

**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

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**GUIÃO 6**

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"><li>• <b>Has your school ever implemented a healthy eating programme? (How?) / (Would you like it to?) (Why? / Why not?)</b></li><li>• <b>In your opinion, are healthy eating habits important? (Why? / Why not?)</b></li><li>• <b>Do you think your food choices affect the environment? (Why? / Why not?)</b></li><li>• <b>Tell me about where you enjoy eating with your friends.</b></li></ul>
Interlocutor	<p>Thank you.</p> <p>And you, [Nome do aluno B],</p>
Aluno B +/- 1'15"	<ul style="list-style-type: none"><li>• <b>Have you ever had a lesson outside the classroom? (What was it about?) / (Would you like to?) (Why? / Why not?)</b></li><li>• <b>Do you think it is important that schools organise field trips? (Why? / Why not?)</b></li><li>• <b>In your opinion, should Environmental Education be compulsory for students? (Why? / Why not?)</b></li><li>• <b>Tell me about your biggest environmental concern nowadays.</b></li></ul>
Interlocutor	<p>Thank you.</p> <p>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"><li>• <b>Thank you.</b></li></ul> <p>5. Caso o aluno utilize um tom de voz baixo, o interlocutor deve dizer:</p> <ul style="list-style-type: none"><li>• <b>I'm sorry but I can't hear you. Could you speak louder, please?</b></li></ul> <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 <b>different means of transport in urban areas</b>.</p>
Aluno B +/- 15"	<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 <b>what the advantages and disadvantages of these means of transport are</b>.</p>
Interlocutor	<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>, have you ever ridden a bike in a city? (Did you like it?) (Why? / Why not?) / (Would you like to?) (Why? / Why not?)</p>
Aluno A +/- 15"	<p>Thank you. Can I have the photographs, please? <i>[O interlocutor recolhe o conjunto 1 de fotografias.]</i></p>
Interlocutor	<p>Now, <i>[Nome do aluno A]</i>, here are your photographs. They show <b>some consequences of deforestation</b>.</p>
Aluno A +/- 15"	<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>
Interlocutor	<p>I'd like you to compare the photographs, and say <b>what the consequences of deforestation might be for both animals and people</b>.</p>
Interlocutor	<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>, what kind of actions can individuals take to fight deforestation? (Which action would be the most successful?) (Why?)</p>
Aluno B +/- 15"	<p>Thank you. Can I have the photographs, please? <i>[O interlocutor recolhe o conjunto 2 de fotografias.]</i></p>
Interlocutor	<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
<p>Interlocutor +/- 30"</p>	<p>[O interlocutor dirige-se aos dois alunos, em simultâneo.] Now, I'd like you to discuss something together for about three minutes.</p> <p><b>I'd like you to imagine that your school debate team advisor has asked students to discuss how recycling helps us and the environment. Here are some aspects that you should consider</b> and a question for you to discuss. First, you have a maximum of 30 seconds to look at the task.</p>
<p>Alunos +/- 30"</p>	<p>[O interlocutor entrega o documento aos alunos.]</p>
<p>Interlocutor</p> <p>Alunos +/- 3'</p>	<p>Now, talk to each other about <b>how recycling helps us and the environment</b>.</p>
<p>Interlocutor</p> <p>Alunos +/- 1'</p>	<p>Thank you. Now you have about a minute to decide <b>which aspect is the most significant and why</b>.</p>
<p>Interlocutor</p>	<p>Thank you. Can I have the handout, please? [O interlocutor recolhe o documento.] Thank you. That is the end of your test.</p>
<p>1. Caso nenhum dos alunos tome a iniciativa e tenham decorrido mais de trinta segundos, o interlocutor deve repetir as instruções ou dizer:</p> <ul style="list-style-type: none"> <li>• <b>Could you start, please?</b></li> </ul> <p>2. Caso os alunos não interajam, o interlocutor deve lembrá-los de que devem fazê-lo, dizendo:</p> <ul style="list-style-type: none"> <li>• <b>Remember you have to talk to each other.</b></li> </ul> <p>3. Caso um aluno fale muito mais do que o outro, o interlocutor deve tentar equilibrar as suas intervenções, dizendo:</p> <ul style="list-style-type: none"> <li>• <b>Remember both of you have to talk.</b></li> </ul> <p>4. Caso os alunos se afastem do tema, o interlocutor deve lembrar-lhes a tarefa, dizendo:</p> <ul style="list-style-type: none"> <li>• <b>Remember you have to [o interlocutor repete a instrução].</b></li> </ul> <p>5. Caso os alunos ultrapassem o tempo previsto, o interlocutor deve interrompê-los, dizendo:</p> <ul style="list-style-type: none"> <li>• <b>Thank you.</b></li> </ul>	

**Tempo total: até 15 minutos**

## 2.º MOMENTO

### Set 1 – Student B

What are the advantages and disadvantages of these means of transport?



<https://time.com>  
(Accessed 13/10/2019).



<https://www.itdp.org>  
(Accessed 13/10/2019).



## 2.º MOMENTO

### Set 2 – Student A

What might the consequences of deforestation be for both animals and people?



<https://naturallove.co.uk>  
(Accessed 25/11/2019).



<https://amazonwatch.org>  
(Accessed 13/10/2019).

### 3.º MOMENTO

