



TIME: 70 minutes

EXAM CODE: PV-170426

This test measures your ability to comprehend written materials.

DIRECTIONS:

Read the passage carefully and, for each question, choose the one best answer (A, B, C or D) based on what is stated in the passage or on what can be inferred from the passage. Then mark the letter on your answer sheet that matches the letter of the answer that you have selected. (5 points each correct answer)

Why do You Resist Digital Resurrection? Exploring the Barriers Affecting Consumer Resistance to Digital Resurrection Technology

By Changyong Liang, Yuguang Xie, Peiyu Zhou

- 1 Rapid advancements in digital technologies and the expansion of application scenarios have brought new developments, among which the concept of *digital resurrection* is gaining remarkable attention. (A) Once confined to science-fiction, it is now emerging as a real phenomenon in China. (B) In 2024, the *Southern Metropolis Daily* reported that musician Bao Xiaobo successfully recreated a “digital daughter” capable of singing, dancing, and conversing in his late child’s voice and accent. This event placed digital resurrection firmly in the public eye. (C)
- 2 Digital resurrection refers to recreating a person’s pre-life data—such as images, social interactions, and written information—through artificial intelligence and deep learning models that simulate a high degree of resemblance to the real individual’s speech, behavior, and expressions. (D) These AI-generated entities may appear as virtual avatars or be embodied in humanoid robots equipped with speech, vision, and tactile sensors. The technology offers the promise of *digital immortality*, enabling people to reconnect emotionally with deceased loved ones and preserve cultural memories. Yet, despite its potential, the technology raises profound ethical, moral, and privacy concerns, and public acceptance remains limited. Understanding why consumers resist such innovations is essential, as resistance often undermines the success and diffusion of new technologies.
- 3 Existing research on digital resurrection primarily focuses on technical feasibility and social implications or examines ethical and legal challenges. While a few studies have explored public attitudes toward posthumous digital communication, little attention has been given to the factors driving *consumer resistance*. Prior investigations have surveyed bereaved individuals’ willingness to maintain digital ties with the deceased or examined emotional and cognitive aspects of technology adoption, yet they have not explained why resistance persists. This study aims to fill that gap by identifying and analyzing the barriers influencing consumer resistance to digital resurrection technologies.
- 4 To frame this investigation, we adopt innovation resistance theory, a model that explains why consumers reject or delay adopting new technologies. It distinguishes between *functional barriers*—such as performance or usage concerns—and *psychological barriers*, including perceived risks and incompatibility with existing values. However, social dynamics also play a critical role in shaping technology acceptance. *Social norms* reflect the extent to which individuals feel pressure to conform to collective expectations of what is appropriate or acceptable. Therefore, we extend the theory by introducing a third category, the *social barrier*, to capture the influence of normative pressures on consumer resistance.
- 5 Another important factor in consumer decision-making is familiarity. Individuals who are more knowledgeable or experienced with a technology tend to perceive it as less risky and more acceptable. Familiarity can moderate how strongly functional or psychological barriers affect resistance. In the context of digital resurrection, people’s comfort with artificial intelligence and digital afterlife technologies may shape their openness or aversion to the idea.
- 6 Equally significant is intimacy with the deceased, which may influence emotional reactions and willingness to engage with digital resurrection. Intimacy represents the closeness and emotional connection between individuals and their lost loved ones, which can alter how people evaluate the idea of bringing someone back in digital form. For some, it may provide solace; for others, it may intensify grief or feel ethically uncomfortable. Thus, intimacy with the deceased serves as another moderating variable that shapes consumers’ attitudes and resistance levels.

- 7 The research makes three main contributions. First, it offers one of the earliest empirical examinations of consumer resistance to digital resurrection, enriching existing discussions of this emerging technology. Second, by extending innovation resistance theory to include social barriers, it broadens the theoretical framework and applies it to a novel technological domain. Third, by examining how familiarity and intimacy moderate resistance, the study reveals under what conditions consumers are more or less likely to reject digital resurrection. Overall, the findings aim to guide technology developers and policymakers in addressing consumer concerns, reducing resistance, and fostering responsible innovation in the field of digital resurrection.

