

Exame Final Nacional de Inglês

Prova 550 | 2.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 4

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">• If you had to buy a present for someone your age, what would you buy? (Why?)• Who do you think is more affected by consumerism – young people or adults? (Why?)• In your opinion, should schools teach money management? (Why? / Why not?)• Tell me about the last time you bought something.
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 received a present you didn't like? (How did you react?) / (How would you have reacted if you had?)• Do you enjoy going shopping? (Why? / Why not?)• In your opinion, were consumers in the past more aware of their rights? (Why? / Why not?)• Tell me about how important brands are for you.
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 young people doing different group 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 why these activities are enjoyable for young people. All right?</p>
<p>Aluno B +/- 1'</p> <p>Interlocutor</p>	<p>You can start now, <i>[Nome do aluno B]</i>.</p> <p>Thank you.</p>
<p>Aluno A +/- 15"</p> <p>Interlocutor</p>	<p><i>[Nome do aluno A]</i>, which of these activities do you do more often? (Why?)</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 A]</i>, here are your photographs. They show different products young people might buy.</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"</p> <p>Interlocutor</p>	<p>I'd like you to compare the photographs, and say why young people might buy these products. All right?</p> <p>You can start now, <i>[Nome do aluno A]</i>.</p>
<p>Aluno A +/- 1'</p> <p>Interlocutor</p> <p>Aluno B +/- 15"</p> <p>Interlocutor</p>	<p>Thank you. <i>[Nome do aluno B]</i>, which of these do you use more often? (Why?)</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 characteristics of effective marketing. Here are some characteristics 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 characteristics of effective marketing.</p> <p>Thank you. Now you have about a minute to decide which characteristic 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>
<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 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

Why are these activities enjoyable for young people?



<https://www.worleyecam.com>
(Accessed 25/10/2019).



<https://www.theguardian.com>
(Accessed 25/10/2019).

2.º MOMENTO

Set 2 – Student A

Why might young people buy these products?



<https://www.century-eu>
(Accessed 25/10/2019).



<https://pt.vectorhq.com>
(Accessed 10/01/2020).

3.º MOMENTO

