

Exame Final Nacional de Inglês

Prova 550 | 2.ª Fase | Ensino Secundário | 2022

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 55/2018, de 6 de julho | Decreto-Lei n.º 27-B/2022, de 23 de março

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

8 Páginas

GUIÃO 3

Número de alunos: 2

GUIÃO 3

Número de alunos: 2

1.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor Alunos +/- 15"	[O interlocutor dirige-se aos dois alunos, em simultâneo.] Good morning/afternoon. Welcome. My name is... Now, what's your name? [O interlocutor dirige-se ao aluno A.] And what's your name? [O interlocutor dirige-se ao aluno B.] Thank you.
Interlocutor	First, I'm going to ask you some questions. So, [Nome do aluno A],
Aluno A +/- 1'15"	• Have you ever thought about the working conditions and benefits you would like to have in a job? (Why? / Why not?) • In your opinion, how important is it to choose the place you want to work in? (Why?) • Would you prefer to work part-time or flexitime? (Why?) • Tell me about an advantage of working from home.
Interlocutor	Thank you. And you, [Nome do aluno B],
Aluno B +/- 1'15"	• Do you think the world of work will be very different in the future? (Why? / Why not?) • In your opinion, what are the major challenges young people face at work today? (Why?) • What can young people do to be prepared for the job market? • Tell me about a job you think will disappear in the future and why.
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
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 a maximum of 15 seconds to look at the photographs. Now, [Nome do aluno B], it's your turn first. Here are your photographs. [O interlocutor entrega o conjunto 1 de fotografias ao aluno B.] They show different steps people have to take to get a job. Remember, you have a maximum of 15 seconds to look at the photographs.
Aluno B +/- 15"	
Interlocutor	I'd like you to compare the photographs, and say how important these steps are to getting a job and why. All right? You can start now, [Nome do aluno B].
Aluno B +/- 1'	
Interlocutor	Thank you. [Nome do aluno A], in your opinion, which of these steps is the most difficult? (Why?)
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. [O interlocutor entrega o conjunto 2 de fotografias ao aluno A.] They show different work situations which are becoming more common. Remember, you have a maximum of 15 seconds to look at the photographs.
Aluno A +/- 15"	
Interlocutor	I'd like you to compare the photographs, and say how these work situations fight gender stereotypes in the workplace and at home. All right? You can start now, [Nome do aluno A].
Aluno A +/- 1'	
Interlocutor	Thank you. [Nome do aluno B], where do you think it is more difficult to fight gender stereotypes—in the workplace or at home? (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.

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"	[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 school counsellor has asked students to discuss the pros and cons of the choices young people make when leaving secondary school. Here are some ideas you should consider and a question for you to discuss. First, you have a maximum of 30 seconds to look at the task. [O interlocutor entrega o documento aos alunos.]
Alunos +/- 30"	
Interlocutor Alunos +/- 3'	Now, talk to each other about the pros and cons of these choices for young people leaving secondary school.
Interlocutor Alunos +/- 1'	Thank you. Now you have about a minute to discuss which choice is the most appealing 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, 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 – Student B

How important are these steps to getting a job? Why?



<https://pixabay.com>
(Accessed 28.03.2022).



<https://ucpathjobs.org>
(Accessed 05.11.2021).

2.º MOMENTO

Set 2 – Student A

How do these work situations fight gender stereotypes in the workplace and at home?



<https://tradeswomenustralia.com.au>
(Accessed 05.11.2021).



<https://eige.europa.eu>
(Accessed 05.11.2021).

3.º MOMENTO

