

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 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">• Do you have a social media account in any platform? (How often do you use it?) (What do you use it for?) / (Would you like to?) (Why? / Why not?)• In your opinion, how old should a teenager be to have social media accounts? (Why?)• Would you like governments to pass laws restricting the use of social media platforms? (Why? / Why not?)• Tell us about something you dislike when people use social media platforms.
Interlocutor	Thank you. And you, [Nome do aluno B],
Aluno B +/- 1'	<ul style="list-style-type: none">• Which social media platform do you think young people today prefer? (Why?)• In your opinion, should schools teach online security? (Why? / Why not?)• Why should people protect personal data when they interact online?• Tell us about ways we can protect ourselves online.
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 socialising in different situations.</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 how responsible the Internet may be for breaking down social relationships.</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>, do you prefer to socialise online or face-to-face? (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 family members monitoring children's social media habits differently.</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 how different families may monitor children's social media habits 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>, has anyone ever monitored any of your social media habits? (How did you react to it?) / (How would you have reacted to it if someone 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>Alunos +/- 30"</p> <p>Interlocutor Alunos +/- 3'</p> <p>Interlocutor</p> <p>Alunos +/- 1'</p> <p>Interlocutor</p>	<p>[O interlocutor dirige-se aos dois alunos, em simultâneo.] 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 characteristics of the media nowadays. 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>[O interlocutor entrega o documento aos alunos.]</p> <p>Now, talk to each other about the characteristics of the media nowadays.</p> <p>Thank you. Now you have about a minute to discuss which is the most important characteristic and why.</p> <p>Thank you. Can I have the handout, please? [O interlocutor recolhe o documento.] 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

How may the Internet be responsible for breaking down social relationships?



www.theadvocate.com
(Accessed 07.12.2018).



<https://healthdesignnh.com>
(Accessed 07.12.2018).

2.º MOMENTO

Set 2 – Student A

How may different families monitor children's social media habits? Why?



www.wsha.org
(Accessed 23.10.2018).



www.bullguard.com
(Accessed 23.10.2018).

3.º MOMENTO

