

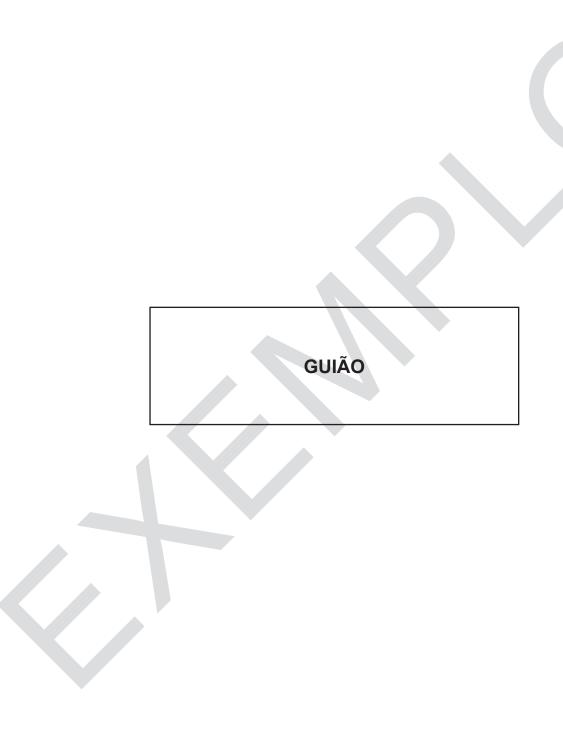


Instrumento de Aferição Amostal Inglês (51) | 5.º Ano de Escolaridade | 2021

Decreto-Lei n.º 10-B/2021, de 4 de fevereiro, na redação conferida pelo Decreto-Lei n.º 22-D/2021, de 22 de março

Duração da Componente Oral da Prova (Parte D): até 5 minutos.

4 Páginas



GUIÃO

1.º MOMENTO

Interlocutor Aluno +/- 15" Hello! My name is [Nome do interlocutor]. What's your name? Can you spell your first name, please? How old are you, [Nome do aluno]? Now, [Nome do aluno], let's talk about your daily routine. What time do you get up? • Do you get up at seven o'clock? • Do you get up before seven o'clock? • Do you get up after seven o'clock? What do you have for breakfast? • Do you drink milk? • Do you eat toast?	
+/- 15" What's your name? Can you spell your first name, please? How old are you, [Nome do aluno]? Interlocutor Aluno +/- 2'30" What time do you get up? • Do you get up at seven o'clock? • Do you get up before seven o'clock? • Do you get up after seven o'clock? What do you have for breakfast? • Do you drink milk?	
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Do you get up after seven o'clock?What do you have for breakfast?Do you drink milk?	
• Do you drink milk?	
• Do you eat toast?	
• Do you have cereal?	
How many lessans do you have an Manday?	
How many lessons do you have on Monday? • Have you got many lessons?	
• Have you got four lessons?	
• Have you got six lessons?	
Where do you go after school?	
• Do you go home?	
• Do you go to the park?	
• Do you go to a friend's house?	
What is your favourite subject at school? (Why?)	
• Do you like Portuguese? (Why? Why not?)	
Do you like English? (Why? Why not?)	
• Do you like Maths? (Why? Why not?)	
Tell me about what you do after dinner.	
• Do you study?	
Do you watch television?	
• Do you go to bed?	

- 1. Caso o aluno não responda às perguntas previstas, o interlocutor deve ajudá-lo, fazendo alguma/s das perguntas que se encontram em itálico.
- 2. O interlocutor deve seguir a ordem das perguntas apresentadas. Caso o aluno antecipe respostas a perguntas previstas, o interlocutor não deve fazê-las.

2.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor +/- 30"	Now, [Nome do aluno], look at these pictures. [O interlocutor entrega as imagens ao aluno.]
	They look the same, but there are six differences.
	In this picture the man is playing football, but in this picture he is playing tennis. [O interlocutor aponta para estas diferenças nas imagens.]
	What other 5 differences can you see? [O aluno deve identificar 5 diferenças nas imagens.]
Aluno +/- 1' 30"	 What is the boy doing? (And in this picture?) What is there on the bedside table? (And here?) Where is the camera? (And in this picture?) What animal is there in this picture? (And here?) How many balls are there in the box? (And in this picture?)
Interlocutor	Thank you, [Nome do aluno]. [O interlocutor recolhe as imagens.]
	Goodbye.

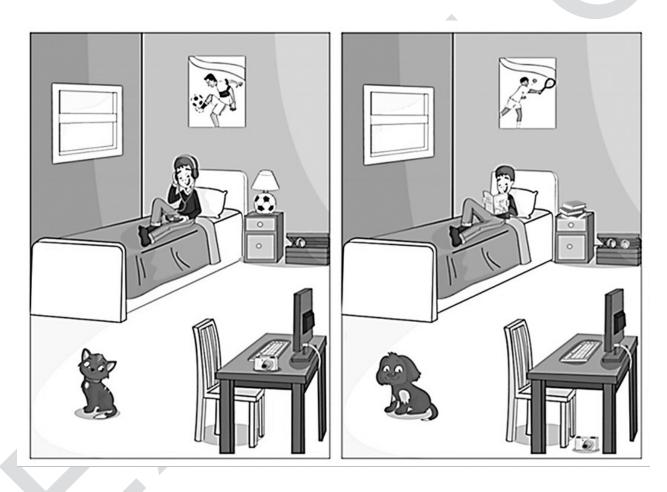
- 1. Caso o aluno tenha dificuldade em identificar alguma/s das 5 diferenças, o interlocutor pode ajudá-lo, mas apenas apontando para a/s diferença/s nas imagens.
- 2. Caso o discurso do aluno seja insuficiente, revele pouco conteúdo ou o aluno tenha dificuldade em começar a falar, o interlocutor pode ajudá-lo, fazendo alguma/s das perguntas que se encontram em itálico e apontando, simultaneamente, para a diferença na imagem a que se refere.
- 3. Caso o aluno ultrapasse o tempo previsto, o interlocutor deve interrompê-lo, dizendo:
 - Thank you.
- **4.** Caso o aluno utilize um tom de voz baixo, o interlocutor deve dizer:
 - I'm sorry, but I can't hear you. Could you speak louder, please?

Este pedido pode ser repetido ao longo de toda a componente oral da prova se necessário.

Tempo total: até 5 minutos

2.º MOMENTO

Find 5 differences.



https://resources.collins.co.uk/Samples/ELT/74870_Movers_Teacher_Guide.pdf (Accessed and adapted 27.09.2019)