

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.

9 Páginas

GUIÃO 4

Número de alunos: 3

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1.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor	[O interlocutor dirige-se aos três alunos, em simultâneo.] Good morning/afternoon. Welcome. My name is...
Alunos +/- 20"	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 the Internet in young people's lives? (Why?) • Do you think the Internet has made our life better? (Why? / Why not?) • Have you ever spent a week or more without the Internet? (Tell me more.) / (How would you feel about it if you had?) (Why?) • Tell me about a consequence of not using the Internet wisely.
Interlocutor	Thank you. And you, [Nome do aluno B],
Aluno B +/- 1'15"	• In your opinion, how important is it for young people to be careful with what they post online? (Why?) • Have you ever been surprised by a friend's post? (Tell me about it.) / (What would you have done if you had?) (Why?) • Do you think young people learn enough about digital privacy? (Why? / Why not?) • Tell me about a way people can protect themselves online.
Interlocutor	Thank you. And you, [Nome do aluno C],
Aluno C +/- 1'15"	• In your opinion, how important is it for us to be able to identify fake news? (Why?) • Where do you think young people should learn about fake news? (Why?) • Have you ever come across a piece of fake news? (Tell me about it.) / (What would you have done if you had?) (Why?) • Tell me about the issues that are more likely to appear in fake news.
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" Aluno B +/- 15" Interlocutor Aluno B +/- 1' Interlocutor Aluno C +/- 15" Interlocutor Aluno C +/- 15" Interlocutor Aluno C +/- 1' Interlocutor Aluno A +/- 15" Interlocutor	<i>[O interlocutor dirige-se aos três alunos, em simultâneo.]</i> 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, <i>[Nome do aluno B]</i>, it's your turn first. Here are your photographs. <i>[O interlocutor entrega o conjunto 1 de fotografias ao aluno B.]</i> They show young people using technology in different situations. I'd like you to compare the photographs, and say how technology can impact young people's lives in these situations. Remember, you have a maximum of 15 seconds to look at the photographs. All right? You can start now, <i>[Nome do aluno B]</i>. Thank you. <i>[Nome do aluno C]</i>, in which situation is technology more important? (Why?) Thank you. Can I have the photographs, please? <i>[O interlocutor recolhe o conjunto 1 de fotografias.]</i> Now, <i>[Nome do aluno C]</i>, here are your photographs. <i>[O interlocutor entrega o conjunto 2 de fotografias ao aluno C.]</i> They show different social media influencers. I'd like you to compare the photographs, and say how these social media influencers can impact young people's lives. Remember, you have a maximum of 15 seconds to look at the photographs. All right? You can start now, <i>[Nome do aluno C]</i>. Thank you. <i>[Nome do aluno A]</i>, do you follow any social media influencer? (Why? / Why not?) Thank you. Can I have the photographs, please? <i>[O interlocutor recolhe o conjunto 2 de fotografias.]</i>

Intervenientes e tempos	Descrição das atividades
Interlocutor	Now, [<i>Nome do aluno A</i>], here are your photographs. [O interlocutor entrega o conjunto 3 de fotografias ao aluno A.] They show different types of journalism .
Aluno A +/- 15"	I'd like you to compare the photographs, and say how different these types of journalism are . Remember, you have a maximum of 15 seconds to look at the photographs. All right?
Interlocutor	You can start now, [<i>Nome do aluno A</i>].
Aluno A +/- 1'	
Interlocutor	Thank you. [<i>Nome do aluno B</i>], would you like to become a journalist? (Why? / Why not?)
Aluno B +/- 15"	
Interlocutor	Thank you. Can I have the photographs, please? [O interlocutor recolhe o conjunto 3 de fotografias.] That is the end of part 2.

- 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?**
- Caso o aluno se afaste do tema, o interlocutor deve relembrar-lhe a tarefa, dizendo:
 - Remember you have to** [o interlocutor repete a instrução].
- 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 we can avoid becoming a victim of cybercrime. 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 we can avoid becoming a victim of cybercrime. 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

How can technology impact young people's lives in these situations?



schoolsweek.co.uk
(Accessed 14.11.2022).



www.neilsquire.ca
(Accessed 09.01.2023).

2.º MOMENTO

Set 2 – Student C

How can these social media influencers impact young people's lives?



www.jou.ufl.edu
(Accessed 14.11.2022).



www.freepik.com
(Accessed 13.01.2023).

2.º MOMENTO

Set 3 – Student A

How different are these types of journalism?



digitalblog.ons.gov.uk
(Accessed 19.12.2022).



live.staticflickr.com
(Accessed 13.01.2023).

3.º MOMENTO

