

# Materiais & Atividades para alunos com PEA

## no ensino-aprendizagem do Inglês



### Listening

A. **Audição com escolhas múltiplas** – Circle the correct option:

Nota: o aluno poderá ouvir uma vez mais; poderão ser reduzidas ou aumentadas o nº de escolhas múltiplas, no mínimo de 2, máximo 4.

<p>1. When did Maggie fly to Puerto Rico?                  a) July 23<sup>th</sup>      b) August 4<sup>th</sup>      c) July 22<sup>nd</sup></p>	
<p>2. Who was worried on the plane?                  a) Maggie      b) Pablo      c) his friend</p>	
<p>3. When did Maggie meet her host family?                  a) July 23<sup>th</sup>      b) August 4<sup>th</sup>      c) July 22<sup>nd</sup></p>	
<p>4. What language did Pablo and Sonia speak?                  a) English      b) Puerto Rican      c) Spanish</p>	
<p>5. Maggie felt _____ because she didn't understand them.                  a) excited      b) frustrated      c) exhausted</p>	
<p>6. On August 4<sup>th</sup> Maggie _____.                  a) wrote on her diary      c) flew back home                  b) wasn't exhausted</p>	

B. **Audição para tomar notas:** You will hear George leaving a **phone message** for his mother.

B.1- Complete the message below: /

B.2 - Circle the correct option:

PHONE MESSAGE	
From	1.
Name of shop	2.
In King Street next to	3.
Size	4.
Price	5.

PHONE MESSAGE	
From	1. <b>Boy / Roy</b>
Name of shop	2. <b>Tilly's / Jilly's</b>
In King Street next to	3. <b>chemist / florist</b>
Size	4. <b>small / large</b>
Price	5. <b>50£ / 15£</b>


C. **Leitura / Audição para classificação.**

Listen and circle TRUE / False:

II. Part. True or False.  
Instructions. Listen to these statements and choose T (true) or F (false).

1. Charlie and Maggie were on a school trip.	T	F
2. Maggie was worried on the plane.	T	F
3. Pablo and Sonia weren't friendly.	T	F
4. Charlie's Spanish was good, so he wasn't frustrated.	T	F

Nota: atividade com um grau de dificuldade elevado. Poderão reduzir para 3 ou aumentar até 5 o nº de frases.

D. **Audição e desenho** - Listen and draw  your way to the bus station:



**Nota:** O aluno ouve o texto e desenha o seu caminho até ao local indicado. Esta atividade pode ser adaptada a um relato jornalístico ou à interpretação de um conto / short story.



**Reading & Writing**

A. Micro leituras - sopas de letras - Find the words in the crosswords:



B	L	A	C	K	C	A	T	S	S	Y	M
G	D	B	E	M	O	U	S	K	H	P	U
H	O	E	M	O	N	S	T	E	R	Z	M
O	G	A	E	U	I	P	H	L	H	C	M
S	W	I	T	C	H	I	O	E	A	A	Y
T	M	T	E	R	K	D	U	T	L	N	N
Y	O	I	R	E	L	E	S	O	L	D	B
B	A	T	Y	A	Q	R	S	N	O	I	A
E	P	U	M	P	K	I	N	B	W	E	S
H	A	U	N	T	E	D	H	O	U	S	E

- cemetery*
- witch*
- monster*
- spider*
- ghost*
- black cat*
- pumpkin*

B. Micro leituras – Palavras cruzadas.

Look at the pictures and complete the crossword using all the words in the vocabulary box.

*Happy Valentine's Day*

1 →

→ 2

→ 3

4 →

5 →

6 →











7 →

V  
A  
L  
E  
N  
T  
I  
N  
E  
D  
A  
Y

candies  
card  
cupid  
flowers  
heart  
love  
chocolate

























**C. Leitura de pequenos textos. Reading Game - Match the symbol to its correct label/definition.**

Nota: este cartão é recortado em 20 peças. O aluno terá que fazer a correspondência entre os símbolos e a sua respetiva legenda. Sugere-se a metodologia do trabalho de pares. (O vocabulário foi trabalhado previamente).

