

**Exame Final Nacional de Inglês**

**Prova 550 | 1.ª Fase | Ensino Secundário | 2020**

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

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**GUIÃO 8**

Número de alunos: 2

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## 1.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor Alunos +/- 30"	<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.]</p> <p>And what's your name? [O interlocutor dirige-se ao aluno B.]</p> <p>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"><li>• <b>Have you thought about your future job? (Why? / Why not?)</b></li><li>• <b>In your opinion, what makes people choose a company to work for? (Why?)</b></li><li>• <b>Which job benefit do you consider more important – flexible working hours or longer holidays? (Why?)</b></li><li>• <b>Tell me about a piece of advice you would give someone looking for a first job.</b></li></ul>
Interlocutor	<p>Thank you.</p> <p>And you, [Nome do aluno B],</p>
Aluno B +/- 1'15"	<ul style="list-style-type: none"><li>• <b>Have you ever had a part-time job? (What was it?) (Did you like it?) (Why? / Why not?) / (Would you like to?) (Why? / Why not?)</b></li><li>• <b>Do you consider it important for teenagers to earn their own money? (Why? / Why not?)</b></li><li>• <b>In your opinion, what types of job are more likely to grow in the future? (Why?)</b></li><li>• <b>Tell me about the training or education needed to do your dream job.</b></li></ul>
Interlocutor	<p>Thank you. 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"><li>• <b>Thank you.</b></li></ul> <p>5. Caso o aluno utilize um tom de voz baixo, o interlocutor deve dizer:</p> <ul style="list-style-type: none"><li>• <b>I'm sorry but I can't hear you. Could you speak louder, please?</b></li></ul> <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 <b>people doing different types of activity in the workplace.</b></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"</p> <p>Interlocutor</p>	<p>I'd like you to compare the photographs, and say <b>how these types of activity can improve productivity in the workplace and why.</b> All right?</p>
<p>Aluno B +/- 1'</p> <p>Interlocutor</p>	<p>You can start now, <i>[Nome do aluno B]</i>.</p> <p>Thank you.</p>
<p>Aluno A +/- 15"</p> <p>Interlocutor</p>	<p><i>[Nome do aluno A]</i>, <b>which of these types of activity would you prefer to do in the workplace? (Why?)</b></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 <b>employers demonstrating different attitudes.</b></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"</p> <p>Interlocutor</p>	<p>I'd like you to compare the photographs, and say <b>what the consequences of these attitudes might be for young employees.</b> All right?</p>
<p>Aluno A +/- 1'</p> <p>Interlocutor</p>	<p>You can start now, <i>[Nome do aluno A]</i>.</p> <p>Thank you.</p>
<p>Aluno B +/- 15"</p> <p>Interlocutor</p>	<p><i>[Nome do aluno B]</i>, <b>if you had the chance, which employer would you rather work for? (Why?)</b></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
<p>Interlocutor +/- 30"</p> <p>Alunos +/- 30"</p> <p>Interlocutor</p> <p>Alunos +/- 3'</p> <p>Interlocutor</p> <p>Alunos +/- 1'</p> <p>Interlocutor</p>	<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><b>I'd like you to imagine that your school counsellor has asked students to discuss the benefits of flexible work arrangements. Here are some benefits that you should consider and a question for you to discuss.</b> First, you have a maximum of 30 seconds to look at the task.</p> <p><i>[O interlocutor entrega o documento aos alunos.]</i></p> <p>Now, talk to each other about <b>what the benefits of flexible work arrangements are.</b></p> <p>Thank you. Now you have about a minute to decide <b>which benefit is the most valuable and why.</b></p> <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"> <li>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"> <li>• <b>Could you start, please?</b></li> </ul> </li> <li>2. Caso os alunos não interajam, o interlocutor deve lembrá-los de que devem fazê-lo, dizendo: <ul style="list-style-type: none"> <li>• <b>Remember you have to talk to each other.</b></li> </ul> </li> <li>3. Caso um aluno fale muito mais do que os outros, o interlocutor deve tentar equilibrar as suas intervenções, dizendo: <ul style="list-style-type: none"> <li>• <b>Remember all of you have to talk.</b></li> </ul> </li> <li>4. Caso os alunos se afastem do tema, o interlocutor deve relembrar-lhes a tarefa, dizendo: <ul style="list-style-type: none"> <li>• <b>Remember you have to [o interlocutor repete a instrução].</b></li> </ul> </li> <li>5. Caso os alunos ultrapassem o tempo previsto, o interlocutor deve interrompê-los, dizendo: <ul style="list-style-type: none"> <li>• <b>Thank you.</b></li> </ul> </li> </ol>	

**Tempo total: até 15 minutos**

## 2.º MOMENTO

### Set 1 – Student B

How can these types of activity improve productivity in the workplace? Why?



<https://www.mmoser.com>  
(Accessed 16/10/2019).



<https://takeitpersonally.com>  
(Accessed 16/10/2019).

## 2.º MOMENTO

### Set 2 – Student A

What might the consequences of these attitudes be for young employees?



<https://www.humanengineers.com>  
(Accessed 28/10/2019).



<https://southlandssun.co.za>  
(Accessed 16/10/2019).

### 3.º MOMENTO

