

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.

9 Páginas

GUIÃO 2

Número de alunos: 3

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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.] And your name? [O interlocutor dirige-se ao aluno B.] And yours? [O interlocutor dirige-se ao aluno C.] Thank you.
Interlocutor	First, I'd like to know something about you. So, [Nome do aluno A],
Aluno A +/- 1'	<ul style="list-style-type: none">• Do you often go to shopping centres? (What do you do there?) / (Why not?)• In your opinion, does advertising influence what young people buy? (Why? / Why not?)• Have you ever bought a product which you were unhappy with? (What did you do?) (Why?) / (What would you do if that happened?) (Why?)• Tell us about a product you have bought which made you feel happy.
Interlocutor	Thank you. And you, [Nome do aluno B],
Aluno B +/- 1'	<ul style="list-style-type: none">• Where do you prefer to spend your free time, outdoors or indoors? (Why?)• What do you do when you go out with friends? (Why?)• Which type of shops do you like best, small local shops or big chain stores? (Why?)• Tell us about the type of products you prefer to buy on your own.
Interlocutor	Thank you. And you, [Nome do aluno C],
Aluno C +/- 1'	<ul style="list-style-type: none">• Is there a brand of shoes or clothes you prefer? (Which one?) (Why?) / (Why not?)• In your opinion, how important is it for teenagers to be fashionable? (Why?)• Have you ever bought something on impulse and regretted it? (What was it?) (Why?) / (Why not?)• Tell us about the product you would definitely buy if you could afford it.
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
<p>Interlocutor +/- 30"</p>	<p><i>[O interlocutor dirige-se aos três alunos, em simultâneo.]</i> 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 partners' photographs. You mustn't interrupt your partners while they are speaking. You have a maximum of 15 seconds to look at the photographs.</p> <p>Now, <i>[Nome do aluno B]</i>, it's your turn first. Here are your photographs. They show teenagers engaged in different types of activities.</p> <p><i>[O interlocutor entrega o conjunto 1 de fotografias ao aluno B.]</i> Remember, you have a maximum of 15 seconds to look at the photographs.</p>
<p>Aluno B +/- 15"</p> <p>Interlocutor</p>	<p>I'd like you to compare the photographs, and say how addictive these teenage activities are and why. All right?</p> <p>You can start now, <i>[Nome do aluno B]</i>.</p>
<p>Aluno B +/- 1'</p> <p>Interlocutor</p>	<p>Thank you.</p> <p><i>[Nome do aluno C]</i>, if you had to choose only one type of activity to do, which of these would it be? (Why?)</p>
<p>Aluno C +/- 15"</p> <p>Interlocutor</p>	<p>Thank you. Can I have the photographs, please? <i>[O interlocutor recolhe o conjunto 1 de fotografias.]</i></p> <p>Now, <i>[Nome do aluno C]</i>, here are your photographs. They show teenagers wearing different types of clothes.</p> <p><i>[O interlocutor entrega o conjunto 2 de fotografias ao aluno C.]</i> Remember, you have a maximum of 15 seconds to look at the photographs.</p>
<p>Aluno C +/- 15"</p> <p>Interlocutor</p>	<p>I'd like you to compare the photographs, and say how important clothes are in teenagers' lives and why. All right?</p> <p>You can start now, <i>[Nome do aluno C]</i>.</p>
<p>Aluno C +/- 1'</p> <p>Interlocutor</p>	<p>Thank you.</p> <p><i>[Nome do aluno A]</i>, do you prefer to wear casual or formal clothes? (Why?)</p>
<p>Aluno A +/- 15"</p> <p>Interlocutor</p>	<p>Thank you. Can I have the photographs, please? <i>[O interlocutor recolhe o conjunto 2 de fotografias.]</i></p>

