

Exame Final Nacional de Inglês

Prova 550 | 1.ª Fase | Ensino Secundário | 2020

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 55/2018, de 6 de julho

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

8 Páginas

GUIÃO 3

Número de alunos: 2

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1.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor Alunos +/- 30"	<p>[O interlocutor dirige-se aos dois alunos, em simultâneo.] Good morning/afternoon. Welcome. My name is...</p> <p>Now, what's your name? [O interlocutor dirige-se ao aluno A.] Thank you.</p> <p>And what's your name? [O interlocutor dirige-se ao aluno B.] Thank you.</p>
Interlocutor	<p>First, I'd like to know something about you.</p> <p>So, [Nome do aluno A],</p>
Aluno A +/- 1'15"	<ul style="list-style-type: none">• Do you use your mobile phone or any other technological devices while you're having your meals? (Why? / Why not?)• Are there any technological devices that you think are useless? (Which one/ones?) (Why?)• In your opinion, does technology in the classroom help improve students' performance? (Why? / Why not?)• Tell me how you use technology in your day to day life.
Interlocutor	<p>Thank you.</p> <p>And you, [Nome do aluno B],</p>
Aluno B +/- 1'15"	<ul style="list-style-type: none">• Are there any situations in which the use of technology can be harmful? (Which?) (Why?) / (Why not?)• Do you think keeping up with innovations is important? (Why? / Why not?)• In your opinion, does technology make life more or less interesting? (Why? / Why not?)• Tell me how much time you spend on technology in a day.
Interlocutor	<p>Thank you. That is the end of part 1.</p>
<p>1. Caso o aluno não responda à pergunta inicial, o interlocutor deve prosseguir de acordo com o guião.</p> <p>2. O interlocutor deve seguir a ordem das perguntas apresentadas. Caso o aluno antecipe respostas a perguntas previstas, o interlocutor não deve fazê-las.</p> <p>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.</p> <p>4. Caso o aluno ultrapasse o tempo previsto, o interlocutor deve interrompê-lo, dizendo:</p> <ul style="list-style-type: none">• Thank you. <p>5. Caso o aluno utilize um tom de voz baixo, o interlocutor deve dizer:</p> <ul style="list-style-type: none">• I'm sorry but I can't hear you. Could you speak louder, please? <p>Este pedido pode ser repetido ao longo de toda a componente oral da prova, se necessário.</p>	

2.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor +/- 30"	<p><i>[O interlocutor dirige-se aos dois alunos, em simultâneo.]</i></p> <p>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.</p>
Aluno B +/- 15"	<p><i>[Nome do aluno B]</i>, it's your turn first. Here are your photographs. They show families doing different activities.</p> <p><i>[O interlocutor entrega o conjunto 1 de fotografias ao aluno B.]</i></p> <p>Remember, you have a maximum of 15 seconds to look at the photographs.</p>
Interlocutor	<p>I'd like you to compare the photographs, and say how technology can affect family life and why.</p> <p>All right?</p>
Aluno B +/- 1'	<p>You can start now, <i>[Nome do aluno B]</i>.</p>
Interlocutor	<p>Thank you.</p>
Aluno A +/- 15"	<p><i>[Nome do aluno A]</i>, which of these activities do you think is more common nowadays? (Why?)</p>
Interlocutor	<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 A]</i>, here are your photographs. They show people shopping for clothes in different types of store.</p> <p><i>[O interlocutor entrega o conjunto 2 de fotografias ao aluno A.]</i></p> <p>Remember, you have a maximum of 15 seconds to look at the photographs.</p>
Aluno A +/- 15"	
Interlocutor	<p>I'd like you to compare the photographs, and say how technology could change the way we shop and why.</p> <p>All right?</p>
Aluno A +/- 1'	<p>You can start now, <i>[Nome do aluno A]</i>.</p>
Interlocutor	<p>Thank you.</p>
Aluno B +/- 15"	<p><i>[Nome do aluno B]</i>, which of these types of store is more appealing to you? (Why?)</p>
Interlocutor	<p>Thank you. Can I have the photographs, please? <i>[O interlocutor recolhe o conjunto 2 de fotografias.]</i></p> <p>That is the end of part 2.</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:
 - **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"	<p><i>[O interlocutor dirige-se aos dois alunos, em simultâneo.]</i> Now, I'd like you to discuss something together for about three minutes.</p> <p>I'd like you to imagine that your school debate team advisor has asked students to discuss the consequences of technological innovation in the workplace. Here are some consequences 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>
Alunos +/- 30"	<p><i>[O interlocutor entrega o documento aos alunos.]</i></p>
Interlocutor	<p>Now, talk to each other about the consequences of technological innovation in the workplace.</p>
Alunos +/- 3'	
Interlocutor	<p>Thank you. Now you have about a minute to decide which consequence has the most impact on workers' lives and why.</p>
Alunos +/- 1'	
Interlocutor	<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, 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 o outro, o interlocutor deve tentar equilibrar as suas intervenções, dizendo: <ul style="list-style-type: none"> • Remember both 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 can technology affect family life? Why?



<https://www.telegraph.co.uk>
(Accessed 02/10/2019).



<https://www.huffpost.com>
(Accessed 02/10/2019).

2.º MOMENTO

Set 2 – Student A

How could technology change the way we shop? Why?



<https://deliberatedirections.com>
(Accessed 02/10/2019).



<https://siliconvalley.center>
(Accessed 02/10/2019).

3.º MOMENTO