Adapted from <https://www.sciencedirect.com/science/article/abs/pii/S0736585325000644>

01. According to paragraph 1, what event drew public attention to digital resurrection?
- (A) A government project promoting AI-based memorials in China.
 - (B) A scientific conference on posthumous virtual communication.
 - (C) A report about an artist recreating his late daughter digitally.
 - (D) A company releasing the first global resurrection software.
02. There are four locations in paragraphs 1 and 2 marked (A), (B), (C), and (D). Where would the following sentence best fit?
- “These advances may transform how humans preserve memories and process grief.”*
03. The word *its* in “Yet, despite its potential, the technology raises profound ethical, moral, and privacy concerns” refers to
- (A) digital resurrection technology.
 - (B) cultural memory preservation.
 - (C) human likeness and speech.
 - (D) emotional attachment to AI.
04. What can be inferred from paragraph 2 about public acceptance of digital resurrection?
- (A) Many people are uneasy about its ethical implications.
 - (B) Society has already embraced it as a cultural norm.
 - (C) Most people now rely on it for emotional comfort.
 - (D) Legal systems have fully adapted to its use.
05. Which of the following best expresses the meaning of the sentence
- “Understanding why consumers resist such innovations is essential, as resistance often undermines the success and diffusion of new technologies.”*
- (A) Knowing the reasons for rejection helps innovation succeed.
 - (B) Resistance does not matter to technological expansion.
 - (C) Rejection usually has no impact on public approval.
 - (D) New ideas spread naturally without public support.
06. Why does the author mention “digital immortality” in paragraph 2?
- (A) To describe how immortality conflicts with cultural values.
 - (B) To highlight the emotional promise of recreating the dead.
 - (C) To question the limits of human technological progress.
 - (D) To stress the moral cost of digital reconstruction.
07. What can be inferred from paragraph 3 about prior research?
- (A) It focused mainly on market value and design.
 - (B) It ignored both ethics and emotional responses.
 - (C) It neglected the psychological reasons for resistance.
 - (D) It centered mostly on consumer motivations to adopt.
08. What is the author’s purpose in paragraph 3?
- (A) To discuss the financial risks of AI applications.
 - (B) To present methods for developing digital avatars.
 - (C) To criticize the emotional appeal of new technology.
 - (D) To show the lack of studies on consumer resistance.

09. According to paragraph 3, earlier studies on digital resurrection mainly addressed
- (A) personal grief and memory retention practices.
 - (B) software design and marketing of digital tools.
 - (C) market growth and pricing for virtual platforms.
 - (D) technical and ethical issues, not consumer resistance.
10. The word *they* in “yet they have not explained why resistance persists.” refers to
- (A) emotional and cognitive aspects.
 - (B) bereaved individuals.
 - (C) prior investigations.
 - (D) digital ties.
11. Why does the author introduce innovation resistance theory in paragraph 4?
- (A) To contrast traditional theories with ethical models.
 - (B) To question whether resistance is necessary or harmful.
 - (C) To summarize the psychological benefits of innovation.
 - (D) To explain a framework for studying rejection of new ideas.
12. In paragraph 4, the pronoun *It* in “It distinguishes between functional barriers and psychological barriers.” refers to
- (A) innovation resistance theory.
 - (B) the act of technology adoption.
 - (C) the concept of social dynamics.
 - (D) public acceptance of digital tools.
13. Why does the author describe social norms?
- (A) To argue that emotion outweighs reason in technology use.
 - (B) To show that human choice depends on group expectations.
 - (C) To contrast collective and individual acceptance patterns.
 - (D) To prove that social influence shapes private thought.
14. Which sentence best restates the main idea of paragraph 5?
- (A) People rely on logic more than feeling when using AI.
 - (B) Most users fear technologies they do not fully understand.
 - (C) Experience always leads consumers to accept digital tools.
 - (D) Familiarity helps people see new technologies as less risky.
15. Which of the following best expresses the meaning of the sentence:
“Familiarity can moderate how strongly functional or psychological barriers affect resistance.”
- (A) Awareness always ensures full acceptance of new ideas.
 - (B) Barriers disappear once people use a product often.
 - (C) Knowledge has little impact on how people respond.
 - (D) Knowing a product well can reduce people’s resistance.
16. Why does the author emphasize moderating factors like familiarity and intimacy in paragraphs 5 and 6?
- (A) To argue that people rarely think about their relationships with technology.
 - (B) To suggest that personal experience shapes resistance more than theory.
 - (C) To imply that technological progress depends only on emotional ties.
 - (D) To question whether these variables affect real-world behavior.
17. Which of the following best paraphrases the main idea of paragraph 7?
- (A) The study expands theory, adds new insights, and aids practice.
 - (B) The research questions existing data without offering proof.
 - (C) It rejects all earlier models of innovation resistance.
 - (D) It focuses only on emotional barriers to adoption.
18. How does the author organize the text?
- (A) By repeating claims without clear connections.
 - (B) By presenting a topic, gap, theory, and results.
 - (C) By listing data chronologically without analysis.
 - (D) By defining terms before offering personal opinion.

