

Exame Final Nacional de Inglês

Prova 550 | 2.ª Fase | Ensino Secundário | 2018

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 139/2012, de 5 de julho

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 +/- 1'	Good morning/afternoon. My name is... and these are my colleagues... Now, what's your name? <i>[O interlocutor dirige-se ao aluno A.]</i> Thank you. And what's your name? <i>[O interlocutor dirige-se ao aluno B.]</i> Thank you. First, we'd like to know something about you.
Interlocutor	So, <i>[Nome do aluno A],</i>
Aluno A +/- 1'	• Do you think it is important to learn English at school from an early age? (Why? / Why not?) • Is there anyone you know who speaks a foreign language other than English? (Who is it?) (Which language?) / (Would you like to?) (Why? / Why not?) • When did you last use English outside school? What for? • In your opinion, will everybody speak English one day? (Why? / Why not?) Thank you.
Interlocutor	And you, <i>[Nome do aluno B],</i>
Aluno B +/- 1'	• Have you ever read a book in English? (Which one?) (Did you like it?) (Why? / Why not?) / (Would you like to?) (Why? / Why not?) • When you watch a film, do you prefer reading the subtitles or listening to what the actors are saying? (Why?) • In your opinion, how important is it for a person to speak several foreign languages? (Why? / Why not?) • Would you like to study abroad? (Why? / Why not?)
Interlocutor	That is the end of part 1, thank you both.

1. O interlocutor deve seguir a ordem das perguntas apresentadas. Caso o aluno antecipe respostas a perguntas previstas, o interlocutor não deve fazê-las.

2. 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.

3. Caso o aluno ultrapasse o tempo previsto, o interlocutor deve interrompê-lo, dizendo:

- Thank you.

4. 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 up to 15 seconds to look at the photographs. You can take some notes if you want to. [Nome do aluno B], it's your turn first. Here are your photographs. They show people in different situations in which they need to speak English as a foreign language. [O interlocutor entrega o conjunto 1 de fotografias ao aluno B.] Remember, you have up to 15 seconds to look at the photographs.
Aluno B +/- 15"	
Interlocutor	I'd like you to compare the photographs, and say how essential you think English is to young people's mobility and why. All right?
Aluno B +/- 1'	You can start now, [Nome do aluno B].
Interlocutor	Thank you. [Nome do aluno A], do you think English as a lingua franca will be replaced by another language in the near future? (Why? / Why not?)
Aluno A +/- 15"	
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. They show different situations in which English is used. [O interlocutor entrega o conjunto 2 de fotografias ao aluno A.] Remember, you have up to 15 seconds to look at the photographs.
Aluno A +/- 15"	
Interlocutor	I'd like you to compare the photographs, and say how important you think English is as an international language and why. All right?
Aluno A +/- 1'	You can start now, [Nome do aluno A].
Interlocutor	Thank you. [Nome do aluno B], in which of these situations do you think the use of English is more important? (Why?)
Aluno B +/- 15"	
Interlocutor	Thank you. Can I have the photographs, please? [O interlocutor recolhe o conjunto 2 de fotografias.] That is the end of part 2, thank you both.

1. Caso o discurso do aluno seja insuficiente, revele pouco conteúdo ou o aluno tenha dificuldades 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 you to participate in a discussion about the benefits of going on summer courses abroad. Here are some benefits you should consider and a question for you to discuss. First, you have up to 30 seconds to look at the task.
Alunos +/- 30"	[O interlocutor entrega o documento aos alunos.]
Interlocutor Alunos +/- 3'	Now, talk to each other about the benefits of going on summer courses abroad.
Interlocutor Alunos +/- 1'	Thank you. Now you have about a minute to discuss which benefit is the most important and why.
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 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 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

How essential is English to young people's mobility? Why?



<https://share.america.gov>
(Accessed 10.11.2017).



<http://nst.sky.it>
(Accessed 10.11.2017).

2.º MOMENTO

Set 2

How important is English as an international language? Why?



<http://footage.framepool.com>
(Accessed 10.11.2017).



<https://cdn.gobankingrates.com>
(Accessed 20.11.2017).

3.º MOMENTO

