REPÚBLICA PORTUGUESA
EDUCAÇÃO

IAVE INSTITUTO DE AVALIAÇÃO EDUCATIVA, I.P.

Exame Final Nacional de Inglês

Prova 550 | 2.ª Fase | 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. 9 Páginas

GUIÃO 4

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"	• **Do you think there are many stereotypes about Portuguese society? (Why? / Why not?)** • **Have you ever thought about the impact of national stereotypes? (Why? / Why not?)** • **In your opinion, how important is it for schools to fight these stereotypes? (Why?)** • **Tell me about a stereotype that you think is difficult to overcome and why.**
Interlocutor	Thank you. And you, [*Nome do aluno B*],
Aluno B +/– 1'15"	• **Have you ever been involved in a social movement or organisation? (Why? / Why not?)** • **In your opinion, can social movements make the world a better place? (Why? / Why not?)** • **Do you think young people are more willing to be involved in social movements and organisations today? (Why? / Why not?)** • **Tell me about an important cause social movements and organisations should fight for and why.**
Interlocutor	Thank you. And you, [*Nome do aluno C*],
Aluno C +/– 1'15"	• **In your opinion, will globalisation lead to the loss of cultural diversity? (Why? / Why not?)** • **Have you ever thought about how cultural diversity shapes the places we live in? (Why? / Why not?)** • **Do you think young people are more prepared to face cultural diversity? (Why? / Why not?)** • **Tell me about an advantage of living in a culturally diverse community.**
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.*]
Aluno B +/– 15"	They show **different situations that make people leave their home countries**. Remember, you have a maximum of 15 seconds to look at the photographs.
Interlocutor	I'd like you to compare the photographs, and say **why people leave their home countries**. All right?
Aluno B +/– 1'	You can start now, [*Nome do aluno B*].
Interlocutor	Thank you.
Aluno C +/– 15"	[*Nome do aluno C*], **which of these situations do you think will be more common in the future? (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.*]
Aluno C +/– 15"	They show **different events that can help bring different cultures together**. Remember, you have a maximum of 15 seconds to look at the photographs.
Interlocutor	I'd like you to compare the photographs, and say **how music and sport can help bring different cultures together**. All right?
Aluno C +/– 1'	You can start now, [*Nome do aluno C*].
Interlocutor	Thank you.
Aluno A +/– 15"	[*Nome do aluno A*], **which of these events would you prefer to attend? (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	Now, [*Nome do aluno A*], here are your photographs. [*O interlocutor entrega o conjunto 3 de fotografias ao aluno A.*]
Aluno A +/– 15"	They show **people visiting important landmarks in different English-speaking countries**. Remember, you have a maximum of 15 seconds to look at the photographs.
Interlocutor	I'd like you to compare the photographs, and say **why people may want to visit these English-speaking countries**. All right? You can start now, [*Nome do aluno A*].
Aluno A +/– 1'	
Interlocutor	Thank you. [*Nome do aluno B*], **which of these places would you like to visit? (Why?)**
Aluno B +/– 15"	
Interlocutor	Thank you. Can I have the photographs, please? [*O interlocutor recolhe o conjunto 3 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 relembrar-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"	[*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 school debate team has asked students to discuss the benefits of cultural diversity at school. Here are some benefits that you should 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 **the benefits of cultural diversity at school**.
Alunos +/– 4'	
Interlocutor	Thank you. Now you have about a minute to discuss **which of these benefits is the greatest and why**.
Alunos +/– 1'	
Interlocutor	Thank you. Can I have the handout, please? [*O interlocutor recolhe o documento.*] 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

Why do people leave their home countries?

https://phys.org
(Accessed 08.11.2021).

www.southwarknews.co.uk
(Accessed 29.11.2021).

2.º MOMENTO

Set 2 – Student C

How can music and sport help bring different cultures together?

www.nit.pt
(Accessed 08.11.2021).

www.asiarugby.com
(Accessed 08.11.2021).

