

Exame Final Nacional de Inglês

Prova 550 | Época Especial | 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 1

Número de alunos: 2

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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"	• Do you think taking a university degree is enough to develop the skills needed at work? (Why? / Why not?) • In your opinion, does learning only take place in the classroom? (Why? / Why not?) • Do you consider yourself an active learner? (Why? / Why not?) • Tell me about a benefit of lifelong learning.
Interlocutor	Thank you. And you, [Nome do aluno B],
Aluno B +/- 1'15"	• Do you think it is difficult for young people to choose a future career? (Why? / Why not?) • In your opinion, are young people forced to make this decision too soon? (Why? / Why not?) • Is it important to listen to advice when choosing a future career? (Why? / Why not?) • Tell me about a career you think is particularly interesting.
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 free time activities. 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 useful these free time activities might be to help you prepare for the world of work and why. All right? You can start now, [Nome do aluno B].
Aluno B +/- 1'	
Interlocutor	Thank you. [Nome do aluno A], which of these free time activities would you prefer to do? (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 jobs. 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 why young people might choose these jobs. All right? You can start now, [Nome do aluno A].
Aluno A +/- 1'	
Interlocutor	Thank you. [Nome do aluno B], which of these jobs would you prefer? (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" Alunos +/- 30" Interlocutor Alunos +/- 3' Interlocutor Alunos +/- 1' Interlocutor	<i>[O interlocutor dirige-se aos dois alunos, em simultâneo.]</i> 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 some factors that might lead to the creation of new jobs. Here are some factors that you should consider and a question for you to discuss. First, you have a maximum of 30 seconds to look at the task. <i>[O interlocutor entrega o documento aos alunos.]</i> Now, talk to each other about how these factors might lead to the creation of new jobs. Thank you. Now you have about a minute to discuss which factor is most likely to have the strongest impact on the creation of new jobs and why. Thank you. Can I have the handout, please? <i>[O interlocutor recolhe o documento.]</i> 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 <i>[o interlocutor repete a instrução].</i> 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 useful might these free time activities be to help you prepare for the world of work? Why?



<https://thewomensgame.com>
(Accessed 09.11.2021).



<https://grandparents.co.nz>
(Accessed 09.11.2021).

2.º MOMENTO

Set 2 – Student A

Why might young people choose these jobs?



www.piqsels.com
(Accessed 01.04.2022).



www.basic-fit.com
(Accessed 09.11.2021).

3.º MOMENTO

