

Exame Final Nacional de Inglês

Prova 550 | 2.ª Fase | Ensino Secundário | 2025

11.º Ano de Escolaridade – Continuação – bienal

Decreto-Lei n.º 55/2018, de 6 de julho | Decreto-Lei n.º 62/2023, de 25 de julho

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

9 Páginas

GUIÃO 5

Número de alunos: 3

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1.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor	[O interlocutor dirige-se aos três alunos, em simultâneo.] Good morning/afternoon. Welcome. My name is...
Alunos +/- 15"	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'	• In your opinion, how important is it for workers to know their rights? (Why? / Why not?) • Do you believe working conditions will be better in the future? (Why? / Why not?) • Which right do you think should be a priority for workers—paid holidays or minimum wage? (Why?) • Tell me one reason why organisations should worry about employees' well-being.
Interlocutor	Thank you. And you, [nome do aluno B],
Aluno B +/- 1'	• In your opinion, how important is teamwork in the workplace? (Why? / Why not?) • Do you believe social competences are more important than technical skills? (Why? / Why not?) • Which is the most important skill to demonstrate in a job interview—problem solving or creative skills? (Why?) • Tell me one reason why candidates should prepare themselves for a job interview.
Interlocutor	Thank you. And you, [nome do aluno C],
Aluno C +/- 1'	• In your opinion, is a good salary a synonym of happiness? (Why? / Why not?) • Which is more important in a job—having a good work environment or opportunities for career growth? (Why?) • Do you believe gender equality at work is a reality in Portugal? (Why? / Why not?) • Tell me one reason why fighting discrimination at work is important.
Interlocutor	Thank you. That is the end of part 1.
1. Caso o aluno não responda à pergunta inicial, o interlocutor deve passar à(s) pergunta(s) seguinte(s). 2. O interlocutor deve seguir a ordem pela qual as perguntas são 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 solicitar o seguinte: • 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, caso seja necessário.	

2.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor	[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. I'd like you to compare the photographs, and say how different the skills you need to do these jobs are, and why. 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.
	[Nome do aluno C], in your opinion, which of these jobs is more likely to attract young people? (Why?)
Aluno C +/- 15"	
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 different people with disabilities .
	I'd like you to compare the photographs, and say how society can promote the inclusion of individuals with disabilities . 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.
	[Nome do aluno A], in your opinion, which of these situations is more common? (Why?)
Aluno A +/- 15"	
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 examples of upbringing and education. I'd like you to compare the photographs, and say how upbringing and education can fight gender stereotypes, 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>, in your opinion, are these examples of upbringing and education more common nowadays? (Why? / Why not?) 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	[O interlocutor dirige-se aos três alunos, em simultâneo.] 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 why young people sometimes consider having multiple jobs. Here are some reasons to 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	Now, talk to each other about why young people consider having multiple jobs.
Alunos +/- 4'	
Interlocutor	Thank you. Now you have about a minute to discuss which reason is the most important, and why.
Alunos +/- 1'	
Interlocutor	Thank you. Can I have the handout, please? [O interlocutor recolhe o documento.] That is the end of your test. Thank you.
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 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 lembrar-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. 6. Caso, durante o cumprimento da discussão das ideias fornecidas no diagrama, os alunos abordem a última questão, o interlocutor não deve interrompê-los e deve, por isso, prescindir de colocar essa questão. O tempo previsto para a discussão passará a ser de cinco minutos ininterruptos.	

Tempo total: até 15 minutos

2.º MOMENTO

Set 1 – Student B

How different are the skills you need to do these jobs? Why?



stock.adobe.com (accessed 18.11.2024).



stock.adobe.com (accessed 18.11.2024).

2.º MOMENTO

Set 2 – Student C

How can society promote the inclusion of individuals with disabilities?



freepik.com (accessed 18.11.2024).



freepik.com (accessed 18.11.2024).

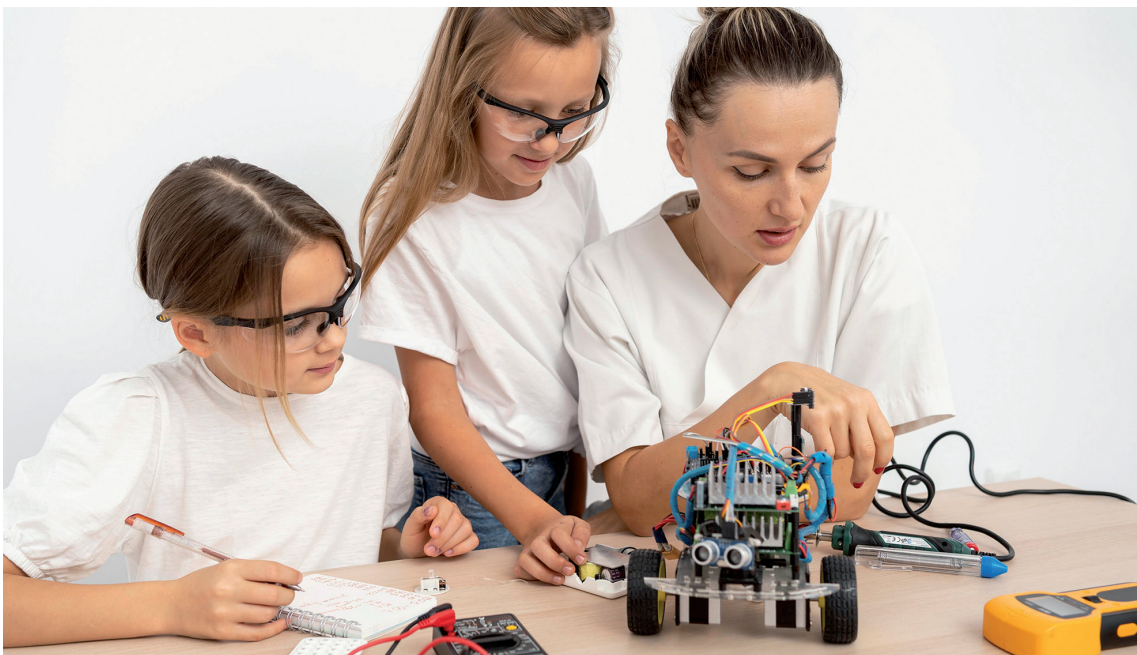
2.º MOMENTO

Set 3 – Student A

How can upbringing and education fight gender stereotypes? Why?



freepik.com (accessed 18.11.2024).



freepik.com (accessed 18.11.2024).

3.º MOMENTO

