

Exame Final Nacional de Inglês

Prova 550 | Época Especial | Ensino Secundário | 2019

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 139/2012, de 5 de julho | Decreto-Lei n.º 55/2018, de 6 de julho

Duração da Componente Oral da Prova (Parte D): até 15 minutos.

8 Páginas

GUIÃO 1

Número de alunos: 2

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1.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor Alunos +/- 1'	Good morning/afternoon. Welcome. My name is... Now, what's your name? [O interlocutor dirige-se ao aluno A.] Thank you. And what's your name? [O interlocutor dirige-se ao aluno B.] Thank you.
Interlocutor	First, I'd like to know something about you. So, [Nome do aluno A],
Aluno A +/- 1'	• Do you consider your lifestyle healthy? (Why?) / (Would you prefer it if it were?) (Why? / Why not?) • Have you ever thought of growing your own food? (Why? / Why not?) • In your opinion, are alternative diets, like vegetarianism, difficult to adopt? (Why? / Why not?) • Tell us about a benefit or drawback of organic food.
Interlocutor	Thank you. And you, [Nome do aluno B],
Aluno B +/- 1'	• Have you ever worked as a volunteer for an environmental organisation? (What did you do?) (Why?) / (Would you like to?) (Why? / Why not?) • Do you think today's teenagers are more involved in protecting the environment than their parents were? (Why? / Why not?) • In your opinion, how important is Environmental Education for young children? (Why?) • Tell us about an environmental problem in your area or elsewhere.
Interlocutor	Thank you. That is the end of part 1.
1. Caso o aluno não responda à pergunta inicial, o interlocutor deve prosseguir de acordo com o guião. 2. O interlocutor deve seguir a ordem das perguntas apresentadas. Caso o aluno antecipe respostas a perguntas previstas, o interlocutor não deve fazê-las. 3. Mesmo que não tenham sido feitas todas as perguntas, o interlocutor deve dar por terminado este momento assim que o aluno use o tempo previsto. 4. Caso o aluno ultrapasse o tempo previsto, o interlocutor deve interrompê-lo, dizendo: • Thank you. 5. 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.	

2.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor +/- 30"	[O interlocutor dirige-se aos dois alunos, em simultâneo.] In this part, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question related to your partner's photographs. You mustn't interrupt your partner while he/she is speaking. You have a maximum of 15 seconds to look at the photographs. [Nome do aluno B], it's your turn first. Here are your photographs. They show different risks posed by plastic pollution. [O interlocutor entrega o conjunto 1 de fotografias ao aluno B.] Remember, you have a maximum of 15 seconds to look at the photographs.
Aluno B +/- 15"	
Interlocutor	I'd like you to compare the photographs, and say what the consequences of plastic pollution may be. All right? You can start now, [Nome do aluno B].
Aluno B +/- 1'	
Interlocutor	Thank you. [Nome do aluno A], what do you think is the easiest thing people can do to reduce plastic pollution? Do you do anything?
Aluno A +/- 15"	
Interlocutor	Thank you. Can I have the photographs, please? [O interlocutor recolhe o conjunto 1 de fotografias.] Now, [Nome do aluno A], here are your photographs. They show different types of genetically engineered organisms. [O interlocutor entrega o conjunto 2 de fotografias ao aluno A.] Remember, you have a maximum of 15 seconds to look at the photographs.
Aluno A +/- 15"	
Interlocutor	I'd like you to compare the photographs, and say what the impact of genetic engineering may be. All right? You can start now, [Nome do aluno A].
Aluno A +/- 1'	
Interlocutor	Thank you. [Nome do aluno B], would you be willing to try either of these genetically engineered foodstuffs? (Why? / Why not?)
Aluno B +/- 15"	
Interlocutor	Thank you. Can I have the photographs, please? [O interlocutor recolhe o conjunto 2 de fotografias.] That is the end of part 2.

1. Caso o discurso do aluno seja insuficiente, revele pouco conteúdo ou o aluno tenha dificuldade em começar a falar, o interlocutor deve ajudá-lo com algumas das perguntas seguintes:
 - **What are the differences between the photographs?**
 - **What about the similarities?**
 - **What do you mean?**
 - **Can you expand on that?**
2. Caso o aluno se afaste do tema, o interlocutor deve lembrar-lhe a tarefa, dizendo:
 - **Remember you have to [o interlocutor repete a instrução].**
3. Caso o aluno ultrapasse o tempo previsto, o interlocutor deve interrompê-lo, dizendo:
 - **Thank you.**

3.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor +/- 30"	[O interlocutor dirige-se aos dois alunos, em simultâneo.] Now, I'd like you to discuss something together for about three minutes. I'd like you to imagine that your school's debate team has asked students to discuss why the sustainable use of natural resources is important. Here are some natural resources that you should consider and a question for you to discuss. First, you have a maximum of 30 seconds to look at the task. [O interlocutor entrega o documento aos alunos.]
Alunos +/- 30"	
Interlocutor	Now, talk to each other about why the sustainable use of these natural resources is important.
Alunos +/- 3'	
Interlocutor	Thank you. Now you have about a minute to discuss which natural resource is most at risk and why.
Alunos +/- 1'	
Interlocutor	Thank you. Can I have the handout, please? [O interlocutor recolhe o documento.] Thank you. That is the end of your test.
1. Caso nenhum dos alunos tome a iniciativa e tenham decorrido mais de trinta segundos, o interlocutor deve repetir as instruções ou dizer: • Could you start, please? 2. Caso os alunos não interajam entre si, o interlocutor deve lembrá-los de que devem fazê-lo, dizendo: • Remember you have to talk to each other. 3. Caso um aluno fale muito mais do que o outro, o interlocutor deve tentar equilibrar as suas intervenções, dizendo: • Remember both of you have to talk. 4. Caso os alunos se afastem do tema, o interlocutor deve relembrar-lhes a tarefa, dizendo: • Remember you have to [o interlocutor repete a instrução]. 5. Caso os alunos ultrapassem o tempo previsto, o interlocutor deve interrompê-los, dizendo: • Thank you.	

Tempo total: até 15 minutos

2.º MOMENTO

Set 1 – Student B

What may the consequences of plastic pollution be?



www.onegreenplanet.org
(Accessed 31.10.2018).



<https://morningstaronline.co.uk>
(Accessed 31.10.2018).

2.º MOMENTO

Set 2 – Student A

What may the impact of genetic engineering be?



<https://mashable.com>
(Accessed 31.10.2018).



www.progressivegenetics.ie
(Accessed 31.10.2018).

3.º MOMENTO

