

Exame Final Nacional de Inglês

Prova 550 | 1.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 10

Número de alunos: 3

GUIÃO 10

Número de alunos: 3

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, is it right for an artificial intelligence program to know everything about a person? (Why? / Why not?) • Have you ever used AI to help you in your schoolwork? (Why? / Why not?) • What will happen to countries that don't have AI? (Why? / Why not?) • Tell me one job that could benefit from using AI.
Interlocutor	Thank you. And you, [nome do aluno B],
Aluno B +/- 1'	• In your opinion, will robots ever have real emotions? (Why? / Why not?) • Would you like to have a robot as a boss? (Why? / Why not?) • Do you think humans can design robots to do creative work? (Why? / Why not?) • Tell me one reason why robots will be more and more useful in the future.
Interlocutor	Thank you. And you, [nome do aluno C],
Aluno C +/- 1'	• In your opinion, what was life like when technology was less advanced? (Why? / Why not?) • How can technology help solve environmental problems? (Why? / Why not?). • Do you think schools should prepare students for a life without technology? (Why? / Why not?) • Tell me what your hopes for the future of technology are.
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 examples of the impact that technology has on energy production and consumption. I'd like you to compare the photographs, and say what impact technology has on energy production and consumption, 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 technologies contributes more to a healthy environment? (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 examples of the impact that technology may have on education.
	I'd like you to compare the photographs, and say what impact technology may have on education, and why.
	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 promotes better learning? (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 the impact that technology has on the food industry. I'd like you to compare the photographs, and say what impact technology has on the food industry, 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, which of these examples contributes more to a healthy diet? (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	[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 we must reduce smartphone use. 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 we must reduce smartphone use .
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

**What impact does technology have on energy production and consumption?
Why?**



freepik.com (accessed 13.01.2025).

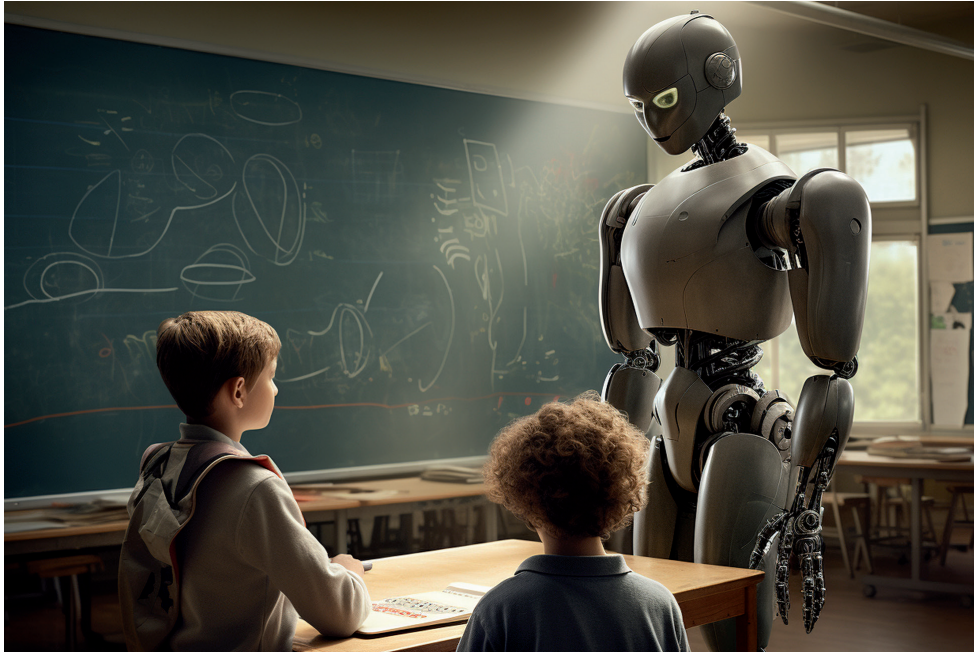


freepik.com (accessed 13.01.2025).

2.º MOMENTO

Set 2 – Student C

What impact may technology have on education? Why?



freepik.com (accessed 12.02.2025).



freepik.com (accessed 13.01.2025).

2.º MOMENTO

Set 3 – Student A

What impact does technology have on the food industry? Why?



freepik.com (accessed 13.01.2025).



freepik.com (accessed 13.01.2025).

3.º MOMENTO

