I	walk <b>ed</b> ...
You	
He	
She	
It	
We	
You	
They	

O past simple utiliza-se para expressar ações ou acontecimentos que já aconteceram ou situações do passado.

Examples:

I walk to school every day. → present simple

I walk**ed** to school yesterday . → past simple

#### Spelling rules

Infinitive + <b>ed/d</b>	Vowel + y/w: <b>ed</b>	Consonant + y: <b>ied</b>	One-syllable verb – 1 vowel + 1 consonant: double consonant + <b>ed</b>
visit – visit <b>ed</b>	enjoy – enjoy <b>ed</b>	cry – cried	stop – stop <b>ped</b>
love – love <b>d</b>	follow – follow <b>ed</b>	study – stud <b>ied</b>	plan – plan <b>ned</b>

Examples:

I visited my grandma yesterday. (Eu visitei a minha avó ontem).

I enjoyed my trip last week. (Eu gostei da viagem a semana passada).

	<h1 style="color: orange;">Grandes Ideias</h1> <p>RESUMO DOS CONTEÚDOS DE 6.º ANO DE INGLÊS</p>	2016 / 2017
		APOIO PEDAGÓGICO
		PÁG: 26

## TEMA 6: Around town

### 6.1. Vocabulary

**Public places:** museum, theatre, cinema, hotel, hospital, police station, library, restaurant, post office, bank, swimming pool, town hall, planetarium, car park, fire station.

**Means of transport:** taxi, car, train, plane, motorbike, bus, bicycle, ferry.

### 6.2. Prepositions and prepositional expressions of place

*Where's the girl? She's...*



*at*  
the cinema



*in front of*  
the cinema



*next to*  
the cinema



*behind*  
the hotel



*opposite*  
the bank



*on the right*  
of the bank



*on the left*  
of the bank



*under*  
a tree



flats *above* shops  
shops *below* flats

At – em/no

Behind – atrás

On the left – à esquerda

Below - abaixo

in front of – à frente de

opposite – do outro lado

under – debaixo

next to – próximo de

on the right – à direita

above – acima

### 6.3. Prepositions of movement

As preposições de movimento – to, into, onto – são utilizadas com verbos para expressar movimento.



Steve is going **to** the swimming pool.



He is getting **onto** the diving board.



He is diving **into** the water.

- 1.ª O Steve está a ir para a piscina.
- 2.ª Ele está a ir para a prancha de mergulho.
- 3.ª Ele está a mergulhar para dentro de água.

### 6.4. Imperative

AFFIRMATIVE IMPERATIVE	NEGATIVE IMPERATIVE
Verb (infinitive without to) <b>Turn left.</b> 	Don't + verb (infinitive without to) <b>Don't turn left.</b> 

Utilizamos o imperativo para dar indicações, fazer pedidos ou dar ordens.

### 6.5. Because/so

**Because:** indica uma razão. “porque”

*We stayed at home **because** it was cold.* (Ficamos em casa **porque** estava frio).

**So:** indica um propósito ou um resultado. “por isso”

*It was cold, **so** we stayed at home.* (Estava frio, **por isso** ficamos em casa).



## TEMA 7: Summer time

### 7.1. Vocabulary



### 7.2. Like/love/hate/enjoy + ing

I	like	going to the beach.
	don't like	
	love	having a picnic.
	hate	
	enjoy	swimming in the sea.
	don't enjoy	

Os verbos like (gostar), love (amar/adorar), hate (odiar) e enjoy (apreciar), são utilizados com o gerúndio (+ing) para expressarmos os nossos gostos e o que não gostamos.

*I like going to the beach.* (Eu gosto de ir à praia).

*I don't like going to the beach.* (Eu não gosto de ir à praia).

*I love having a picnic.* (Adoro fazer piqueniques).

*I don't enjoy swimming in the sea.* (Eu não aprecio nadar no mar).

### 7.3. Adverbs of manner

FORMATION OF ADVERBS OF MANNER	
Adjective	Adverb
slow	slow <del>ly</del>
quick	quick <del>ly</del>
quiet	quiet <del>ly</del>
beautiful	beautiful <del>ly</del>
happy	happi <del>ly</del>
terrible	terrib <del>ly</del>

Os advérbios de modo ajudam-nos a expressar o modo como algo está a acontecer.

*I like walking **slowly** in the park.* (Eu gosto de andar **devagar** no parque).

### 7.4. The future: be going to

Utilizamos o **verbo to be (am/is/are) + going to + o infinitivo de um verbo** para expressarmos um plano ou algo que vai acontecer no futuro.

AFFIRMATIVE		NEGATIVE		INTERROGATIVE	
I am (I'm)	going to take...	I am not (I'm not)	going to take...	Am I	going to take...?
You are (You're)		You are not (You aren't)		Are you	
He is (He's)		He is not (He isn't)		Is he	
She is (She's)		She is not (She isn't)		Is she	
It is (It's)		It is not (It isn't)		Is it	
We are (We're)		We are not (We aren't)		Are we	
You are (You're)		You are not (You aren't)		Are you	
They are (They're)		They are not (They aren't)		Are they	

*I'm going to visit a castle tomorrow.* (Eu vou visitar um castelo amanhã).

*You're going to take photos of your trip.* (Tu vais tirar fotos da tua viagem).



São utilizadas, juntamente com o *be going to*, algumas expressões, tais como: tomorrow (amanhã), next week (na próxima semana), next month (no próximo mês), next year (no próximo ano), ...

### 7.5. **Some, any, so**

	PLURAL COUNTABLE NOUNS	UNCOUNTABLE NOUNS
<b>Affirmative</b>	<i>There are <b>some</b> beautiful souvenirs here.</i>	<i>There is <b>some</b> suncream too.</i>
<b>Negative</b>	<i>There aren't <b>any</b> bikinis here. (negative verb)</i>	<i>There isn't <b>any</b> water. (negative verb)</i>
	<i>There are <b>no</b> bikinis here. (affirmative verb)</i>	<i>There is <b>no</b> water. (affirmative verb)</i>
<b>Interrogative</b>	<i>Are there <b>any</b> T-shirts?</i>	<i>Is there <b>any</b> fruit juice?</i>

#### **How many + plural countable nouns**

– ***How many** souvenirs are you going to buy?*  
*I'm going to buy **some**, but not many.*

#### **How much + uncountable nouns**

– ***How much** money have you got?*  
*I haven't got **any**. I've got **no** money.*

### 7.6. **Indefinite pronouns**

	THINGS	PEOPLE
<b>Affirmative</b>	<i>There's <b>something</b> in your bag. It isn't empty.</i>	<i>There's <b>somebody/someone</b> near the sea.</i>
<b>Negative</b>	<i>There isn't <b>anything</b> in this box. (negative verb)</i>	<i>There isn't <b>anybody/anyone</b> in the sea. (negative verb)</i>
	<i>There's <b>nothing</b> in this box. (affirmative verb, but negative meaning)</i>	<i>There is <b>nobody/no one</b> in the sea. (affirmative verb, but negative meaning)</i>
<b>Interrogative</b>	<i>Is there <b>anything</b> in that box?</i>	<i>Is there <b>anybody/anyone</b> sunbathing?</i>