

Exame Final Nacional de Inglês

Prova 550 | 2.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.

8 Páginas

GUIÃO 3

Número de alunos: 2

GUIÃO 3

Número de alunos: 2

1.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor Alunos +/- 15"	[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.
Interlocutor	First, I'm going to ask you some questions. So, [Nome do aluno A],
Aluno A +/- 1'15"	• In your opinion, are all languages equally important? (Why? / Why not?) • Do you think that a language other than English should be used as an international language? (Why? / Why not?) • If you had the chance, would you like to learn one of the least spoken languages in the world? (Why? / Why not?) • Tell me about a disadvantage of speaking only one language.
Interlocutor	Thank you. And you, [Nome do aluno B],
Aluno B +/- 1'15"	• In your opinion, how important are exchange programmes for high school students? (Why?) • Do you think it is easy to go on year-long exchange programmes? (Why? / Why not?) • If you went on an exchange programme, would you like to live with a host family? (Why? / Why not?) • Tell me about an advantage of hosting an exchange student.
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 dois 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 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. 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 types of communication. I'd like you to compare the photographs, and say how important these types of communication are and why. 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.
Aluno A +/- 15"	[Nome do aluno A], would you like to learn Braille or a sign language? (Why? / Why not?)
Interlocutor	Thank you. Can I have the photographs, please? [O interlocutor recolhe o conjunto 1 de fotografias.] Now, [Nome do aluno A], here are your photographs. [O interlocutor entrega o conjunto 2 de fotografias ao aluno A.] They show different art forms. I'd like you to compare the photographs, and say which of these art forms best communicates a message and why. Remember, you have a maximum of 15 seconds to look at the photographs. All right?
Aluno A +/- 15"	
Interlocutor	You can start now, [Nome do aluno A].
Aluno A +/- 1'	
Interlocutor	Thank you.
Aluno B +/- 15"	[Nome do aluno B], which of these art forms do you prefer? (Why? / Why not?)
Interlocutor	Thank you. Can I have the photographs, please? [O interlocutor recolhe o conjunto 2 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 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"	[O interlocutor dirige-se aos dois alunos, em simultâneo.] Now, I'd like you to discuss something together for about three minutes. I'd like you to imagine that your English teacher has asked students to discuss the importance of speaking more than one language. Here are some reasons to 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 why it is important to speak more than one language .
Alunos +/- 3'	
Interlocutor	Thank you. Now you have about a minute to discuss which reason is the most important and why .
Alunos +/- 1'	
Interlocutor	Thank you. Can I have the handout, please? [O interlocutor recolhe o documento.] 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, 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 o outro, o interlocutor deve tentar equilibrar as suas intervenções, dizendo: • Remember both of you have to talk. 4. Caso os alunos se afastem do tema, o interlocutor deve lembrar-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

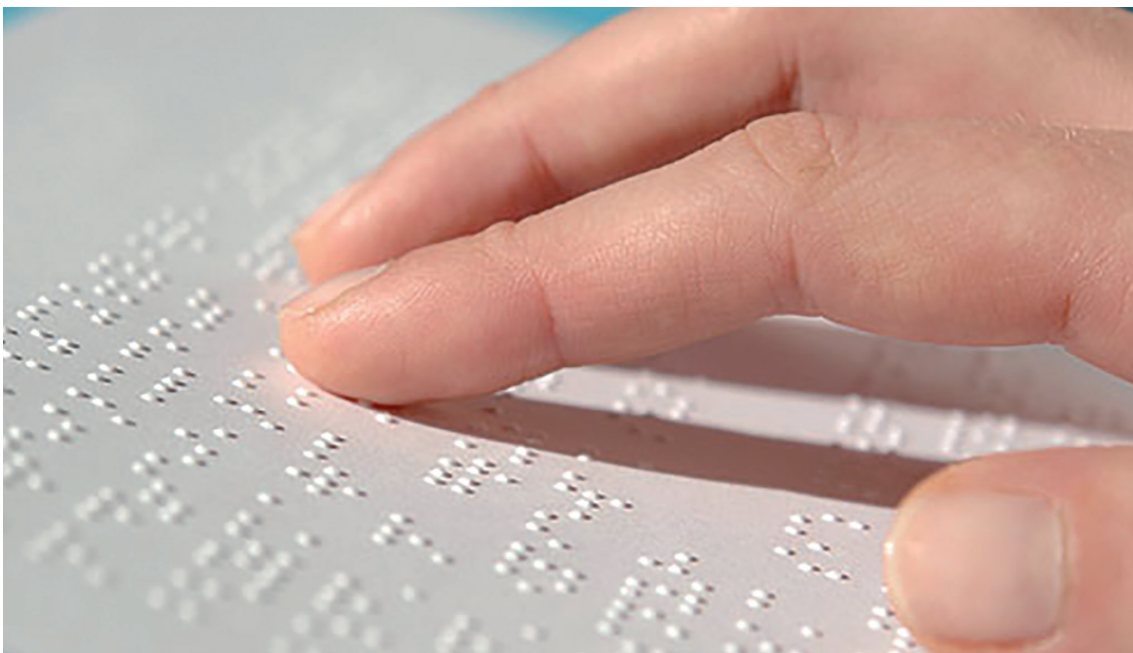
2.º MOMENTO

Set 1 – Student B

How important are these types of communication? Why?



www.freepikcompany.com
(Accessed 09.01.2023).



www.afb.org
(Accessed 07.11.2022).

2.º MOMENTO

Set 2 – Student A

Which of these art forms best communicates a message? Why?



by Chua Boon Kee, chuaboонkee.com
(Accessed 09.01.2023).



by Banksy, uxplanet.org
(Accessed 07.11.2022).

3.º MOMENTO

