



Prova Equivalência à Frequência de _____

Código ____ | __ª Fase | 3.º Ciclo do Ensino Básico | 2020

A PREENCHER PELO ALUNO

NOME _____

Documento de identificação BI/CC _____

A PREENCHER PELA ESCOLA

N.º convencional

Prova Equivalência à Frequência de _____

Código ____ | __ª Fase | 3.º Ciclo do Ensino Básico | 2020

Despacho normativo n.º 3-A/2020, de 5 de março

N.º convencional

A PREENCHER PELO PROFESSOR CLASSIFICADOR

CLASSIFICAÇÃO EM PORCENTAGEM ____ (_____ por cento)

CORRESPONDENTE AO NÍVEL ____ (_____)

ASSINATURA _____

DATA ____ / ____ / 2020

A PREENCHER PELO

AGRUPAMENTO

N.º convencional da Escola

Duração da Prova: 90 minutos

_____ Páginas

Utiliza apenas caneta ou esferográfica de tinta azul ou preta.

Não é permitido o uso de corretor. Risca aquilo que pretendes que não seja classificado.

Apresenta as tuas respostas de forma legível.

Ao responder, diferencia corretamente as maiúsculas das minúsculas.

Apresenta apenas uma resposta para cada questão.

Na resposta aos itens de escolha múltipla, seleciona a opção correta.

As cotações das questões encontram-se no final da prova.

A prova é constituída por duas componentes: componente escrita e componente oral

ATENÇÃO: NÃO ESCREVA O SEU NOME OU QUALQUER ELEMENTO QUE O IDENTIFIQUE NOUTRO LOCAL DA PROVA, SOB PENA DE ESTA SER ANULADA

I

Listen to a conversation and do exercises A and B

A. Complete the following sentence with the words from the box. There are two extra words.

Hospital	classmates	orphanage	trip
Money	Susan	family	

1. _____ is going on a 2. _____ with her 3. _____ to raise
4. _____ for a children's 5. _____.

B. Select the correct option (a, b, or c).

- Who is Susan Thomas talking to?
 - Her parents.
 - One of the teachers.
 - A radio presenter.
- How did Susan Thomas know about the event?
 - The teacher told her.
 - She read the newspaper.
 - Her parents informed her.
- How did the teachers know about the event?
 - The headmaster informed them.
 - They read the newspaper.
 - Susan told them.
- What did Mr. Simmons propose?
 - To sail to South America.
 - To swim to Brazil.
 - To fly across the Atlantic Ocean.

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5. Who will join Susan in the journey?

- (A) Two teachers.
- (B) Eleven people.
- (C) Only Susan's classmates.

6. How will the money be spent?

- (A) On food.
- (B) On salaries.
- (C) On equipment.

7. What health precautions are they taking?

- (A) X-rays.
- (B) Injections.
- (C) Quarantine.

8. Who will sail the boat?

- (A) Mr. Simmons.
- (B) A retired man.
- (C) A Brazilian captain.

9. Who will write about the adventure?

- (A) The teachers.
- (B) Susan.
- (C) One of her classmates.

10. Who will film their adventure?

- (A) The teachers.
- (B) Susan.
- (C) One of her classmates.

Now listen to the conversation again and check your answers

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II

Read the text carefully

Becoming a volunteer

Some people know exactly what they want to do – all they need is a telephone number and away they go. But for most people, the choice can be intimidating. There are lots of reasons why you may want to become a volunteer: maybe you are looking to develop new skills, try out different types of work or add

5 some experience to your CV to help in getting a job. Maybe you just want to get out of the house, or you want to meet new people. Maybe you even feel strongly that you want to help other people, do something to improve services or facilities in your area – in short, do something worthwhile.

10 Many people wrongly associate volunteering with ‘do-gooders’ or people who can’t mind their own business. Although of course volunteers do much that is good, they often do so because they are simply following an interest.

