

**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.

8 Páginas

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**GUIÃO 5**

Número de alunos: 2

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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.] Thank you.  And what's your name? [O interlocutor dirige-se ao aluno B.] 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"><li>• Do you often worry about the state of our planet? (Why? / Why not?)</li><li>• In your opinion, do young people worry enough about the environment? (Why? / Why not?)</li><li>• What would you do to encourage the use of public transport?</li><li>• Tell us about an environmentally friendly attitude you have witnessed.</li></ul> Thank you.
Interlocutor	And you, [Nome do aluno B],
Aluno B +/- 1'	<ul style="list-style-type: none"><li>• Have you ever done anything to protect the environment? (What did you do?) (Why?) / (Would you like everyone to be like you?) (Why? / Why not?)</li><li>• Do you know anyone who actively helps the environment? (Who are they?) (What do they do?) / (Would you like to?) (Why? / Why not?)</li><li>• Do you think schools should play a leading role in the protection of the environment? (Why? / Why not?)</li><li>• Tell us about a way of raising awareness of environmental issues.</li></ul> Thank you.
Interlocutor	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"	<p><i>[O interlocutor dirige-se aos dois alunos, em simultâneo.]</i></p> <p>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.</p>
Aluno B +/- 15"	<p><i>[Nome do aluno B]</i>, it's your turn first. Here are your photographs. They show <b>different environmental threats</b>.</p> <p><i>[O interlocutor entrega o conjunto 1 de fotografias ao aluno B.]</i></p> <p>Remember, you have a maximum of 15 seconds to look at the photographs.</p>
Interlocutor	<p>I'd like you to compare the photographs, and say <b>how urgent it is to reduce the impact of these threats on the environment and why</b>.</p> <p>All right?</p>
Aluno B +/- 1'	<p>You can start now, <i>[Nome do aluno B]</i>.</p>
Interlocutor	<p>Thank you.</p> <p><i>[Nome do aluno A]</i>, <b>which of these environmental threats worries you the most? (Why?)</b></p>
Aluno A +/- 15"	<p>Thank you. Can I have the photographs, please? <i>[O interlocutor recolhe o conjunto 1 de fotografias.]</i></p>
Interlocutor	<p>Now, <i>[Nome do aluno A]</i>, here are your photographs. They show <b>different species that are endangered</b>.</p> <p><i>[O interlocutor entrega o conjunto 2 de fotografias ao aluno A.]</i></p> <p>Remember, you have a maximum of 15 seconds to look at the photographs.</p>
Aluno A +/- 15"	<p>I'd like you to compare the photographs, and say <b>how important it is to fight against the extinction of species and why</b>.</p> <p>All right?</p>
Aluno A +/- 1'	<p>You can start now, <i>[Nome do aluno A]</i>.</p>
Interlocutor	<p>Thank you.</p> <p><i>[Nome do aluno B]</i>, <b>which of these endangered species do you think is more important for the ecological balance? (Why?)</b></p>
Aluno B +/- 15"	<p>Thank you. Can I have the photographs, please? <i>[O interlocutor recolhe o conjunto 2 de fotografias.]</i></p> <p>That is the end of part 2.</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:
  - **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"	<p><i>[O interlocutor dirige-se aos dois alunos, em simultâneo.]</i></p> <p>Now, I'd like you to discuss something together for about three minutes.</p> <p><b>I'd like you to imagine that your school's debate team has asked students to discuss the reasons why people become vegetarians. Here are some reasons that you should consider</b> and a question for you to discuss.</p> <p>First, you have a maximum of 30 seconds to look at the task.</p>
Alunos +/- 30"	<p><i>[O interlocutor entrega o documento aos alunos.]</i></p>
Interlocutor Alunos +/- 3'	<p>Now, talk to each other about <b>why people become vegetarians</b>.</p>
Interlocutor Alunos +/- 1'	<p>Thank you. Now you have about a minute to discuss <b>which reason you think is the most common and why</b>.</p>
Interlocutor	<p>Thank you. Can I have the handout, please? <i>[O interlocutor recolhe o documento.]</i></p> <p>Thank you. That is the end of your test.</p>
<ol style="list-style-type: none"> <li>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"> <li>• <b>Could you start, please?</b></li> </ul> </li> <li>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"> <li>• <b>Remember you have to talk to each other.</b></li> </ul> </li> <li>3. Caso um aluno fale muito mais do que o outro, o interlocutor deve tentar equilibrar as suas intervenções, dizendo:                         <ul style="list-style-type: none"> <li>• <b>Remember both of you have to talk.</b></li> </ul> </li> <li>4. Caso os alunos se afastem do tema, o interlocutor deve relembrar-lhes a tarefa, dizendo:                         <ul style="list-style-type: none"> <li>• <b>Remember you have to [o interlocutor repete a instrução].</b></li> </ul> </li> <li>5. Caso os alunos ultrapassem o tempo previsto, o interlocutor deve interrompê-los, dizendo:                         <ul style="list-style-type: none"> <li>• <b>Thank you.</b></li> </ul> </li> </ol>	

**Tempo total: até 15 minutos**

## 2.º MOMENTO

### Set 1 – Student B

How urgent is it to reduce the impact of these threats on the environment?  
Why?



[www.sciencenewsforstudents.org](http://www.sciencenewsforstudents.org)  
(Accessed 10.10.2018).



[www.carbonbrief.org](http://www.carbonbrief.org)  
(Accessed 13.02.2019).



## 2.º MOMENTO

Set 2 – Student A

How important is it to fight against the extinction of species? Why?



<https://southfloridareporter.com>  
(Accessed 08.03.2019).



<https://pontosdevista.pt>  
(Accessed 08.03.2019).

### 3.º MOMENTO