	<b>Exploding bomb</b> (for explosion or reactivity hazards)		<b>Flame</b> (for fire hazards)		<b>Flame over circle</b> (for oxidizing hazards)
	<b>Gas cylinder</b> (for gases under pressure)		<b>Corrosion</b> (for corrosive damage to metals, as well as skin, eyes)		<b>Skull and Crossbones</b> (can cause death or toxicity with short exposure to small amounts)
	<b>Health hazard</b> (may cause or suspected of causing serious health effects)		<b>Exclamation mark</b> (may cause less serious health effects or damage the ozone layer*)		<b>Environment*</b> (may cause damage to the aquatic environment)
	<b>Biohazardous Infectious Materials</b> (for organisms or toxins that can cause diseases in people or animals)				



D. Leitura de textos progressivamente mais extensos. Reading Challenges & Pictograms.

<p style="text-align: center;"><b>Firefighters!</b></p> <p>Firefighters wear big red </p> <p>Climb up  to rescue </p> <p>Use big  to spray on </p> <p>Drive big  with big black </p> <p>RACE when they hear a  </p> <p>To help keep  safe from harm!</p>	<p style="text-align: center;"><b>Rebus Reader Escape Snake</b></p> <p>My  has  pets. We have a , a , and a .</p> <p>This week, it is my job to clean the pet . I use a  and  with . This week, the  got loose and slithered under the teacher's . Then, he went into a . Next he fell into a  in the floor. I grabbed him and put him back into his .</p>
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Little   Hood

Once upon a , a  called Little   Hood lived. Her  was  , so she went to her  to give her a . She passed the  on the way so she picked some . Little did she know a   was following her. He got there  , and threw  in the cupboard. The  dressed up as . Finally, Little   Hood got there. She  inside and  upstairs. "  what big  you have!" she cried. "All the better   you with,"  replied. "  what a big  you have!" she cried. "All the better   you with,"  replied. "  what big  you have!" she screamed. "All the better   you with!" The  leapt out of bed, and gobbled both  and Little   Hood! Suddenly, a  who was a wood  burst into the room! He  his axe, and cut the 's belly. He helped them both out. They lived  ever after.

**E. Exercícios de leitura e interpretação.**

**E.1 – Questionários de interpretação**

**E.2 – Desafios de leitura.**

Name \_\_\_\_\_ Date \_\_\_\_\_

### Who? What? Where?

Jeff has been on the pirate ship for six days. He likes his eye patch and will finish his trip in another three days. Then he can go home and see his family.



Color the picture.  
Cut and paste the answer to the questions.

**Who** has been on the pirate ship?

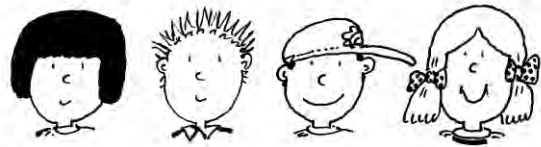
**What** does Jeff like?

**Where** can Jeff go in three days?

school	eye patch	Jeff	James	home
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### Nick-names

Dawn, Mark, Josh and Tina are friends.







They each have a nick-name. Their nick-names are Spider, Curly, Ace and Fudgy, but not in that order.

What is the nick-name of each of the friends?

**Clues**

- ◆ Josh plays tennis with Curly and goes swimming with Ace.
- ◆ Tina has been on holiday with Curly but travels to school with Fudgy.
- ◆ Spider, Curly and Dawn play in the football team.
- ◆ Spider sometimes goes to tea with Josh.

<b>Photo:</b>				
<b>Name</b>	Dawn	Mark	Josh	Tina
<b>Nick-name</b>				



**Speaking / Writing activities**



A. **Relato das atividades da vida diária com cartões / imagens** -Talking about daily routine / hobbies / house chores, ...



Nota: após o relato oral, podemos sugerir o registo escrito do mesmo.

B. **Descrição de imagens.**

O aluno é induzido a descrever/ comentar o que vê. Sugere-se a pesquisa de aspetos culturais.



C. **Jogo** – Pedir ao aluno que memorize a imagem e que responda a perguntas.

**MEMORY GAME:** Take one minute to look at the picture. Hide the picture and ask questions: Is there a ...? Are there any ....? How many ..... are here? What colour was the ...?



D. **Comentário de imagens / Short stories / Comic strips.**

