

Exame Final Nacional de Inglês

Prova 550 | 2.ª Fase | Ensino Secundário | 2022

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 55/2018, de 6 de julho | Decreto-Lei n.º 27-B/2022, de 23 de março

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

8 Páginas

GUIÃO 1

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... Now, what's your name? [O interlocutor dirige-se ao aluno A.] And what's your name? [O interlocutor dirige-se ao aluno B.] Thank you.</p> |
| Interlocutor Aluno A +/- 1'15" | <p>First, I'm going to ask you some questions. So, [Nome do aluno A],</p> <ul style="list-style-type: none">• Do you worry about climate change and its effects? (Why? / Why not?)• In your opinion, are we already experiencing any effects of climate change in Portugal? (Why? / Why not?)• Which do you think is the most effective way of fighting climate change—using energy wisely or becoming vegetarian? (Why?)• Tell me why so many people are blaming governments for climate change. <p>Thank you.</p> |
| Interlocutor Aluno B +/- 1'15" | <p>And you, [Nome do aluno B],</p> <ul style="list-style-type: none">• Do you think schools should involve students in environmental actions? (Why? / Why not?)• In your opinion, who could be the best environmental role model for students—a teacher or a celebrity? (Why?)• What role should the family play in raising young people's awareness of environmental issues? (Why?)• Tell me about an environmental movement or organisation that has a positive impact on the planet and why. <p>Thank you.</p> |
| Interlocutor | <p>That is the end of part 1.</p> |
| <ol style="list-style-type: none">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:<ul style="list-style-type: none">• Thank you.5. Caso o aluno utilize um tom de voz baixo, o interlocutor deve dizer:<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> <p>Now, [Nome do aluno B], it's your turn first. Here are your photographs. [O interlocutor entrega o conjunto 1 de fotografias ao aluno B.]</p> |
| Aluno B +/- 15" | <p>They show different causes of animal extinction. 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 in what ways these causes of animal extinction are different. 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], in your opinion, which of these causes is more worrying? (Why?)</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. [O interlocutor entrega o conjunto 2 de fotografias ao aluno A.]</p> |
| Interlocutor | <p>They show different actions to prevent animal extinction. 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 what we can do to prevent animal extinction. 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], which of these actions do you think is the most effective? (Why?)</p> |
| Interlocutor | <p>Thank you. Can I have the photographs, please? [O interlocutor recolhe o conjunto 2 de fotografias.] 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 relembrar-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.]</p> <p>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 the pros and cons of biotechnology. Here are some aspects that you should consider and a question for you to discuss.</p> <p>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 the pros and cons of biotechnology.</p> |
| Alunos +/- 3' | |
| Interlocutor | <p>Thank you. Now you have about a minute to discuss which aspect is the most important and why.</p> |
| Alunos +/- 1' | |
| Interlocutor | <p>Thank you. Can I have the handout, please? [O interlocutor recolhe o documento.]</p> <p>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, 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

In what ways are these causes of animal extinction different?



www.heritagedaily.com
(Accessed 29.11.2021).



<https://kids.earth.org>
(Accessed 29.11.2021).

2.º MOMENTO

Set 2 – Student A

What can we do to prevent animal extinction?



<https://abcnews.go.com>
(Accessed 20.10.2021).



www.wwf.org.nz
(Accessed 20.10.2021).

3.º MOMENTO

