

Exame Final Nacional de Inglês

Prova 550 | 2.ª Fase | Ensino Secundário | 2019

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 139/2012, de 5 de julho | Decreto-Lei n.º 55/2018, de 6 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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1.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor Alunos +/- 1'	Good morning/afternoon. Welcome. My name is... 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.
Interlocutor	First, I'd like to know something about you. So, [Nome do aluno A],
Aluno A +/- 1'	<ul style="list-style-type: none">• Do you own a computer? (How often do you use it?) (What do you use it for?) / (Would you like to?) (Why? / Why not?)• In your opinion, is it useful for young children to own a computer? (Why? / Why not?)• Would you like to study in a school where every student could use a computer in every class? (Why? / Why not?)• Tell us about something you think only computers can do.
Interlocutor	Thank you. And you, [Nome do aluno B],
Aluno B +/- 1'	<ul style="list-style-type: none">• Do you have a favourite subject at school? (Which one?) (Why? / Why not?)• In which subject do you think it is harder to achieve top grades? (Why?)• In your opinion, is it better to study online or at school? (Why?)• Tell us about how technology helps you in your school projects.
Interlocutor	Thank you. That is the end of part 1.
<ol style="list-style-type: none">1. Caso o aluno não responda à pergunta inicial, o interlocutor deve prosseguir de acordo com o guião.2. O interlocutor deve seguir a ordem das perguntas apresentadas. Caso o aluno antecipe respostas a perguntas previstas, o interlocutor não deve fazê-las.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.4. Caso o aluno ultrapasse o tempo previsto, o interlocutor deve interrompê-lo, dizendo:<ul style="list-style-type: none">• Thank you.5. Caso o aluno utilize um tom de voz baixo, o interlocutor deve dizer:<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 people using mobile phones in class for different purposes.</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 what the pros and cons of students using mobile phones in these situations may be.</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>, have you ever used a mobile phone in any class? (Was it useful?) (Why? / Why not?)</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 different results of technological innovation.</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"	<p>I'd like you to compare the photographs, and say what the benefits and drawbacks of technological innovation in these photos are.</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>, in your opinion, do the benefits of technological innovation outweigh the drawbacks? (Why? / Why not?)</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

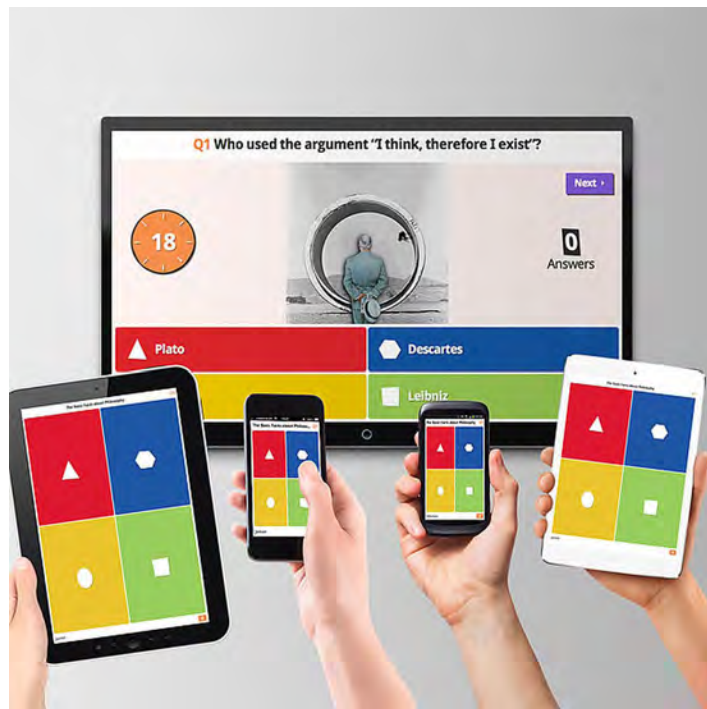
Intervenientes e tempos	Descrição das atividades
Interlocutor +/- 30"	<p><i>[O interlocutor dirige-se aos dois alunos, em simultâneo.]</i> Now, I'd like you to discuss something together for about three minutes.</p> <p>I'd like you to imagine that your school's debate team has asked students to discuss the jobs that should or shouldn't be done by robots. Here are some jobs to consider and a question for you to discuss.</p> <p>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 Alunos +/- 3'	<p>Now, talk to each other about why these jobs should or shouldn't be done by robots.</p>
Interlocutor Alunos +/- 1'	<p>Thank you. Now you have about a minute to discuss which job is the most likely to be done by robots in the near future and why.</p>
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 entre si, 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

What may the pros and cons of students using mobile phones in these situations be?



www.bradybaxter.com
(Accessed 22.10.2018).



<http://salonurody.info>
(Accessed 15.02.2019).

2.º MOMENTO

Set 2 – Student A

What are the benefits and drawbacks of technological innovation in these photos?



www.wsha.org
(Accessed 07.12.2018).



www.communitynews.com.au
(Accessed 07.12.2018).

3.º MOMENTO

