

Exame Final Nacional de Inglês

Prova 550 | 1.ª Fase | Ensino Secundário | 2021

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 55/2018, de 6 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 +/- 15"	<p>[O interlocutor dirige-se aos dois alunos, em simultâneo.] Good morning/afternoon. Welcome. My name is...</p> <p>Now, what's your name? [O interlocutor dirige-se ao aluno A.] Thank you.</p> <p>And what's your name? [O interlocutor dirige-se ao aluno B.] Thank you.</p>
Interlocutor	<p>First, I'd like to know something about you.</p> <p>So, [Nome do aluno A],</p>
Aluno A +/- 1'15"	<ul style="list-style-type: none">• Have you ever thought about volunteering? (Why? / Why not?)• Do you think volunteering is rewarding for the volunteer? (Why? / Why not?)• In your opinion, should young people be encouraged to volunteer? (Why? / Why not?)• Tell me about a cause you think is worth volunteering for. (Why?)
Interlocutor	<p>Thank you.</p> <p>And you, [Nome do aluno B],</p>
Aluno B +/- 1'15"	<ul style="list-style-type: none">• Have you ever thought of taking a gap year? (Why? / Why not?)• Do you think companies should let workers take time off to volunteer for projects in the community? (Why? / Why not?)• In your opinion, what is the most important job benefit a company can offer? (Why?)• Tell me about what you think you'll be doing in ten years' time.
Interlocutor	<p>Thank you.</p> <p>That is the end of part 1.</p>
<p>1. Caso o aluno não responda à pergunta inicial, o interlocutor deve prosseguir de acordo com o guião.</p> <p>2. O interlocutor deve seguir a ordem das perguntas apresentadas. Caso o aluno antecipe respostas a perguntas previstas, o interlocutor não deve fazê-las.</p> <p>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.</p> <p>4. Caso o aluno ultrapasse o tempo previsto, o interlocutor deve interrompê-lo, dizendo:</p> <ul style="list-style-type: none">• Thank you. <p>5. Caso o aluno utilize um tom de voz baixo, o interlocutor deve dizer:</p> <ul style="list-style-type: none">• I'm sorry but I can't hear you. Could you speak louder, please? <p>Este pedido pode ser repetido ao longo de toda a componente oral da prova, se necessário.</p>	

2.º MOMENTO

Intervenientes e tempos	Descrição das atividades
<p>Interlocutor +/- 30"</p>	<p><i>[O interlocutor dirige-se aos dois 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 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.</p> <p>Now, <i>[Nome do aluno B]</i>, it's your turn first. Here are your photographs. They show people doing different types of job.</p> <p><i>[O interlocutor entrega o conjunto 1 de fotografias ao aluno B.]</i> Remember, you have a maximum of 15 seconds to look at the photographs.</p>
<p>Aluno B +/- 15" Interlocutor</p>	<p>I'd like you to compare the photographs, and say how these types of job are different and why. All right?</p> <p>You can start now, <i>[Nome do aluno B]</i>.</p>
<p>Aluno B +/- 1' Interlocutor</p>	<p>Thank you.</p> <p><i>[Nome do aluno A]</i>, which of these types of job do you think is more rewarding? (Why?)</p>
<p>Aluno A +/- 15" Interlocutor</p>	<p>Thank you. Can I have the photographs, please? <i>[O interlocutor recolhe o conjunto 1 de fotografias.]</i></p> <p>Now, <i>[Nome do aluno A]</i>, here are your photographs. They show different contexts in which lifelong learning can take place.</p> <p><i>[O interlocutor entrega o conjunto 2 de fotografias ao aluno A.]</i> Remember, you have a maximum of 15 seconds to look at the photographs.</p>
<p>Aluno A +/- 15" Interlocutor</p>	<p>I'd like you to compare the photographs, and say what the benefits of these lifelong learning contexts may be. All right?</p> <p>You can start now, <i>[Nome do aluno A]</i>.</p>
<p>Aluno A +/- 1' Interlocutor</p>	<p>Thank you.</p> <p><i>[Nome do aluno B]</i>, in your opinion, is lifelong learning important? (Why? / Why not?)</p>
<p>Aluno B +/- 15" Interlocutor</p>	<p>Thank you. Can I have the photographs, please? <i>[O interlocutor recolhe o conjunto 2 de fotografias.]</i> That is the end of part 2.</p>

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"	<p><i>[O interlocutor dirige-se aos dois alunos, em simultâneo.]</i> Now, I'd like you to discuss something together for about three minutes.</p>
Alunos +/- 30"	<p>I'd like you to imagine that your school counsellor has asked students to discuss what skills are vital in the 21st century. Here are some skills that you should consider and a question for you to discuss. First, you have a maximum of 30 seconds to look at the task.</p>
Alunos +/- 30"	<p><i>[O interlocutor entrega o documento aos alunos.]</i></p>
Interlocutor	<p>Now, talk to each other about what skills are vital in the 21st century.</p>
Alunos +/- 3'	
Interlocutor	<p>Thank you. Now you have about a minute to discuss which of these skills will be the most important in the future and why.</p>
Alunos +/- 1'	
Interlocutor	<p>Thank you. Can I have the handout, please? <i>[O interlocutor recolhe o documento.]</i> Thank you. That is the end of your test.</p>
<p>1. Caso nenhum dos alunos tome a iniciativa e tenham decorrido mais de trinta segundos, o interlocutor deve repetir as instruções ou dizer:</p> <ul style="list-style-type: none"> • Could you start, please? <p>2. Caso os alunos não interajam, o interlocutor deve lembrá-los de que devem fazê-lo, dizendo:</p> <ul style="list-style-type: none"> • Remember you have to talk to each other. <p>3. Caso um aluno fale muito mais do que o outro, o interlocutor deve tentar equilibrar as suas intervenções, dizendo:</p> <ul style="list-style-type: none"> • Remember both of you have to talk. <p>4. Caso os alunos se afastem do tema, o interlocutor deve relembrar-lhes a tarefa, dizendo:</p> <ul style="list-style-type: none"> • Remember you have to [o interlocutor repete a instrução]. <p>5. Caso os alunos ultrapassem o tempo previsto, o interlocutor deve interrompê-los, dizendo:</p> <ul style="list-style-type: none"> • Thank you. 	

Tempo total: até 15 minutos

2.º MOMENTO

Set 1 – Student B

How are these types of job different? Why?



www.bigrentz.com
(Accessed 21.12.2020).



<https://gradaustralia.com.au>
(Accessed 19.10.2020).

2.º MOMENTO

Set 2 – Student A

What may the benefits of these lifelong learning contexts be?



www.nationalgeographic.com
(Accessed 19.10.2020).



www.mcmasteroptimalaging.org
(Accessed 19.10.2020).

3.º MOMENTO

