REPÚBLICA PORTUGUESA
EDUCAÇÃO

IAVE INSTITUTO DE AVALIAÇÃO EDUCATIVA, I.P.

Exame Final Nacional de Inglês

Prova 550 | 2.ª Fase | Ensino Secundário | 2018

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 139/2012, de 5 de julho

Duração da Componente Oral da Prova (Parte D): até 15 minutos. 8 Páginas

GUIÃO 2

Número de alunos: 2

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GUIÃO 2 — O Mundo Tecnológico

Número de alunos: 2

1.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor Alunos +/– 1’	Good morning/afternoon. My name is… and these are my colleagues… Now, what’s your name? [*O interlocutor dirige-se ao aluno A.*] Thank you. And what’s your name? [*O interlocutor dirige-se ao aluno B.*] Thank you. First, we’d like to know something about you.
Interlocutor	So, [*Nome do aluno A*],
Aluno A +/– 1’	• **Are there many technological devices in your home? (Give us two examples.) (How often do you use them?) (Why / Why not?)** • **Would you like to have a robot to help you in the house? (Why? / Why not?)** • **Do you know any people over 60 who use technology a lot? (What type of technology?) / (Would their lives be easier if they did?) (Why? / Why not?)** • **Do you think being a scientist is interesting? (Why? / Why not?)** Thank you.
Interlocutor	And you, [*Nome do aluno B*],
Aluno B +/– 1’	• **Is there a technological device you couldn’t live without? (Which one?) (Why? / Why not?)** • **In your opinion, how important is technology in today’s schools? (Why?)** • **Do you enjoy watching science fiction series? (Why? / Why not?)** • **Would you like to travel in space? (Why? / Why not?)**
Interlocutor	That is the end of part 1, thank you both.

1. O interlocutor deve seguir a ordem das perguntas apresentadas. Caso o aluno antecipe respostas a perguntas previstas, o interlocutor não deve fazê-las.

2. 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.

3. Caso o aluno ultrapasse o tempo previsto, o interlocutor deve interrompê-lo, dizendo:
- **Thank you.**

4. 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
Interlocutor +/– 30"	[*O interlocutor dirige-se aos dois alunos, em simultâneo.*] 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 up to 15 seconds to look at the photographs. You can take some notes if you want to. [*Nome do aluno B*], it's your turn first. Here are your photographs. They show **two different uses of technology.** [*O interlocutor entrega o conjunto 1 de fotografias ao aluno B.*] Remember, you have up to 15 seconds to look at the photographs.
Aluno B +/– 15"	
Interlocutor	I'd like you to compare the photographs, and say **how beneficial you think artificial intelligence may be for humankind and why**. All right?
Aluno B +/– 1'	You can start now, [*Nome do aluno B*].
Interlocutor	Thank you.
Aluno A +/– 15"	[*Nome do aluno A*], **which of these situations do you think is more likely to be more common in the near future? (Why?)**
Interlocutor	Thank you. Can I have the photographs, please? [*O interlocutor recolhe o conjunto 1 de fotografias.*] Now, [*Nome do aluno A*], here are your photographs. They show **people taking trains in different periods of history**. [*O interlocutor entrega o conjunto 2 de fotografias ao aluno A.*] Remember, you have up to 15 seconds to look at the photographs.
Aluno A +/– 15"	
Interlocutor	I'd like you to compare the photographs, and say **how much you think technology has evolved for our benefit**. All right?
Aluno A +/– 1'	You can start now, [*Nome do aluno A*].
Interlocutor	Thank you.
Aluno B +/– 15"	[*Nome do aluno B*], **which of these trains do you think required more time to build? (Why?)**
Interlocutor	Thank you. Can I have the photographs, please? [*O interlocutor recolhe o conjunto 2 de fotografias.*] That is the end of part 2, thank you both.

