

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 7

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.]</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">• Which type of shops do you prefer – traditional or online? (Why?)• Where do you think it is more stressful to work – traditional or online stores? (Why?)• In your opinion, how important is it for companies to have effective marketing campaigns? (Why?)• Tell me about a piece of advice you would give someone who wanted to save money.
Interlocutor	<p>Thank you.</p> <p>And you, [Nome do aluno B],</p>
Aluno B +/- 1'15"	<ul style="list-style-type: none">• Have you ever bought anything online? (What was it?) (Did you like it?) (Why? / Why not?) / (Would you like to?) (Why? / Why not?)• In your opinion, what type of products should be bought online rather than in-store? (Why?)• Do you think you are a smart consumer? (Why? / Why not?)• Tell me about a bad shopping experience you or someone you know had.
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
<p>Interlocutor +/- 30"</p>	<p><i>[O interlocutor dirige-se aos dois 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 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> <p>Now, <i>[Nome do aluno B]</i>, it's your turn first. Here are your photographs. They show environmental campaigns launched by different organisations.</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" Interlocutor</p>	<p>I'd like you to compare the photographs, and say what impact environmental campaigns can have on consumers and why. All right?</p>
<p>Aluno B +/- 1' Interlocutor</p>	<p>You can start now, <i>[Nome do aluno B]</i>. Thank you.</p>
<p>Aluno A +/- 15" Interlocutor</p>	<p><i>[Nome do aluno A]</i>, which of these campaigns has a greater impact on you? (Why?)</p> <p>Thank you. Can I have the photographs, please? <i>[O interlocutor recolhe o conjunto 1 de fotografias.]</i> Now, <i>[Nome do aluno A]</i>, here are your photographs. They show people going shopping on different occasions.</p> <p><i>[O interlocutor entrega o conjunto 2 de fotografias ao aluno A.]</i> Remember, you have a maximum of 15 seconds to look at the photographs.</p>
<p>Aluno A +/- 15" Interlocutor</p>	<p>I'd like you to compare the photographs, and say how consumers' attitudes change in these situations and why. All right?</p>
<p>Aluno A +/- 1' Interlocutor</p>	<p>You can start now, <i>[Nome do aluno A]</i>. Thank you.</p>
<p>Aluno B +/- 15" Interlocutor</p>	<p><i>[Nome do aluno B]</i>, do you usually wait for the sales to go shopping? (Why? / Why not?)</p> <p>Thank you. Can I have the photographs, please? <i>[O interlocutor recolhe o conjunto 2 de fotografias.]</i> 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>Alunos +/- 30"</p> <p>Interlocutor</p> <p>Alunos +/- 3'</p> <p>Interlocutor</p> <p>Alunos +/- 1'</p> <p>Interlocutor</p>	<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 reasons why fair trade is important. Here are some reasons 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 why fair trade is important.</p> <p>Thank you. Now you have about a minute to decide which reason is the most important 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>
<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"> • Could you start, please? <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"> • Remember you have to talk to each other. <p>3. Caso um aluno fale muito mais do que os outros, o interlocutor deve tentar equilibrar as suas intervenções, dizendo:</p> <ul style="list-style-type: none"> • Remember all of you have to talk. <p>4. Caso os alunos se afastem do tema, o interlocutor deve relembrar-lhes a tarefa, dizendo:</p> <ul style="list-style-type: none"> • Remember you have to [o interlocutor repete a instrução]. <p>5. Caso os alunos ultrapassem o tempo previsto, o interlocutor deve interrompê-los, dizendo:</p> <ul style="list-style-type: none"> • Thank you. 	

Tempo total: até 15 minutos

2.º MOMENTO

Set 1 – Student B

What impact can environmental campaigns have on consumers? Why?



<https://www.nationalgeographic.com>
(Accessed 14/10/2019).



<https://www.pinterest.pt>
(Accessed 06/01/2020).

2.º MOMENTO

Set 2 – Student A

How do consumers' attitudes change in these situations? Why?



<https://valor.globo.com>
(Accessed 27/01/2020).



<https://www.lifewire.com>
(Accessed 25/11/2019).

3.º MOMENTO

