

Exame Final Nacional de Inglês

Prova 550 | 1.ª Fase | Ensino Secundário | 2023

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 55/2018, de 6 de julho | Decreto-Lei n.º 22/2023, de 3 de abril

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

9 Páginas

GUIÃO 6

Número de alunos: 3

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1.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor Alunos +/- 20"	[O interlocutor dirige-se aos três 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.] And yours? [O interlocutor dirige-se ao aluno C.] Thank you.
Interlocutor	First, I'm going to ask you some questions. So, [Nome do aluno A],
Aluno A +/- 1'15"	• In your opinion, how important is it for employees to be happy at work? (Why?) • Do you think we should celebrate the International Week of Happiness at Work? (Why? / Why not?) • If you were a businessperson, what would you do to make your employees happy at work? (Why?) • Tell me about an advantage of having happy people around you at school.
Interlocutor	Thank you. And you, [Nome do aluno B],
Aluno B +/- 1'15"	• In your opinion, how important is it for employees to know their rights? (Why?) • Where do you think people should learn about employment rights? (Why?) • If you could choose, would you prefer to have a lifelong job or to change jobs from time to time? (Why?) • Tell me about your main priorities when choosing a job.
Interlocutor	Thank you. And you, [Nome do aluno C],
Aluno C +/- 1'15"	• In your opinion, how important is it for employees to prioritise a work-life balance? (Why?) • Do you think working from home helps to achieve a work-life balance? (Why? / Why not?) • If you had a stressful job, what would you do to reduce the amount of stress after work? (Why?) • Tell me about a disadvantage of working under pressure.
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 três 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 one of 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. 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 jobs that will probably change in the future. I'd like you to compare the photographs, and say how these jobs will change in the future. Remember, you have a maximum of 15 seconds to look at the photographs. All right?
Aluno B +/- 15"	
Interlocutor	You can start now, [Nome do aluno B].
Aluno B +/- 1'	
Interlocutor	Thank you.
Aluno C +/- 15"	[Nome do aluno C], which of these jobs do you think will disappear first? (Why?)
Interlocutor	Thank you. Can I have the photographs, please? [O interlocutor recolhe o conjunto 1 de fotografias.] Now, [Nome do aluno C], here are your photographs. [O interlocutor entrega o conjunto 2 de fotografias ao aluno C.] They show people with different disabilities at work.
Interlocutor	I'd like you to compare the photographs, and say how people with different disabilities can contribute to the world of work. Remember, you have a maximum of 15 seconds to look at the photographs. All right?
Aluno C +/- 15"	
Interlocutor	You can start now, [Nome do aluno C].
Aluno C +/- 1'	
Interlocutor	Thank you.
Aluno A +/- 15"	[Nome do aluno A], which of these work places would you prefer to work in? (Why?)
Interlocutor	Thank you. Can I have the photographs, please? [O interlocutor recolhe o conjunto 2 de fotografias.]

Intervenientes e tempos	Descrição das atividades
Interlocutor Aluno A +/- 15" Interlocutor Aluno A +/- 1' Interlocutor Aluno B +/- 15" Interlocutor	Now, <i>[Nome do aluno A]</i>, here are your photographs. <i>[O interlocutor entrega o conjunto 3 de fotografias ao aluno A.]</i> They show different teams at work. I'd like you to compare the photographs, and say how different it would be to work in these teams and why. Remember, you have a maximum of 15 seconds to look at the photographs. All right? You can start now, <i>[Nome do aluno A]</i>. Thank you. <i>[Nome do aluno B]</i>, which of these teams would you like to work in? (Why?) 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.
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 relembrar-lhe a tarefa, dizendo: • Remember you have to <i>[o interlocutor repete a instrução]</i>. 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 +/- 4' Interlocutor Alunos +/- 1' Interlocutor	<i>[O interlocutor dirige-se aos três alunos, em simultâneo.]</i> Now, I'd like you to discuss something together for about four minutes. I'd like you to imagine that your English teacher has asked students to discuss how a flexible mind can help you succeed in the world of work. Here are some ideas to 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 a flexible mind can help you succeed in the world of work. Thank you. Now you have about a minute to discuss which of these ideas is the most important 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 entre si, 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 os outros, o interlocutor deve tentar equilibrar as suas intervenções, dizendo: • Remember all 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 will these jobs change in the future?



www.bls.gov
(Accessed 24.10.2022).



www.lavozdegalicia.es
(Accessed 24.10.2022).

2.º MOMENTO

Set 2 – Student C

How can people with different disabilities contribute to the world of work?



www.flickr.com
(Accessed 13.03.2023).



www.downs-syndrome.org.uk
(Accessed 24.10.2022).

2.º MOMENTO

Set 3 – Student A

How different would it be to work in these teams? Why?



www.glassdoor.com
(Accessed 24.10.2022).



www.braunkohlesanierung.de
(Accessed 09.01.2023).

3.º MOMENTO

