

Exame Final Nacional de Inglês

Prova 550 | 1.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 3

Número de alunos: 2

GUIÃO 3

Número de alunos: 2

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">• In your opinion, does the media make our lives better or worse? (Why?)• Is there a news source you consider more reliable than others? (Which one?) (Why? / Why not?)• Do you think the media should be held accountable for unethical behaviour? (Why? / Why not?)• Tell us about the latest piece of news you have read or watched.
Interlocutor	Thank you. And you, [Nome do aluno B],
Aluno B +/- 1'	<ul style="list-style-type: none">• Do you usually watch the news on TV or read it online? (Why? / Why not?)• Would you say that people your age are concerned with what's happening around the world? (Why? / Why not?)• Have you ever come across a piece of fake news? (How did you react?) / (How would you react if you did?)• Tell us about a positive aspect of the media.
Interlocutor	Thank you. That is the end of part 1.

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:
 - Thank you.
5. 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"	<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 different media to access the news.</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 advantages and disadvantages of using these types of media are.</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>, which of these types of media do you think will disappear sooner? (Why?)</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 types of virus.</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 which type of virus – computer or biological – may be more difficult to deal with and why.</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>, have you ever had a computer infected with a virus? (What did you do to fix it?) / (What could you have done if you had?)</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
<p>Interlocutor +/- 30"</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 English teacher has asked students to discuss the impact of global communication on people's lives. Here are some aspects 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>Alunos +/- 30"</p>	<p><i>[O interlocutor entrega o documento aos alunos.]</i></p>
<p>Interlocutor Alunos +/- 3'</p>	<p>Now, talk to each other about how global communication impacts on people's lives.</p>
<p>Interlocutor Alunos +/- 1'</p>	<p>Thank you. Now you have about a minute to discuss which aspect is the most important and why.</p>
<p>Interlocutor</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 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 are the advantages and disadvantages of using these types of media?



<https://avondhupress.ie>
(Accessed 07.12.2018).



<https://tvforum.uk>
(Accessed 08.10.2018).

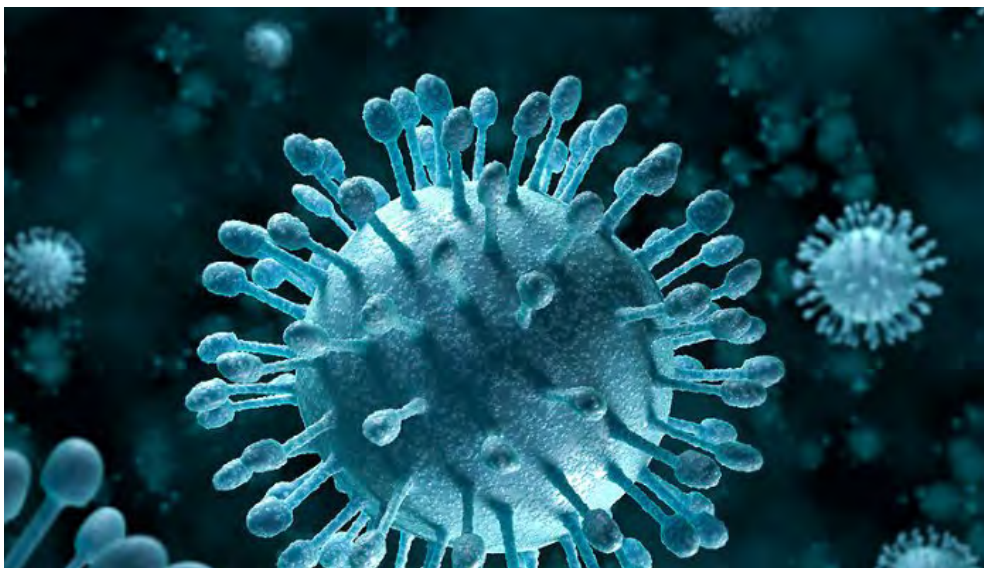
2.º MOMENTO

Set 2 – Student A

Which type of virus – computer or biological – may be more difficult to deal with? Why?



www.ictworks.org
(Accessed 08.10.2018).



www.moroccoworldnews.com
(Accessed 08.10.2018).

3.º MOMENTO

