



**Provas Especialmente Adequadas Destinadas a Avaliar a Capacidade
para a Frequência dos Cursos Superiores do Instituto Politécnico de Leiria
dos Maiores de 23 Anos – 2020**

**Prova escrita de conhecimentos específicos
de Inglês**

Instruções gerais

1. A prova é constituída por **4** grupos de questões obrigatórias;
2. A duração da prova é de 2 horas, estando prevista uma tolerância de 30 minutos;
3. Só pode utilizar para elaboração das suas respostas e para efetuar os rascunhos as folhas distribuídas pelo docente vigilante, salvo se previsto outro procedimento;
4. Não utilize qualquer tipo de corretor. Se necessário risque ou peça uma troca de folha;
5. Não é autorizada a utilização de quaisquer ferramentas de natureza eletrónica (telemóvel, pda, computador portátil, leitores/gravadores digitais de qualquer natureza ou outros não especificados);
6. Deverá disponibilizar ao docente que está a vigiar a sala, sempre que solicitado, um documento válido de identificação (cartão de cidadão, bilhete de identidade, carta de condução ou passaporte);
7. A seguir ao número de cada questão encontra entre parênteses a respetiva cotação.

Leiria, 20 de junho de 2020

Part I

Reading comprehension and writing

Read the text below carefully and then answer the questions that follow.

We can't go back to normal': how will coronavirus change the world?

By Peter C. Baker

1. Everything feels new, unbelievable, overwhelming. At the same time, it feels as if we've walked into an old recurring dream. In a way, we have. We've seen it before, on TV and in blockbusters. We knew roughly what it would be like, and somehow this makes the encounter not less strange, but more so. Every day brings news of developments that, as recently as February, would have felt impossible – the work of years, not mere days. We refresh the news not because of a civic sense that following the news is important, but because so much may have happened since the last refresh. These developments are coming so fast that it's hard to remember just how radical they are.

2. Cast your mind back a few weeks and imagine someone telling you the following: within a month, schools will be closed. Almost all public gatherings will be cancelled. Hundreds of millions of people around the world will be out of work. Governments will be throwing together some of the largest economic stimulus packages in history. In certain places, landlords will not be collecting rent, or banks collecting mortgage payments, and the homeless will be allowed to stay in hotels free of charge. Experiments will be underway in the direct government provision of basic income. Large swathes of the world will be collaborating – with various degrees of coercion and nudging – on a shared project of keeping at least two metres between each other whenever possible. Would you have believed what you were hearing?

3. It's not just the size and speed of what is happening that's dizzying. It's the fact that we have grown accustomed to hearing that democracies are incapable of making big moves like this quickly, or at all. But here we are. Any glance at history reveals that crises and disasters have continually set the stage for change, often for the better. The global flu epidemic of 1918 helped create national health services in many European countries. The twinned crises of the Great Depression and the second world war set the stage for the modern welfare state.

4. But crises can also send societies down darker paths. After the terrorist attacks of September 11, government surveillance of citizens exploded, while George W. Bush launched new wars that stretched into indefinite occupations. (As I write this, the US military's current attempt at reducing its troop presence in Afghanistan, 19 years after the invasion, is being slowed by coronavirus-related complications.) Another recent crisis, the 2008 financial crash, was resolved in a way that meant banks and financial institutions were restored to pre-crash normality, at great public cost, while government spending on public services across the world was slashed.

5. Because crises shape history, there are hundreds of thinkers who have devoted their lives to studying how they unfold. This work – what we might call the field of

“crisis studies” – charts how, whenever crisis visits a given community, the fundamental reality of that community is laid bare. Who has more and who has less. Where the power lies. What people treasure and what they fear.

