

Exame Final Nacional de Inglês

Prova 550 | 2.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 3

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">• Do you use social media platforms? (Why? / Why not?)• What type of free time activity do you like best – using technological devices or doing sports? (Why?)• In your opinion, how important is it to balance these free time activities? (Why?)• Tell me about a technological device that is changing society. <p>Thank you.</p>
Interlocutor	<p>And you, [Nome do aluno B],</p>
Aluno B +/- 1'15"	<ul style="list-style-type: none">• Do you think in the future robots will play an even more important role in our daily lives? (Why? / Why not?)• Have you ever seen a robot working? (What was it doing?) / (Would you like to?) (Why? / Why not?)• In your opinion, is the impact of technology on the job market positive or negative? (Why?)• Tell me about a situation when a robot could help you.
Interlocutor	<p>Thank you. That is the end of part 1.</p>

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"	<p>[O interlocutor dirige-se aos dois alunos, em simultâneo.]</p> <p>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>
Aluno B +/- 15"	<p>[Nome do aluno B], it's your turn first. Here are your photographs. They show different lessons.</p>
Aluno B +/- 15"	<p>[O interlocutor entrega o conjunto 1 de fotografias ao aluno B.]</p> <p>Remember, you have a maximum of 15 seconds to look at the photographs.</p>
Interlocutor	<p>I'd like you to compare the photographs, and say how different these lessons are and why. All right?</p>
Aluno B +/- 1'	<p>You can start now, [Nome do aluno B].</p>
Interlocutor	<p>Thank you.</p>
Aluno A +/- 15"	<p>[Nome do aluno A], which type of lesson do you think is better? (Why?)</p>
Interlocutor	<p>Thank you. Can I have the photographs, please? [O interlocutor recolhe o conjunto 1 de fotografias.]</p>
Aluno A +/- 15"	<p>Now, [Nome do aluno A], here are your photographs. They show different work environments.</p>
Aluno A +/- 15"	<p>[O interlocutor entrega o conjunto 2 de fotografias ao aluno A.]</p> <p>Remember, you have a maximum of 15 seconds to look at the photographs.</p>
Interlocutor	<p>I'd like you to compare the photographs, and say which work environment is more likely in the future and why. All right?</p>
Aluno A +/- 1'	<p>You can start now, [Nome do aluno A].</p>
Interlocutor	<p>Thank you.</p>
Aluno B +/- 15"	<p>[Nome do aluno B], have you ever participated in a formal meeting? (Did you like it?) (Why? / Why not?) / (Would you like to?) (Why? / Why not?)</p>
Interlocutor	<p>Thank you. Can I have the photographs, please? [O interlocutor recolhe o conjunto 2 de fotografias.]</p> <p>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> <p>I'd like you to imagine that your English teacher has asked students to discuss the advantages and disadvantages of telemedicine. Here are some advantages and disadvantages 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 Alunos +/- 3'	<p>Now, talk to each other about the advantages and disadvantages of telemedicine.</p>
Interlocutor Alunos +/- 1'	<p>Thank you. Now you have about a minute to discuss which advantage or disadvantage has the most impact on people's lives and why.</p>
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>
<ol style="list-style-type: none"> 1. Caso nenhum dos alunos tome a iniciativa e tenham decorrido mais de trinta segundos, o interlocutor deve repetir as instruções ou dizer: <ul style="list-style-type: none"> • Could you start, please? 2. Caso os alunos não interajam, o interlocutor deve lembrá-los de que devem fazê-lo, dizendo: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Remember both of you have to talk. 4. Caso os alunos se afastem do tema, o interlocutor deve relembrar-lhes a tarefa, dizendo: <ul style="list-style-type: none"> • Remember you have to [o interlocutor repete a instrução]. 5. Caso os alunos ultrapassem o tempo previsto, o interlocutor deve interrompê-los, dizendo: <ul style="list-style-type: none"> • Thank you. 	

Tempo total: até 15 minutos

2.º MOMENTO

Set 1 – Student B

How different are these lessons? Why?



<https://writingwithjennifer.com>
(Accessed 26/10/2020).



www.bls.gov
(Accessed 26/10/2020).

2.º MOMENTO

Set 2 – Student A

Which work environment is more likely in the future? Why?



<https://interestingengineering.com>
(Accessed 12/04/2020).



<http://un.mfa.gov.by>
(Accessed 26/10/2020).

3.º MOMENTO