19. Which statement best summarizes the passage as a whole?
- (A) It discusses laws that control posthumous data sharing.
 - (B) It supports the widespread use of AI-based resurrection tools.
 - (C) It compares different countries' digital communication systems.
 - (D) It examines how people respond to digital resurrection technology.
20. What is the overall tone of the passage?
- (A) Optimistic and promotional.
 - (B) Emotional and persuasive.
 - (C) Analytical and balanced.
 - (D) Skeptical and dismissive.

END OF EXAM

Why do you resist digital resurrection?

ANSWER KEY

1. **C** — A atenção pública aumentou após uma reportagem sobre Bao Xiaobo, que recriou digitalmente sua filha falecida. *(Parágrafo 1)*
2. **A** — A frase deve entrar em **(A)**, após a menção aos avanços digitais e ao crescimento do interesse pela ressurreição digital. “These advances” retoma esses avanços tecnológicos.
3. **A** — “Its” refere-se à tecnologia de ressurreição digital. *(Parágrafo 2)*
4. **A** — Pode-se inferir que muitas pessoas se sentem desconfortáveis com as questões éticas, morais e de privacidade envolvidas. *(Parágrafo 2)*
5. **A** — Entender os motivos da rejeição é importante porque isso ajuda a tornar uma inovação mais aceita e bem-sucedida. *(Parágrafo 2)*
6. **B** — “Digital immortality” é citada para destacar a promessa emocional de preservar memórias e reconectar pessoas a entes queridos falecidos. *(Parágrafo 2)*
7. **C** — Pesquisas anteriores não explicaram suficientemente as razões psicológicas e sociais pelas quais a resistência continua. *(Parágrafo 3)*
8. **D** — O objetivo do parágrafo é mostrar uma lacuna: faltavam estudos sobre os fatores que causam resistência do consumidor. *(Parágrafo 3)*
9. **D** — Estudos anteriores tratavam mais de viabilidade técnica, implicações sociais, ética e leis, e não da resistência do consumidor. *(Parágrafo 3)*
10. **C** — “They” refere-se às pesquisas/investigações anteriores. *(Parágrafo 3)*
11. **D** — A teoria de resistência à inovação é apresentada como uma estrutura para estudar por que consumidores rejeitam ou adiam novas tecnologias. *(Parágrafo 4)*
12. **A** — “It” refere-se à teoria de resistência à inovação. *(Parágrafo 4)*
13. **B** — As normas sociais são explicadas para mostrar que as escolhas das pessoas sofrem pressão das expectativas do grupo. *(Parágrafo 4)*
14. **D** — A familiaridade faz com que novas tecnologias pareçam menos arriscadas e mais aceitáveis. *(Parágrafo 5)*
15. **D** — Conhecer melhor um produto ou tecnologia pode reduzir a força das barreiras e a resistência das pessoas. *(Parág. 5)*
16. **B** — Familiaridade e intimidade mostram que experiências pessoais e vínculos emocionais influenciam a resistência à tecnologia. *(Parágrafos 5 e 6)*
17. **A** — O estudo amplia uma teoria, traz novos conhecimentos sobre resistência e busca ajudar desenvolvedores e formuladores de políticas. *(Parágrafo 7)*
18. **B** — O texto apresenta o tema, identifica uma lacuna de pesquisa, introduz uma teoria e explica as contribuições do estudo. *(Organização geral)*
19. **D** — O texto examina como consumidores reagem à tecnologia de ressurreição digital e por que podem resistir a ela. *(Texto todo)*
20. **C** — O tom é analítico e equilibrado: apresenta potenciais benefícios, preocupações éticas e objetivos de pesquisa sem tentar promover ou rejeitar a tecnologia.