Intervenientes e tempos	Descrição das atividades
<p>Interlocutor</p> <p>Aluno A +/- 15"</p>	<p>Now, <i>[Nome do aluno A]</i>, here are your photographs. They show different types of food people eat.</p> <p><i>[O interlocutor entrega o conjunto 3 de fotografias ao aluno A.]</i></p> <p>Remember, you have a maximum of 15 seconds to look at the photographs.</p>
<p>Interlocutor</p> <p>Aluno A +/- 1'</p>	<p>I'd like you to compare the photographs, and say what the advantages and disadvantages of eating these types of food are.</p> <p>All right?</p> <p>You can start now, <i>[Nome do aluno A]</i>.</p>
<p>Interlocutor</p> <p>Aluno B +/- 15"</p> <p>Interlocutor</p>	<p>Thank you.</p> <p><i>[Nome do aluno B]</i>, have you ever eaten a vegetarian dish? (Did you like it?) (Why? / Why not?) / (Would you like to?) (Why? / Why not?)</p> <p>Thank you. Can I have the photographs, please? <i>[O interlocutor recolhe o conjunto 3 de fotografias.]</i></p> <p>That is the end of part 2.</p>
<p>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:</p> <ul style="list-style-type: none"> • What are the differences between the photographs? • What about the similarities? • What do you mean? • Can you expand on that? <p>2. Caso o aluno se afaste do tema, o interlocutor deve relembrar-lhe a tarefa, dizendo:</p> <ul style="list-style-type: none"> • Remember you have to [o interlocutor repete a instrução]. <p>3. Caso o aluno ultrapasse o tempo previsto, o interlocutor deve interrompê-lo, dizendo:</p> <ul style="list-style-type: none"> • Thank you. 	

3.º MOMENTO

Intervenientes e tempos	Descrição das atividades
<p>Interlocutor +/- 30"</p> <p>Alunos +/- 30"</p> <p>Interlocutor</p> <p>Alunos +/- 4'</p> <p>Interlocutor</p> <p>Alunos +/- 1'</p> <p>Interlocutor</p>	<p><i>[O interlocutor dirige-se aos três alunos, em simultâneo.]</i> Now, I'd like you to discuss something together for about four minutes.</p> <p>I'd like you to imagine that your school's counsellor has asked students to discuss the benefits of teenagers earning their own money. Here are some benefits that you should consider and a question for you to discuss. First, you have a maximum of 30 seconds to look at the task.</p> <p><i>[O interlocutor entrega o documento aos alunos.]</i></p> <p>Now, talk to each other about the benefits of teenagers earning their own money.</p> <p>Thank you. Now you have about a minute to discuss which benefit is the greatest and why.</p> <p>Thank you. Can I have the handout, please? <i>[O interlocutor recolhe o documento.]</i> Thank you. That is the end of your test.</p>
<ol style="list-style-type: none"> 1. Caso nenhum dos alunos tome a iniciativa e tenham decorrido mais de trinta segundos, o interlocutor deve repetir as instruções ou dizer: <ul style="list-style-type: none"> • Could you start, please? 2. Caso os alunos não interajam entre si, o interlocutor deve lembrá-los de que devem fazê-lo, dizendo: <ul style="list-style-type: none"> • Remember you have to talk to each other. 3. Caso um aluno fale muito mais do que os outros, o interlocutor deve tentar equilibrar as suas intervenções, dizendo: <ul style="list-style-type: none"> • Remember all of you have to talk. 4. Caso os alunos se afastem do tema, o interlocutor deve relembrar-lhes a tarefa, dizendo: <ul style="list-style-type: none"> • Remember you have to [o interlocutor repete a instrução]. 5. Caso os alunos ultrapassem o tempo previsto, o interlocutor deve interrompê-los, dizendo: <ul style="list-style-type: none"> • Thank you. 	

Tempo total: até 15 minutos

2.º MOMENTO

Set 1 – Student B

How addictive are these teenage activities? Why?



www.telegraph.co.uk
(Accessed 26.10.2018).



www.healthykids.nsw.gov.au
(Accessed 26.10.2018).

2.º MOMENTO

Set 2 – Student C

How important are clothes in teenagers' lives? Why?



<http://lifeactlanguage.com>
(Accessed 26.10.2018).



www.woodham.org.uk
(Accessed 26.10.2018).

2.º MOMENTO

Set 3 – Student A

What are the advantages and disadvantages of eating these types of food?



www.bbcgoodfood.com
(Accessed 12.01.2019).



<https://cookieandkate.com>
(Accessed 15.01.2019).

3.º MOMENTO

