

Exame Final Nacional de Inglês

Prova 550 | 1.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.

9 Páginas

GUIÃO 6

Número de alunos: 3

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1.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor Alunos +/- 20"	[O interlocutor dirige-se aos três 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.] And yours? [O interlocutor dirige-se ao aluno C.] Thank you.
Interlocutor	First, I'm going to ask you some questions. So, [Nome do aluno A],
Aluno A +/- 1'15"	• In your opinion, how strong is the influence of social media on young people's lives? (Why?) • Have you ever considered that the lives shown on social media could be fake? (Why? / Why not?) • Do you think the impact of social media on education is positive? (Why? / Why not?) • Tell me about the best social media platform.
Interlocutor	Thank you. And you, [Nome do aluno B],
Aluno B +/- 1'15"	• Are people discriminated against in your country for not having technology? (Why? / Why not?) • In your opinion, should richer countries provide developing countries with technology? (Why? / Why not?) • Do you think schools can help young people use technology wisely? (Why? / Why not?) • Tell me about what governments could do to ensure all students have the same opportunities.
Interlocutor	Thank you. And you, [Nome do aluno C],
Aluno C +/- 1'15"	• Have you ever used two screens at the same time—for example, a tablet and a smartphone? (Why? / Why not?) • In your opinion, how important is it for young people to have an adult to monitor what they do online? (Why?) • Do you think young people are better or worse than adults at using the Internet wisely? (Why?) • Tell me about a disadvantage of learning online.
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
Interlocutor +/- 30"	[O interlocutor dirige-se aos três alunos, em simultâneo.] 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 one of 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. 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.] They show different situations in which information can be shared. Remember, you have a maximum of 15 seconds to look at the photographs.
Aluno B +/- 15"	
Interlocutor	I'd like you to compare the photographs, and say if people should be worried about their information being shared in these situations and why or why not. All right? You can start now, [Nome do aluno B].
Aluno B +/- 1'	
Interlocutor	Thank you. [Nome do aluno C], in which of these situations do you think it is easier to collect people's personal information? (Why?)
Aluno C +/- 15"	
Interlocutor	Thank you. Can I have the photographs, please? [O interlocutor recolhe o conjunto 1 de fotografias.] Now, [Nome do aluno C], here are your photographs. [O interlocutor entrega o conjunto 2 de fotografias ao aluno C.] They show different situations in which people can run into problems if they are not digitally literate. Remember, you have a maximum of 15 seconds to look at the photographs.
Aluno C +/- 15"	
Interlocutor	I'd like you to compare the photographs, and say how digital literacy can help people avoid running into problems in these situations. All right? You can start now, [Nome do aluno C].
Aluno C +/- 1'	
Interlocutor	Thank you. [Nome do aluno A], in your opinion, in which of these situations is digital literacy more important? (Why?)
Aluno A +/- 15"	
Interlocutor	Thank you. Can I have the photographs, please? [O interlocutor recolhe o conjunto 2 de fotografias.]

Intervenientes e tempos	Descrição das atividades
Interlocutor Aluno A +/- 15" Interlocutor Aluno A +/- 1' Interlocutor Aluno B +/- 15" Interlocutor	Now, <i>[Nome do aluno A]</i>, here are your photographs. <i>[O interlocutor entrega o conjunto 3 de fotografias ao aluno A.]</i> They show different situations in which the Internet is used to communicate. Remember, you have a maximum of 15 seconds to look at the photographs. I'd like you to compare the photographs, and say if the Internet has improved communication and why or why not. All right? You can start now, <i>[Nome do aluno A]</i>. Thank you. <i>[Nome do aluno B]</i>, do you use the Internet to make new friends? (Why? / Why not?) 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.
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 <i>[o interlocutor repete a instrução]</i>. 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"	[O interlocutor dirige-se aos três alunos, em simultâneo.] Now, I'd like you to discuss something together for about four minutes. I'd like you to imagine that your school counsellor has asked students to discuss the importance of ethical principles in online communication. Here are some principles that you should consider and a question for you to discuss. First, you have a maximum of 30 seconds to look at the task. [O interlocutor entrega o documento aos alunos.]
Alunos +/- 30"	
Interlocutor	Now, talk to each other about how important these ethical principles are in online communication.
Alunos +/- 4'	
Interlocutor	Thank you. Now you have about a minute to discuss which of these principles is the most important and why.
Alunos +/- 1'	
Interlocutor	Thank you. Can I have the handout, please? [O interlocutor recolhe o documento.] Thank you. That is the end of your test.
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

Should people be worried about their information being shared in these situations? Why? / Why not?



www.irishtimes.com
(Accessed 04.10.2021).

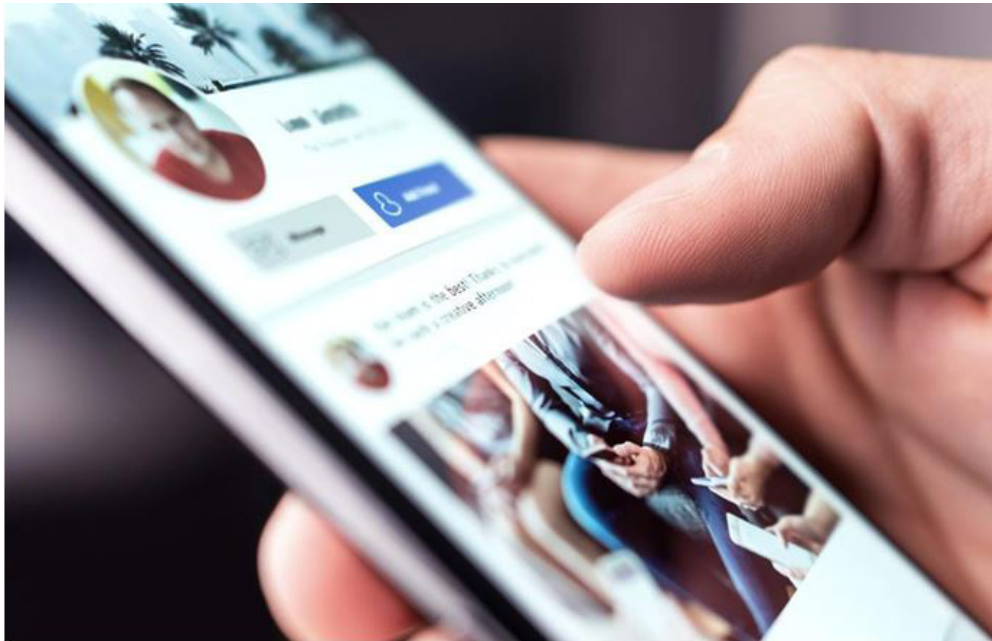


www.aclu.org
(Accessed 04.10.2021).

2.º MOMENTO

Set 2 – Student C

How can digital literacy help people avoid running into problems in these situations?



<https://thesketcheffect.com>
(Accessed 04.10.2021).



www.righttimemarketer.com
(Accessed 04.10.2021).

2.º MOMENTO

Set 3 – Student A

Has the Internet improved communication? Why? / Why not?



www.republichr.com
(Accessed 04.10.2021).



<https://filephile.net>
(Accessed 04.10.2021).

3.º MOMENTO

