

Exame Final Nacional de Inglês

Prova 550 | 1.ª Fase | Ensino Secundário | 2021

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 55/2018, de 6 de julho

Duração da Componente Oral da Prova (Parte D): até 15 minutos.

8 Páginas

GUIÃO 7

Número de alunos: 2

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1.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor Alunos +/- 15"	<p>[O interlocutor dirige-se aos dois alunos, em simultâneo.] Good morning/afternoon. Welcome. My name is...</p> <p>Now, what's your name? [O interlocutor dirige-se ao aluno A.] Thank you.</p> <p>And what's your name? [O interlocutor dirige-se ao aluno B.] Thank you.</p>
Interlocutor	<p>First, I'd like to know something about you.</p> <p>So, [Nome do aluno A],</p>
Aluno A +/- 1'15"	<ul style="list-style-type: none">• Have you ever bought something without looking at the price first? (What was it?) (Did you regret it?) (Why? / Why not?)• Are you ever influenced by the brand when you buy a product? (Why? / Why not?)• In your opinion, should Consumer Education be taught at school? (Why? / Why not?)• Tell me about your favourite advert.
Interlocutor	<p>Thank you.</p> <p>And you, [Nome do aluno B],</p>
Aluno B +/- 1'15"	<ul style="list-style-type: none">• Have you ever made a complaint about a product you bought? (Why? / Why not?)• In your opinion, how important is it for young people to make responsible choices when buying something? (Why?)• Do you think well-informed consumers are the best customers? (Why? / Why not?)• Tell me about good shopping habits.
Interlocutor	<p>Thank you.</p> <p>That is the end of part 1.</p>
<p>1. Caso o aluno não responda à pergunta inicial, o interlocutor deve prosseguir de acordo com o guião.</p> <p>2. O interlocutor deve seguir a ordem das perguntas apresentadas. Caso o aluno antecipe respostas a perguntas previstas, o interlocutor não deve fazê-las.</p> <p>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.</p> <p>4. Caso o aluno ultrapasse o tempo previsto, o interlocutor deve interrompê-lo, dizendo:</p> <ul style="list-style-type: none">• Thank you. <p>5. Caso o aluno utilize um tom de voz baixo, o interlocutor deve dizer:</p> <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>[O interlocutor dirige-se aos dois alunos, em simultâneo.]</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>Now, [Nome do aluno B], it's your turn first. Here are your photographs. They show people shopping in different situations.</p> <p>[O interlocutor entrega o conjunto 1 de fotografias ao aluno B.]</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 shopping in these situations are.</p> <p>All right?</p>
Aluno B +/- 1'	<p>You can start now, [Nome do aluno B].</p>
Interlocutor	<p>Thank you.</p>
Aluno A +/- 15"	<p>[Nome do aluno A], have you ever bought anything online? (What was it?) (Why?) / (Would you like to?) (Why? / Why not?)</p>
Interlocutor	<p>Thank you. Can I have the photographs, please? [O interlocutor recolhe o conjunto 1 de fotografias.]</p>
Aluno A +/- 15"	<p>Now, [Nome do aluno A], here are your photographs. They show shops in the past and the present.</p> <p>[O interlocutor entrega o conjunto 2 de fotografias ao aluno A.]</p>
Interlocutor	<p>Remember, you have a maximum of 15 seconds to look at the photographs.</p>
Aluno A +/- 1'	<p>I'd like you to compare the photographs, and say how shopping has changed over the years and why.</p> <p>All right?</p>
Interlocutor	<p>You can start now, [Nome do aluno A].</p>
Aluno B +/- 15"	<p>Thank you.</p> <p>[Nome do aluno B], do you think advertising influences consumers' choices? (Why? / Why not?)</p>
Interlocutor	<p>Thank you. Can I have the photographs, please? [O interlocutor recolhe o conjunto 2 de fotografias.]</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>[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 what we can do to protect ourselves from misleading advertising. Here are some strategies 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>[O interlocutor entrega o documento aos alunos.]</p>
Interlocutor	<p>Now, talk to each other about what we can do to protect ourselves from misleading advertising.</p>
Alunos +/- 3'	
Interlocutor	<p>Thank you. Now you have about a minute to discuss which of these strategies is the most effective and why.</p>
Alunos +/- 1'	
Interlocutor	<p>Thank you. Can I have the handout, please? [O interlocutor recolhe o documento.] Thank you. That is the end of your test.</p>
<p>1. Caso nenhum dos alunos tome a iniciativa e tenham decorrido mais de trinta segundos, o interlocutor deve repetir as instruções ou dizer:</p> <ul style="list-style-type: none"> • Could you start, please? <p>2. Caso os alunos não interajam, o interlocutor deve lembrá-los de que devem fazê-lo, dizendo:</p> <ul style="list-style-type: none"> • Remember you have to talk to each other. <p>3. Caso um aluno fale muito mais do que o outro, o interlocutor deve tentar equilibrar as suas intervenções, dizendo:</p> <ul style="list-style-type: none"> • Remember both of you have to talk. <p>4. Caso os alunos se afastem do tema, o interlocutor deve relembrar-lhes a tarefa, dizendo:</p> <ul style="list-style-type: none"> • Remember you have to [o interlocutor repete a instrução]. <p>5. Caso os alunos ultrapassem o tempo previsto, o interlocutor deve interrompê-los, dizendo:</p> <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 shopping in these situations?



<https://sourcingjournal.com>
(Accessed 14.10.2020).



www.standardmedia.co.ke
(Accessed 14.10.2020).

2.º MOMENTO

Set 2 – Student A

How has shopping changed over the years? Why?



<http://aindasoudotempo.blogspot.com>
(Accessed 07.02.2021).



<https://urwlab.com>
(Accessed 14.10.2020).

3.º MOMENTO