15 One important thing to remember is that you don’t have to be completely worthy about being a volunteer. However, you will receive much satisfaction from giving your time, as volunteering can be very rewarding. Once you’ve been able to find an organisation offering the right opportunity you will probably be invited along for a chat or in some cases a more formal interview. You will probably have to fill an application form but don’t be put off by this – it is as much for your benefit as for the organisation’s.

20 You don’t want to be volunteering in a situation which isn’t right for you and nor does the organisation. Probably you will have to give details of your interests, experience, skills and perhaps your plans for the future. A bit like a job application form really!



www.carmarthenshire.gov.uk/youth_eng/employmentvoluntary/becoming.html

A. Find evidence for the following statements.

1. Volunteer work experience can be very important when you decide to get a job.

2. Doing volunteer work can give you a sense of fulfilment.

TRANSPORTE →

ATENÇÃO: NÃO ESCREVA O SEU NOME OU QUALQUER ELEMENTO QUE O IDENTIFIQUE NOUTRO LOCAL DA PROVA, SOB PENA DE ESTA SER ANULADA

3. In some cases organisations make sure that you are suit for that kind of work when you volunteer.

B. Find the synonyms of the following words in the last paragraph of the text that mean:

- 1. chance _____
- 2. informal conversation _____
- 3. advantage _____

C. Answer the questions about the text. Use your own words as far as possible.

1. What reasons do people have to become volunteers? Give three reasons.

2. How can a volunteering experience help you?

3. Why do candidates sometimes have to be interviewed or fill an application form?

III

A. Fill in the gaps with the appropriate verb tenses.

- 1. He _____ (dream) of becoming a volunteer since he was a young child.
- 2. My friend _____ (meet) a lot of volunteers in 1980.
- 3. He _____ (not go) to Africa last summer.
- 4. I _____ (volunteer) for the first time when I was 18.
- 5. It _____ (rain) a lot when I helped those people in need in Brazil.

B. Complete the following conditional sentences. Use Type 1 or type 2 accordingly.

1. If she _____ (not apply) to that job, she won't be able to help those people.

COTAÇÃO A TRANSPORTAR →

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2. If my friend _____ (take) that medicine, she wouldn't feel ill while volunteering.
3. Those young children _____ (appreciate) if you helped them.
4. My friends would feel sad if I _____ (not go) with them.
5. We will volunteer abroad if our boss _____ (allow) us.

C. Join the sentences using a *relative pronoun*. Make any necessary change.

1. My friend bought a ticket to South America. It wasn't expensive.

2. My brother works for a non profitable organisation. His boss helps charity.

3. Many young people love to help. This is awesome.

4. Mary did some voluntary work with me. She is a nurse.

5. Prince William did voluntary work when he was 18. He will be king one day.

D. Rewrite the sentences using the connectors in brackets. Make any necessary change.

1. I did voluntary work in Africa. I did voluntary work in America, too. (**both... and**)

2. My friend wanted to make a difference that's why he went to Mexico. (**therefore**)

3. They left their jobs because they wanted to help those little children. (**in order to**)

4. Although John wanted to do some voluntary work during his gap year, he didn't have enough money to do so. (**in spite of**)

5. My friend didn't help in the fundraising campaign. He didn't help in the benefit concert, either. (**neither... nor**)

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IV

Write a text about **100 words** commenting this slogan for a volunteer campaign.

“Volunteer - do good, feel good”

FIM

COTAÇÕES

Grupo	Item				total
	Cotação (em pontos)				
I	A	B			15 pontos
	(5x1) 5 pontos	(10x1) 10 pontos			
II	A	B	D		30 pontos
	(3x3) 9 pontos	(3x3) 9 pontos	(3x4) 12 pontos		
III	A	B	C	D	30 pontos
	(5x1) 5 pontos	(5x1) 5 pontos	(5x2) 10 pontos	(5x2) 10 pontos	
IV	A				25 pontos
TOTAL					100 pontos