2.º MOMENTO

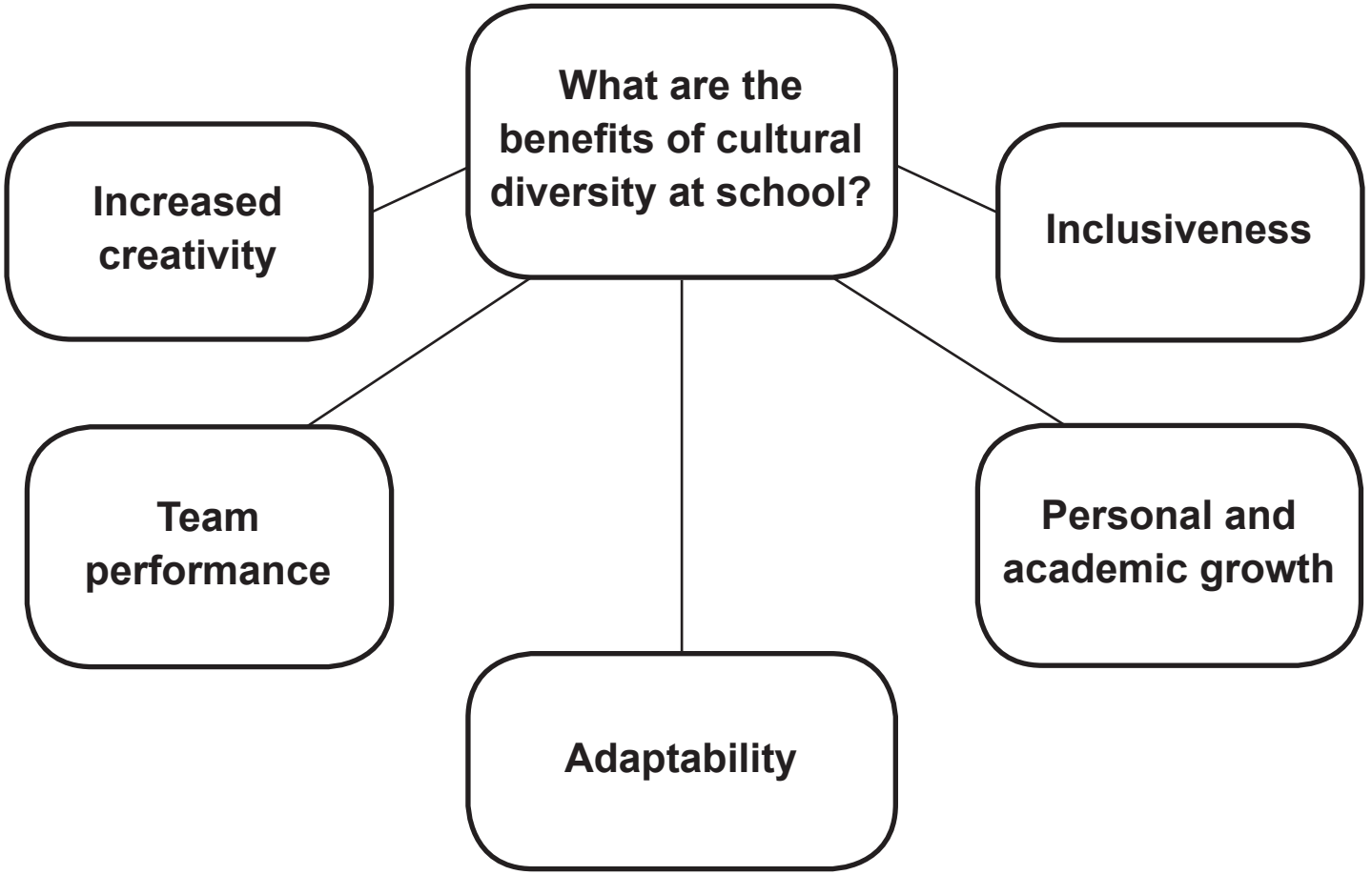
Set 3 – Student A

Why may people want to visit these English-speaking countries?

www.thesun.co.uk
(Accessed 08.11.2021).

www.cndenglish.com
(Accessed 08.11.2021).

3.º MOMENTO


What are the benefits of cultural diversity at school?
Increased creativity
Inclusiveness
Team performance
Personal and academic growth
Adaptability