

Exame Final Nacional de Inglês

Prova 550 | 1.ª Fase | Ensino Secundário | 2019

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 139/2012, de 5 de julho | Decreto-Lei n.º 55/2018, de 6 de julho

Duração da Componente Oral da Prova (Parte D): até 15 minutos.

9 Páginas

GUIÃO 7

Número de alunos: 3

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1.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor Alunos +/- 1'	Good morning/afternoon. Welcome. My name is... Now, what's your name? [O interlocutor dirige-se ao aluno A.] And your name? [O interlocutor dirige-se ao aluno B.] And yours? [O interlocutor dirige-se ao aluno C.] Thank you.
Interlocutor	First, I'd like to know something about you. So, [Nome do aluno A],
Aluno A +/- 1'	<ul style="list-style-type: none">• Have you already decided on your future career? (Why? / Why not?)• In your opinion, will there be more employment opportunities in the future than now? (Why? / Why not?)• What would you do if a friend of yours decided to follow a career path you thought was wrong for them? (Why?)• Tell us about a characteristic you think a good worker must have.
Interlocutor	Thank you. And you, [Nome do aluno B],
Aluno B +/- 1'	<ul style="list-style-type: none">• Do you consider yourself hard-working? (Why? / Why not?)• In your opinion, should every worker earn the same salary regardless of the job they do? (Why? / Why not?)• Would you say that technology is to blame for the unemployment rate we are facing today? (Why? / Why not?)• Tell us about a person you admire for doing their job well.
Interlocutor	Thank you. And you, [Nome do aluno C],
Aluno C +/- 1'	<ul style="list-style-type: none">• Would you like to work where you live? (Why? / Why not?)• In your opinion, should all workers work the same number of hours? (Why? / Why not?)• How important is it for workers to feel fulfilled in the jobs they do? (Why?)• Tell us about the most important benefit you think a job should offer.
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
<p>Interlocutor +/- 30"</p>	<p><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 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.</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 gap year activities.</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 what the advantages of these types of gap year activities may be. All right?</p>
<p>Aluno B +/- 1' Interlocutor</p>	<p>You can start now, <i>[Nome do aluno B]</i>.</p> <p>Thank you.</p>
<p>Aluno C +/- 15" Interlocutor</p>	<p><i>[Nome do aluno C]</i>, have you ever thought of taking a gap year? (Why? / Why not?)</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 C]</i>, here are your photographs. They show people working in different environments.</p> <p><i>[O interlocutor entrega o conjunto 2 de fotografias ao aluno C.]</i> Remember, you have a maximum of 15 seconds to look at the photographs.</p>
<p>Aluno C +/- 15" Interlocutor</p>	<p>I'd like you to compare the photographs, and say how important it is to work in a pleasant environment and why. All right?</p>
<p>Aluno C +/- 1' Interlocutor</p>	<p>You can start now, <i>[Nome do aluno C]</i>.</p> <p>Thank you.</p>
<p>Aluno A +/- 15" Interlocutor</p>	<p><i>[Nome do aluno A]</i>, who do you think is more responsible for creating a pleasant working environment – employers or employees? (Why?)</p> <p>Thank you. Can I have the photographs, please? <i>[O interlocutor recolhe o conjunto 2 de fotografias.]</i></p>

Intervenientes e tempos	Descrição das atividades
<p>Interlocutor</p> <p>Aluno A +/- 15"</p> <p>Interlocutor</p> <p>Aluno A +/- 1'</p> <p>Interlocutor</p> <p>Aluno B +/- 15"</p> <p>Interlocutor</p>	<p>Now, <i>[Nome do aluno A]</i>, here are your photographs. They show people working in different types of workplaces.</p> <p><i>[O interlocutor entrega o conjunto 3 de fotografias ao aluno A.]</i></p> <p>Remember, you have a maximum of 15 seconds to look at the photographs.</p> <p>I'd like you to compare the photographs, and say what the benefits and drawbacks of working in these types of workplaces may be.</p> <p>All right?</p> <p>You can start now, <i>[Nome do aluno A]</i>.</p> <p>Thank you. <i>[Nome do aluno B]</i>, do you know anyone who works from home? (What do they do?) / (Would you like to?) (Why? / Why not?)</p> <p>Thank you. Can I have the photographs, please? <i>[O interlocutor recolhe o conjunto 3 de fotografias.]</i> That is the end of part 2.</p>
	<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:</p> <ul style="list-style-type: none"> • What are the differences between the photographs? • What about the similarities? • What do you mean? • Can you expand on that? <p>2. Caso o aluno se afaste do tema, o interlocutor deve lembrar-lhe a tarefa, dizendo:</p> <ul style="list-style-type: none"> • Remember you have to <i>[o interlocutor repete a instrução]</i>. <p>3. Caso o aluno ultrapasse o tempo previsto, o interlocutor deve interrompê-lo, dizendo:</p> <ul style="list-style-type: none"> • Thank you.

3.º MOMENTO

Intervenientes e tempos	Descrição das atividades
<p>Interlocutor +/- 30"</p> <p>Alunos +/- 30"</p> <p>Interlocutor</p> <p>Alunos +/- 4'</p> <p>Interlocutor</p> <p>Alunos +/- 1'</p> <p>Interlocutor</p>	<p><i>[O interlocutor dirige-se aos três alunos, em simultâneo.]</i> Now, I'd like you to discuss something together for about four minutes.</p> <p>I'd like you to imagine that your school's counsellor has asked students to discuss possible future jobs. Here are some jobs to consider and a question for you to discuss. 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 why these jobs may appeal to young people.</p> <p>Thank you. Now you have about a minute to discuss which job is the most appealing and why.</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"> 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 entre si, 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 os outros, o interlocutor deve tentar equilibrar as suas intervenções, dizendo: <ul style="list-style-type: none"> • Remember all 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

What may the advantages of these types of gap year activities be?



www.pacificdiscovery.org
(Accessed 16.10.2018).



www.teenlife.com
(Accessed 16.10.2018).

2.º MOMENTO

Set 2 – Student C

How important is it to work in a pleasant environment? Why?



www.glassdoor.co.uk
(Accessed 16.10.2018).



www.jgllaw.com
(Accessed 16.10.2018).

2.º MOMENTO

Set 3 – Student A

What may the benefits and drawbacks of working in these types of workplaces be?



www.jobboom.com
(Accessed 16.10.2018).



<https://nypost.com>
(Accessed 16.10.2018).

3.º MOMENTO

