

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.

9 Páginas

GUIÃO 8

Número de alunos: 3

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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.] 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 ever considered emigrating to a distant country? (Why? / Why not?)• What do you think is the most common reason behind young people's decision to emigrate? (Why?)• In your opinion, what is more difficult to cope with when people emigrate – missing their family and friends or adapting to a new society? (Why?)• Tell us about how we could welcome immigrants.
Interlocutor	Thank you. And you, [Nome do aluno B],
Aluno B +/- 1'	<ul style="list-style-type: none">• Do you consider yourself open-minded? (Why? / Why not?)• In your opinion, are young people today more tolerant than those of the past? (Why? / Why not?)• Have you ever witnessed any type of discrimination? (What happened?) (How did you react?) / (How would you react if you did?)• Tell us about what people can do to fight against discrimination.
Interlocutor	Thank you. And you, [Nome do aluno C],
Aluno C +/- 1'	<ul style="list-style-type: none">• Do you know anyone who comes from a multicultural background? (Tell us about them.) / (Would you like to?) (Why? / Why not?)• In your opinion, how important is it for educators to raise awareness of multiculturalism among very young children? (Why? / Why not?)• How would you feel if your family decided to move to another country without asking your opinion? (Why?)• Tell us why immigrants may decide to go back to their countries of origin.
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 from multicultural backgrounds together 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>
<p>Aluno B +/- 15"</p> <p>Interlocutor</p>	<p>I'd like you to compare the photographs, and say what advantages there are to living in a multicultural society.</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>, in your opinion, does living in a multicultural society have more advantages or disadvantages? (Why?)</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 people working with different volunteer organisations.</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 important it is to work with volunteer organisations like these and why.</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>, in your opinion, which volunteer organisation plays the most important role in helping people? (Why?)</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 people celebrating different cultures.</p> <p>[<i>O interlocutor entrega o conjunto 3 de fotografias ao aluno A.</i>]</p> <p>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 why celebrating cultural diversity is vital to connecting people.</p> <p>All right?</p> <p>You can start now, [<i>Nome do aluno A</i>].</p> <p>Thank you.</p> <p>[<i>Nome do aluno B</i>], have you ever participated in the celebration of a different culture? (Which one?) (Did you like it?) (Why? / Why not?) / (Would you like to?) (Why? / Why not?)</p> <p>Thank you. Can I have the photographs, please? [<i>O interlocutor recolhe o conjunto 3 de fotografias.</i>]</p> <p>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
Interlocutor +/- 30"	<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 benefits immigrants bring to a community. 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>
Alunos +/- 30"	<p><i>[O interlocutor entrega o documento aos alunos.]</i></p>
Interlocutor	<p>Now, talk to each other about the benefits immigrants bring to a community.</p>
Alunos +/- 4'	
Interlocutor	<p>Thank you. Now you have about a minute to discuss which benefit is the most important and why.</p>
Alunos +/- 1'	
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>

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 os outros, o interlocutor deve tentar equilibrar as suas intervenções, dizendo:
 - **Remember all 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 – Student B

What advantages are there to living in a multicultural society?



www.news.com.au
(Accessed 17.10.2018).



<http://koreabizwire.com>
(Accessed 07.12.2018).

2.º MOMENTO

Set 2 – Student C

How important is it to work with volunteer organisations like these? Why?



www.msf.org.za
(Accessed 17.10.2018).



www.icrc.org
(Accessed 17.10.2018).

2.º MOMENTO

Set 3 – Student A

Why is celebrating cultural diversity vital to connecting people?



<http://fijisun.com.fj>
(Accessed 16.10.2018).



www.starweekly.com.au
(Accessed 13.02.2019).

3.º MOMENTO