6. In such moments, whatever is broken in society gets revealed for just how broken it is, often in the form of haunting little images or stories. In recent weeks, the news has furnished us with countless examples. Airlines are flying large numbers of empty or near-empty flights for the sole purpose of protecting their slots on prime sky routes. There have been reports of French police fining homeless people for being outside during the lockdown. Prisoners in New York state are getting paid less than a dollar hour to bottle hand sanitiser that they themselves are not allowed to use (because it contains alcohol), in a prison where they are not given free soap, but must buy it in an on-site shop.

7. But disasters and emergencies do not just throw light on the world as it is. They also rip open the fabric of normality. Through the hole that opens up, we glimpse possibilities of other worlds. Some thinkers who study disasters focus more on all that might go wrong. Others are more optimistic, framing crises not just in terms of what is lost but also what might be gained. Every disaster is different, of course, and it's never just one or the other: loss and gain always coexist. Only in hindsight will the contours of the new world we're entering become clear.

8. [...] The world feels awfully strange right now, but not because – or not *just* because – it is changing so fast and any one of us could fall ill at any time, or could already be carrying the virus and not know it. It feels strange because the past few weeks have exposed the fact that the biggest things can always change, at any minute. This simple truth, both destabilising and liberating, is easy to forget. We're not watching a movie: we're writing one, together, until the end.

<https://www.theguardian.com/world/2020/mar/31/how-will-the-world-emerge-from-the-coronavirus-crisis>

1. What does the author mean by “it feels as if we’ve walked into an old recurring dream”? (up to 10 marks).
2. What economic measures will most governments take? (up to 10 marks).
3. According to the text, what have other big crises led to in the past? (up to 10 marks).
4. What examples of a lack of solidarity in our societies does the author give? (up to 15 marks).
5. Find words in the text that mean the same as the following. (3 marks for each correct answer: 15 marks).
 - a. a successful book or movie;
 - b. approximately;

- c. salary;
- d. looking back;
- e. to take a short look.

6. Explain in your own words what the author means by “crises can also send societies down darker paths” (paragraph 4, up to 15 marks).

7. Answer, in your own words, the question asked by the author at the end of paragraph 2: “Would you have believed what you were hearing?” (up to 15 marks).

Part II: Use of English

1. Rewrite the following sentences using the word **in bold** at the end of each sentence. The word in bold cannot be altered. Keep the meaning as close to that of the original sentence as far as possible. The letter 'P' and the number in brackets indicate the paragraph in which the sentence can be found. (*up to 10 marks each*).

a) It's the fact that we have grown accustomed to hearing that democracies are incapable of making big moves like this quickly, or at all. (p3) **able**

b) After ...the 2008 financial crash...government spending on public services across the world was slashed. (p4) **investment**

c) Because crises shape history, there are hundreds of thinkers who have devoted their lives to studying how they unfold. (p5) **spent**

d) Prisoners in New York state are getting paid less than a dollar an hour to bottle hand sanitiser that they themselves are not allowed to use. (p6) **forbidden**

2. Put the verbs in brackets into the correct verb tense (affirmative or negative/active or passive) (*up to 5 marks each*)

a) Since the end of March in Portugal, we _____ (see) fewer cases of people infected with the Coronavirus, and hopefully this trend will continue.

b) At the present moment in time, many governments _____ (introduce) policies to help millions of people experiencing economic hardship.

c) By the end of the month, the numbers of unemployed people around the globe _____ (rise) by millions.

d) National health services in many European countries _____ (create) after the global flu epidemic of 1918.

Part III: Translation

Turn the last six sentences of the text (“Every disaster is different...until the end.”) into Portuguese (up to 20 marks).

Part IV Composition

Please write answers to both questions. You should write a maximum of 60 words for each part (up to 30 marks: 15 for each part).

1st Part:

How has coronavirus affected your way of life?

2nd Part:

In your opinion, could the coronavirus crisis pave the way for a more humane society? Justify your answer.

Your composition will be evaluated using the following categories:

- Fluency (up to 6 marks)
- Relevancy (up to 6 marks)
- Organisation of content (up to 6 marks)
- Grammar (up to 6 marks)
- Vocabulary (up to 6 marks)