

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.

9 Páginas

GUIÃO 4

Número de alunos: 3

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Número de alunos: 3

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.] And your name? [O interlocutor dirige-se ao aluno B.] And yours? [O interlocutor dirige-se ao aluno C.] 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">• Have you already made any plans for your future? (Why? / Why not?)• In your opinion, have teenagers got more reasons to worry about their future than their parents did? (Why? / Why not?)• What would you do if a friend of yours decided to follow an impossible dream? (Why?)• Tell us about a dream you would like to fulfil.
Interlocutor	Thank you. And you, [Nome do aluno B],
Aluno B +/- 1'	<ul style="list-style-type: none">• Do you consider yourself a dreamer? (Why? / Why not?)• In your opinion, should every teenager have the same ambitions? (Why? / Why not?)• Would you say that teenagers have a bright future in a globalised world? (Why? / Why not?)• Tell us about a teenager you admire for their dreams or ambitions.
Interlocutor	Thank you. And you, [Nome do aluno C],
Aluno C +/- 1'	<ul style="list-style-type: none">• Are there any social groups or clubs in your area? (Tell us about them.) / (Would you prefer if there were?) (Why? / Why not?)• In your opinion, should parents encourage their children to belong to a social group or club? (Why? / Why not?)• How important is it for teenagers to have clear ideas about healthy and unhealthy behaviour? (Why?)• Tell us about the biggest worry you have related to your future.
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
<p>Interlocutor +/- 30"</p>	<p><i>[O interlocutor dirige-se aos três 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 partners' photographs. You mustn't interrupt your partners while they are 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's attitudes to summer jobs.</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>
<p>Aluno B +/- 15"</p> <p>Interlocutor</p>	<p>I'd like you to compare the photographs, and say how different these young people's attitudes to their summer jobs are and why that might be.</p> <p>All right?</p> <p>You can start now, <i>[Nome do aluno B]</i>.</p>
<p>Aluno B +/- 1'</p> <p>Interlocutor</p>	<p>Thank you.</p> <p><i>[Nome do aluno C]</i>, have you ever worked during your summer holidays? (Tell us about the experience.) (Why? / Why not?)</p>
<p>Aluno C +/- 15"</p> <p>Interlocutor</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 C]</i>, here are your photographs. They show different study methods.</p> <p><i>[O interlocutor entrega o conjunto 2 de fotografias ao aluno C.]</i></p> <p>Remember, you have a maximum of 15 seconds to look at the photographs.</p>
<p>Aluno C +/- 15"</p> <p>Interlocutor</p>	<p>I'd like you to compare the photographs, and say how different these study methods are.</p> <p>All right?</p> <p>You can start now, <i>[Nome do aluno C]</i>.</p>
<p>Aluno C +/- 1'</p> <p>Interlocutor</p>	<p>Thank you.</p> <p><i>[Nome do aluno A]</i>, would you like to go on studying after you finish school? (Why? / Why not?)</p>
<p>Aluno A +/- 15"</p> <p>Interlocutor</p>	<p>Thank you. Can I have the photographs, please? <i>[O interlocutor recolhe o conjunto 2 de fotografias.]</i></p>

Intervenientes e tempos	Descrição das atividades
<p>Interlocutor</p> <p>Aluno A +/- 15"</p> <p>Interlocutor</p> <p>Aluno A +/- 1'</p> <p>Interlocutor</p> <p>Aluno B +/- 15"</p> <p>Interlocutor</p>	<p>Now, <i>[Nome do aluno A]</i>, here are your photographs. They show young people engaged in different types of leisure activities.</p> <p><i>[O interlocutor entrega o conjunto 3 de fotografias ao aluno A.]</i> Remember, you have a maximum of 15 seconds to look at the photographs.</p> <p>I'd like you to compare the photographs, and say what the benefits and drawbacks of these types of leisure activities may be. All right?</p> <p>You can start now, <i>[Nome do aluno A]</i>.</p> <p>Thank you. <i>[Nome do aluno B]</i>, how do you usually spend your leisure time? (Why?)</p> <p>Thank you. Can I have the photographs, please? <i>[O interlocutor recolhe o conjunto 3 de fotografias.]</i> That is the end of part 2.</p>
<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:</p> <ul style="list-style-type: none"> • What are the differences between the photographs? • What about the similarities? • What do you mean? • Can you expand on that? <p>2. Caso o aluno se afaste do tema, o interlocutor deve lembrar-lhe a tarefa, dizendo:</p> <ul style="list-style-type: none"> • Remember you have to <i>[o interlocutor repete a instrução]</i>. <p>3. Caso o aluno ultrapasse o tempo previsto, o interlocutor deve interrompê-lo, dizendo:</p> <ul style="list-style-type: none"> • Thank you. 	

3.º MOMENTO

Intervenientes e tempos	Descrição das atividades
<p>Interlocutor +/- 30"</p> <p>Alunos +/- 30"</p> <p>Interlocutor</p> <p>Alunos +/- 4'</p> <p>Interlocutor</p> <p>Alunos +/- 1'</p> <p>Interlocutor</p>	<p><i>[O interlocutor dirige-se aos três alunos, em simultâneo.]</i> Now, I'd like you to discuss something together for about four minutes.</p> <p>I'd like you to imagine that your school's debate team has asked students to discuss the importance of lifelong learning. Here are some reasons 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 why lifelong learning is important.</p> <p>Thank you. Now you have about a minute to discuss which reason is the most valid 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 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 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

How different are these young people's attitudes to their summer jobs? Why might that be?



www.usnews.com
(Accessed 15.02.2019).



<http://wonderfulisland.org>
(Accessed 29.10.2018).

2.º MOMENTO

Set 2 – Student C

How different are these study methods?



www.gettingsmart.com
(Accessed 08.03.2019).



www.oxfordlearning.com
(Accessed 01.04.2019).

2.º MOMENTO

Set 3 – Student A

What may the benefits and drawbacks of these types of leisure activities be?



www.thetimes.co.uk
(Accessed 29.10.2018).



www.tripadvisor.pt
(Accessed 22.03.2019).

3.º MOMENTO