1. Caso o discurso do aluno seja insuficiente, revele pouco conteúdo ou o aluno tenha dificuldades 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 relembrar-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"	[*O interlocutor dirige-se aos dois alunos, em simultâneo.*] Now, I'd like you to discuss something together for about three minutes. **I'd like you to imagine that your school has asked you to participate in a discussion about the negative impact that technology has had on society. Here are some aspects you should consider** and a question for you to discuss. First, you have up to 30 seconds to look at the task.
Alunos +/– 30"	[*O interlocutor entrega o documento aos alunos.*]
Interlocutor Alunos +/– 3'	Now, talk to each other about **the negative impact technology has had on society**.
Interlocutor Alunos +/– 1'	Thank you. Now you have about a minute to discuss **which impact is the most worrying and why**.
Interlocutor	Thank you. Can I have the handout, please? [*O interlocutor recolhe o documento.*] Thank you. That is the end of your test.

1. Caso nenhum dos alunos tome a iniciativa e tenham decorrido mais de trinta segundos, o interlocutor deve repetir as instruções ou dizer:
- **Could you start, please?**

2. Caso os alunos não interajam entre si, o interlocutor deve lembrá-los de que devem fazê-lo, dizendo:
- **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:
- **Remember both of you have to talk.**

4. Caso os alunos se afastem do tema, o interlocutor deve relembrar-lhes a tarefa, dizendo:
- **Remember you have to** [o interlocutor repete a instrução]**.**

5. Caso os alunos ultrapassem o tempo previsto, o interlocutor deve interrompê-los, dizendo:
- **Thank you.**

Tempo total: até 15 minutos

2.º MOMENTO

Set 1

How beneficial may artificial intelligence be for humankind? Why?

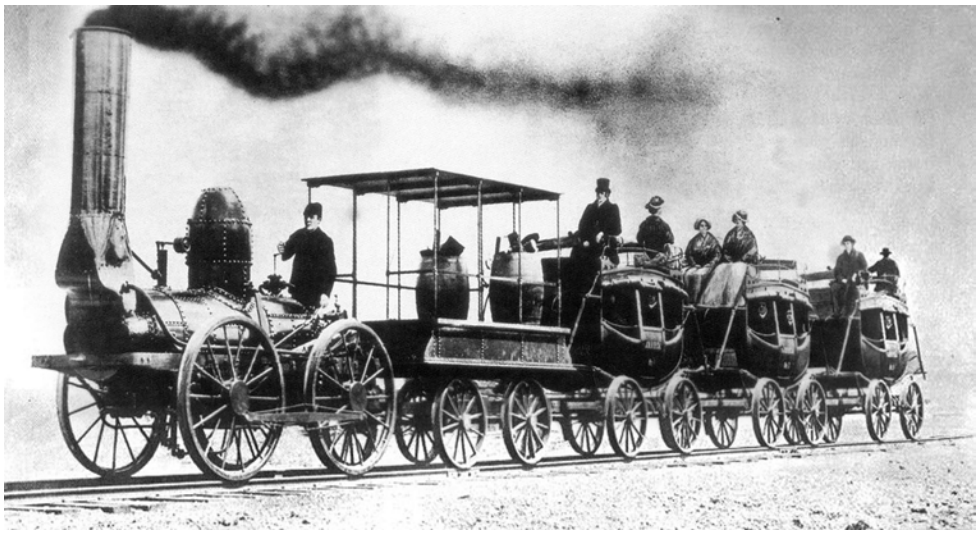
www.acando.no
(Accessed 12.11.2017).

https://cdn8.dissolve.com
(Accessed 08.03.2018).

