

**Exame Final Nacional de Inglês**

**Prova 550 | 2.ª Fase | Ensino Secundário | 2021**

11.º Ano de Escolaridade – Continuação – bienal

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 1**

Número de alunos: 2

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## 1.º MOMENTO

Intervenientes e tempos	Descrição das atividades
Interlocutor Alunos +/- 15"	<p>[O interlocutor dirige-se aos dois alunos, em simultâneo.] Good morning/afternoon. Welcome. My name is...</p> <p>Now, what's your name? [O interlocutor dirige-se ao aluno A.] Thank you.</p> <p>And what's your name? [O interlocutor dirige-se ao aluno B.] Thank you.</p>
Interlocutor	<p>First, I'd like to know something about you.</p> <p>So, [Nome do aluno A],</p>
Aluno A +/- 1'15"	<ul style="list-style-type: none"><li>• <b>Have you ever thought about what you can do to make the world a better place? (Why? / Why not?)</b></li><li>• <b>Do you think young people's lives were easier or more difficult in the past? (Why?)</b></li><li>• <b>In your opinion, will young people's lives in the future be very different from what they are now? (Why? / Why not?)</b></li><li>• <b>Tell me about your idea of a perfect world.</b></li></ul>
Interlocutor	<p>Thank you.</p> <p>And you, [Nome do aluno B],</p>
Aluno B +/- 1'15"	<ul style="list-style-type: none"><li>• <b>Have you ever shared your future dreams and ambitions with anyone? (Who was it?) (Why?) / (Would you like to?) (Why? / Why not?)</b></li><li>• <b>In your opinion, is it important for young people to have someone to help them make decisions? (Why? / Why not?)</b></li><li>• <b>Do you think experience can help when making an important decision? (Why? / Why not?)</b></li><li>• <b>Tell me about a time when you asked someone for advice.</b></li></ul>
Interlocutor	<p>Thank you.</p> <p>That is the end of part 1.</p>
<p>1. Caso o aluno não responda à pergunta inicial, o interlocutor deve prosseguir de acordo com o guião.</p> <p>2. O interlocutor deve seguir a ordem das perguntas apresentadas. Caso o aluno antecipe respostas a perguntas previstas, o interlocutor não deve fazê-las.</p> <p>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.</p> <p>4. Caso o aluno ultrapasse o tempo previsto, o interlocutor deve interrompê-lo, dizendo:</p> <ul style="list-style-type: none"><li>• <b>Thank you.</b></li></ul> <p>5. Caso o aluno utilize um tom de voz baixo, o interlocutor deve dizer:</p> <ul style="list-style-type: none"><li>• <b>I'm sorry but I can't hear you. Could you speak louder, please?</b></li></ul> <p>Este pedido pode ser repetido ao longo de toda a componente oral da prova, se necessário.</p>	

## 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>people protesting about global issues</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 important it is for young people to protest about these global issues 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>
Aluno A +/- 15"	<p><i>[Nome do aluno A]</i>, <b>have you ever protested about a global issue? (Tell me about it.) / (Would you like to?) (Why? / Why not?)</b></p>
Interlocutor	<p>Thank you. Can I have the photographs, please? <i>[O interlocutor recolhe o conjunto 1 de fotografias.]</i></p> <p>Now, <i>[Nome do aluno A]</i>, here are your photographs. They show <b>people with different jobs</b>.</p>
Aluno A +/- 15"	<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>
Interlocutor	<p>I'd like you to compare the photographs, and say <b>why these jobs may still be important in the future</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>do you think young people should worry about their future careers? (Why? / Why not?)</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>[O interlocutor dirige-se aos dois alunos, em simultâneo.] Now, I'd like you to discuss something together for about three minutes.</p>
Alunos +/- 30"	<p><b>I'd like you to imagine that your school debate team has asked students to discuss how globalisation might impact on different areas of young people's lives. Here are some areas that you should consider</b> and a question for you to discuss. First, you have a maximum of 30 seconds to look at the task.</p>
Interlocutor  Alunos +/- 3'	<p>[O interlocutor entrega o documento aos alunos.]</p> <p>Now, talk to each other about <b>how globalisation might have an impact on these areas.</b></p>
Interlocutor	<p>Thank you. Now you have about a minute to discuss <b>which of these areas is the most challenging and why.</b></p>
Alunos +/- 1' Interlocutor	<p>Thank you. Can I have the handout, please? [O interlocutor recolhe o documento.] 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, 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 important is it for young people to protest about these global issues?  
Why?



[www.voanews.com](http://www.voanews.com)  
(Accessed 07.02.2021).



<https://dailyhive.com>  
(Accessed 07.02.2021).



## 2.º MOMENTO

### Set 2 – Student A

Why may these jobs still be important in the future?



[www.republichr.com](http://www.republichr.com)  
(Accessed 02.11.2020).



[www.farmers.gov](http://www.farmers.gov)  
(Accessed 02.11.2020).

### 3.º MOMENTO

