

Exame Final Nacional de Inglês

Prova 550 | 2.ª Fase | Ensino Secundário | 2026

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, will it be easier to get a job in the future? (Why? / Why not?) • Do you think it helps to have experience when applying for a job? (Why? / Why not?) • Which are more important to employers—academic qualifications or personal qualities? (Why?) • Tell me about a job that you would like to have in the future.
Interlocutor	Thank you. And you, [nome do aluno B],
Aluno B +/- 1'	• In your opinion, is the impact of artificial intelligence on employment positive or negative? (Why?) • Do you think artificial intelligence helps reduce human error? (Why? / Why not?) • Which consequence of artificial intelligence do you consider more beneficial—creating new jobs or increasing productivity? (Why?) • Tell me about a job that in your opinion artificial intelligence should <u>not</u> do.
Interlocutor	Thank you. And you, [nome do aluno C],
Aluno C +/- 1'	• In your opinion, will there be more or fewer people working from home in the future? (Why?) • Do you think returning to the office helps improve productivity? (Why? / Why not?) • Which advantage of remote work do you consider more important—better work-life balance or reduced commuting costs? (Why?) • Tell me about a job that in your opinion workers do better from home.
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 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. 5. Caso o aluno ultrapasse o tempo previsto, o interlocutor deve interrompê-lo, dizendo: • Thank you.	

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 events that occur in young people's lives. I'd like you to compare the photographs, and say why events like these can be considered turning points in young people's lives. 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 events do young people consider more important? (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 activities young people can do .
	I'd like you to compare the photographs, and say why activities like these help promote young people's autonomy .
	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 activities do young people like the least? (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 jobs that are common nowadays. I'd like you to compare the photographs, and say why jobs like these might disappear in the future. 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 jobs is most likely to disappear first? (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 how families can help young people prepare for their first job. Here are some strategies 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 how families can help young people prepare for their first job. Alunos +/- 4' Interlocutor Thank you. Now you have about a minute to discuss which strategy is the most effective, 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

Why can events like these be considered turning points in young people's lives?



AI image



AI image

2.º MOMENTO

Set 2 – Student C

Why do activities like these help promote young people's autonomy?



AI image



AI image

2.º MOMENTO

Set 3 – Student A

Why might jobs like these disappear in the future?



AI image



AI image

3.º MOMENTO

