

Exame Final Nacional de Inglês

Prova 550 | 1.ª Fase | Ensino Secundário | 2023

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 55/2018, de 6 de julho | Decreto-Lei n.º 22/2023, de 3 de abril

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

9 Páginas

GUIÃO 7

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 important is it for consumers to know their rights? (Why?) • Do you think World Consumer Rights Day should be celebrated at school? (Why? / Why not?) • Have you ever had any problems as a consumer? (Tell me about it/them.) / (What would you have done if you had?) (Why?) • Tell me about your favourite way to shop.
Interlocutor	Thank you. And you, [Nome do aluno B],
Aluno B +/- 1'15"	• In your opinion, how important is it for young people to save money? (Why?) • Where do you think young people should learn how to save money? (Why?) • Have you ever met anyone good at saving money? (Tell me more.) / (If you had, what would you have asked him/her?) (Why? / Why not?) • Tell me about the most effective way to save money.
Interlocutor	Thank you. And you, [Nome do aluno C],
Aluno C +/- 1'15"	• In your opinion, how important is it for brands to be honest? (Why?) • Do you think young people are more concerned about brands than adults are? (Why? / Why not?) • Have you ever felt deceived by a brand? (Tell me about it.) / (What would you have done if you had?) (Why?) • Tell me about your favourite brand.
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 products consumers buy. I'd like you to compare the photographs, and say why consumers spend so much money on these products. Remember, you have a maximum of 15 seconds to look at the photographs. All right?
Aluno B +/- 15"	
Interlocutor	You can start now, [Nome do aluno B].
Aluno B +/- 1'	
Interlocutor	Thank you. [Nome do aluno C], which of these products do you prefer to buy? (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 types of advertising. I'd like you to compare the photographs, and say how effective these types of advertising are and why. Remember, you have a maximum of 15 seconds to look at the photographs. All right?
Aluno C +/- 15"	
Interlocutor	You can start now, [Nome do aluno C].
Aluno C +/- 1'	
Interlocutor	Thank you. [Nome do aluno A], which of these types of advertising do you like best? (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, [Nome do aluno A], here are your photographs. [O interlocutor entrega o conjunto 3 de fotografias ao aluno A.] They show different problems related to consumerism. I'd like you to compare the photographs, and say how these problems are related to consumerism. Remember, you have a maximum of 15 seconds to look at the photographs. All right? You can start now, [Nome do aluno A]. Thank you. [Nome do aluno B], which of these problems do you think is easier to solve? (Why?) Thank you. Can I have the photographs, please? [O interlocutor recolhe o conjunto 3 de fotografias.] 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 [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" Alunos +/- 30" Interlocutor Alunos +/- 4' Interlocutor Alunos +/- 1' Interlocutor	<i>[O interlocutor dirige-se aos três alunos, em simultâneo.]</i> Now, I'd like you to discuss something together for about four minutes. I'd like you to imagine that your English teacher has asked students to discuss how people can be conscious consumers. Here are some actions to consider and a question for you to discuss. First, you have a maximum of 30 seconds to look at the task. <i>[O interlocutor entrega o documento aos alunos.]</i> Now, talk to each other about how people can be conscious consumers. Thank you. Now you have about a minute to discuss which action is the most effective and why. Thank you. Can I have the handout, please? <i>[O interlocutor recolhe o documento.]</i> That is the end of your test. Thank you.
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 <i>[o interlocutor repete a instrução]</i>. 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

Why do consumers spend so much money on these products?



techjournal.org
(Accessed 09.01.2023).



<https://br.freepik.com>
(Accessed 09.01.2023).

2.º MOMENTO

Set 2 – Student C

How effective are these types of advertising? Why?



pxhere.com
(Accessed 09.01.2023).



digitalschoolofmarketing.co.za
(Accessed 21.10.2022).

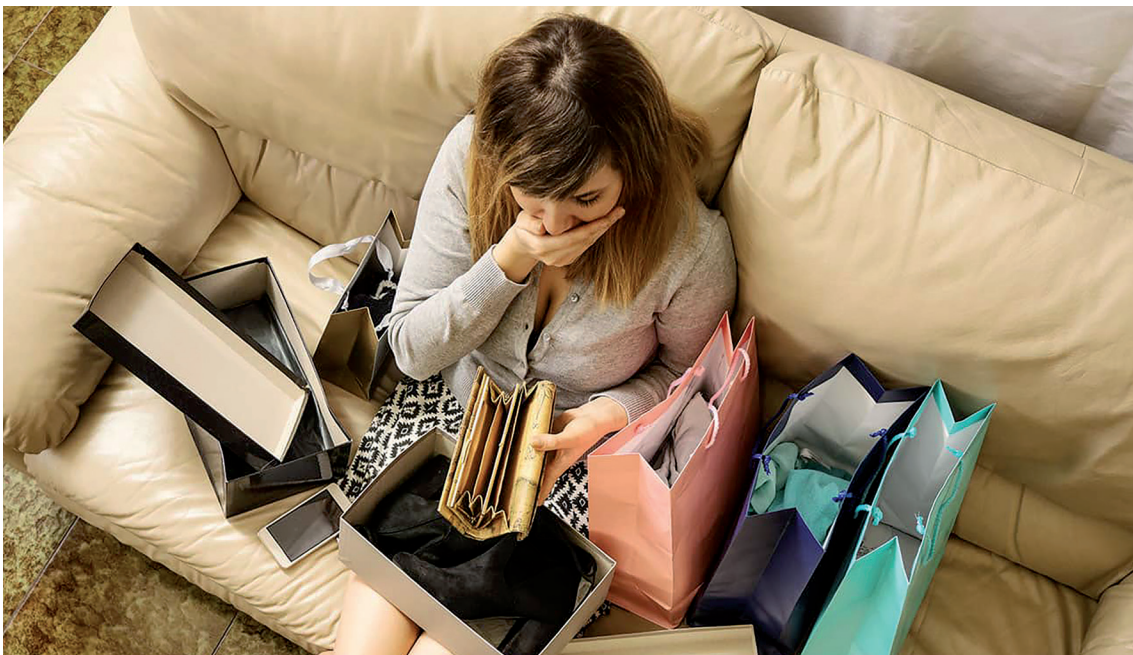
2.º MOMENTO

Set 3 – Student A

How are these problems related to consumerism?



pxhere.com
(Accessed 09.01.2023).



www.yournewfoundation.com
(Accessed 09.01.2023).

3.º MOMENTO