2.º MOMENTO

Set 2

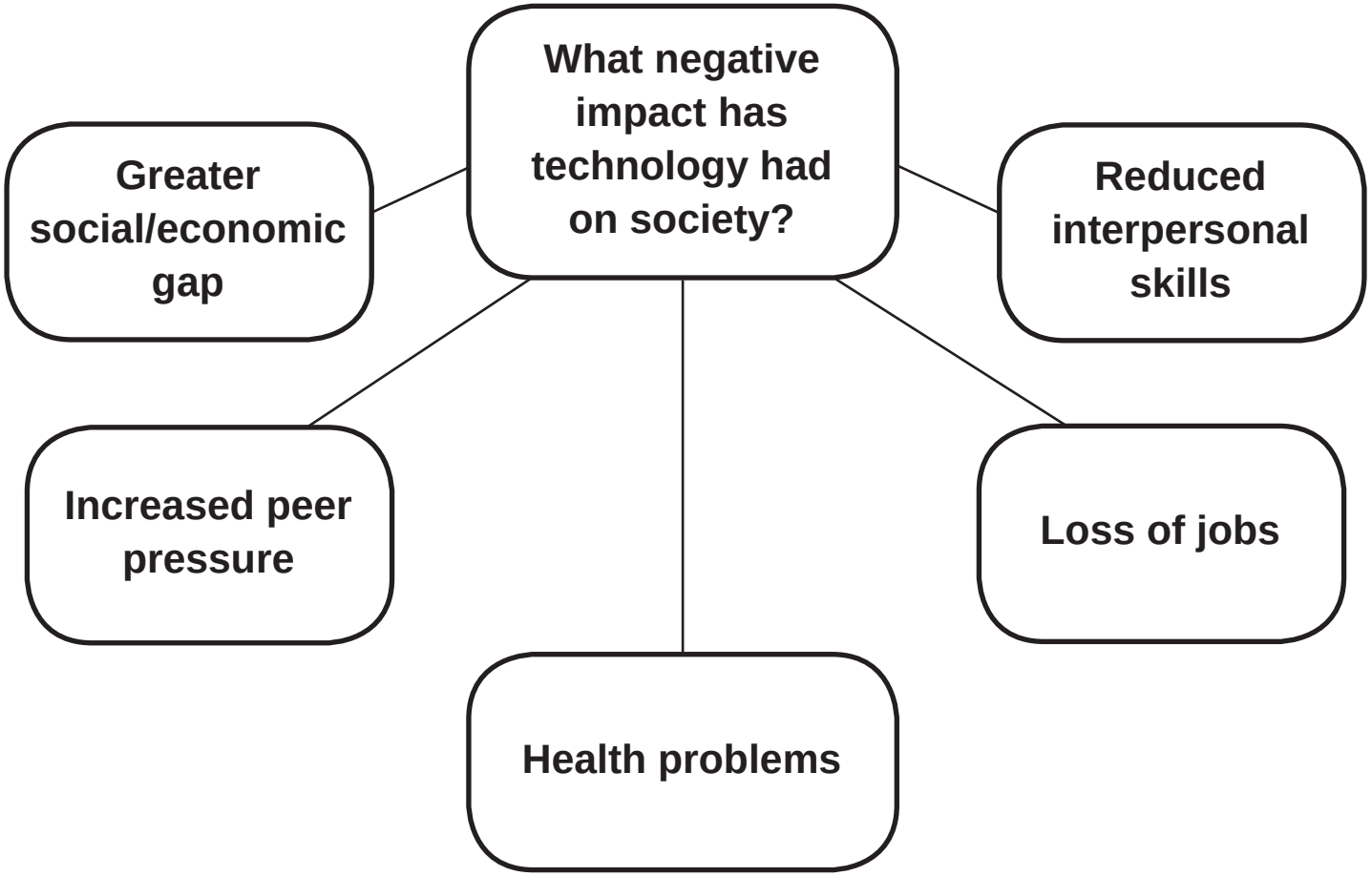
How much has technology evolved for our benefit?



https://goingeastwards.files.wordpress.com
(Accessed 12.11.2017).

https://astridmb29.files.wordpress.com
(Accessed 12.11.2017).

3.º MOMENTO


What negative impact has technology had on society?
Greater social/economic gap
Reduced interpersonal skills
Increased peer pressure
Loss of jobs
Health problems