

Exame Final Nacional de Inglês

Prova 550 | 2.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 2

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">• Do you think cultural differences can lead to misunderstandings? (Has it happened to you? / What would you have done if it had?)• What are the most famous aspects of your culture? (Why?)• In your opinion, what are the advantages of living in a multicultural society?• Tell me about a multicultural city you would like to visit. (Why?)
Interlocutor	<p>Thank you.</p> <p>And you, [Nome do aluno B],</p>
Aluno B +/- 1'15"	<ul style="list-style-type: none">• Do you think immigrants are treated well in most countries? (Why? / Why not?)• Do you consider the place where you live to be culturally diverse? (Why? / Why not?)• In your opinion, what's the best way for immigrants to deal with the habits and customs of the host country? (Why?)• Tell me about a Portuguese celebrity you admire.
Interlocutor	<p>Thank you. That is the end of part 1.</p>

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>[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>[Nome do aluno B], it's your turn first. Here are your photographs. They show ways in which we can promote cultural diversity.</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 how important these ways of promoting diversity are and why.</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 thought about studying/working abroad? (Why? / Why not?)</p>
Interlocutor	<p>Thank you. Can I have the photographs, please? [O interlocutor recolhe o conjunto 1 de fotografias.]</p> <p>Now, [Nome do aluno A], here are your photographs. They show different types of discrimination and intolerance.</p> <p>[O interlocutor entrega o conjunto 2 de fotografias ao aluno A.]</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 why it is important to fight against these types of discrimination.</p> <p>All right?</p>
Aluno A +/- 1'	<p>You can start now, [Nome do aluno A].</p>
Interlocutor	<p>Thank you.</p>
Aluno B +/- 15"	<p>[Nome do aluno B], in your opinion, which of these types of discrimination and intolerance is the most common? (Why?)</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 school debate team has asked students to discuss what society can do to help integrate immigrants. 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"	[O interlocutor entrega o documento aos alunos.]
Interlocutor Alunos +/- 3'	Now, talk to each other about what society can do to help immigrants integrate better .
Interlocutor Alunos +/- 1'	Thank you. Now you have about a minute to discuss which aspect is the most important and why .
Interlocutor	Thank you. Can I have the handout, please? [O interlocutor recolhe o documento.] 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:</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

How important are these ways of promoting diversity? Why?



www.cardinalandcream.info
(Accessed 12/04/2021).



www.responsiveclassroom.org
(Accessed 12/04/2021).

2.º MOMENTO

Set 2 – Student A

Why is it important to fight against these types of discrimination?



www.stevenrubinlaw.com
(Accessed 23/10/2020).



www.lawyer-monthly.com
(Accessed 23/10/2020).

3.º MOMENTO