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EXAM CODE: PP-150526

TIME: 70 minutes

DIRECTIONS:

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THINK AI "KNOWS" WHAT IT'S DOING? SCIENTISTS SAY THINK AGAIN

1. Think, know, understand, remember. These are everyday words people use to describe what goes on in the human mind. But when those same terms are applied to artificial intelligence, they can unintentionally make machines seem more human than they really are. "We use mental verbs all the time in our daily lives, so it makes sense that we might also use them when we talk about machines -- it helps us relate to **them**," said Jo Mackiewicz, professor of English at Iowa State. "But at the same time, when we apply mental verbs to machines, there's also a risk of **blurring** the line between what humans and AI can do."
2. Mackiewicz and Jeanine Aune, a teaching professor of English and director of the advanced communication program at Iowa State, are part of a research team that studied how writers describe AI using human-like language. This type of wording, known as anthropomorphism, assigns human traits to non-human systems. Their study, "Anthropomorphizing Artificial Intelligence: A Corpus Study of Mental Verbs Used with AI and ChatGPT," was published in Technical Communication Quarterly.
3. According to the researchers, using mental verbs to describe AI can create a false impression. Words such as "think," "know," "understand," and "want" suggest that a system has thoughts, intentions, or awareness. In reality, AI does not possess beliefs or feelings. It produces responses by analyzing patterns in data, not by forming ideas or making conscious decisions. Mackiewicz and Aune also pointed out that this kind of language can overstate what AI is capable of. Phrases like "AI decided" or "ChatGPT knows" can make systems seem more independent or intelligent than they actually are. This can lead to unrealistic expectations about how reliable or capable AI is.
4. There is also a broader concern. **(A)** When AI is described as if it has intentions, it can distract from the humans behind it. **(B)** "Certain anthropomorphic phrases may even **stick** in readers' minds." **(C)** "And these phrases can potentially shape public perception of AI in unhelpful ways," Aune said. **(D)**
5. To better understand how often this kind of language appears, the researchers analyzed the News on the Web (NOW) corpus. This massive dataset contains more than 20 billion words from English-language news articles published in 20 countries. They focused on how frequently mental verbs such as "learns," "means," and "knows" were used alongside terms like AI and ChatGPT. The findings were unexpected.
6. The study found that news writers do not frequently pair AI-related terms with mental verbs. While anthropomorphism is common in everyday speech, it appears far less often in news writing. "Anthropomorphism has been shown to be common in everyday speech, but we found there's far less usage in news writing," Mackiewicz said.
7. Among the examples identified, the word "needs" appeared most often with AI, showing up 661 times. For ChatGPT, "knows" was the most frequent pairing, but it appeared only 32 times. The researchers noted that editorial standards may play a role. Associated Press guidelines, which discourage attributing human emotions or traits to AI, could be influencing how journalists write about these technologies.
8. Even when mental verbs were used, they were not always anthropomorphic. For instance, the word "needs" often described basic requirements rather than human-like qualities. Phrases such as "AI needs large amounts of data" or "AI needs some human assistance" are similar to how people describe non-human systems like cars or recipes. In **these cases**, the language does not imply that AI has thoughts or desires. In other cases, "needs" was used to express what should be done, such as "AI needs to be trained" or "AI needs to be implemented." Aune explained that these examples were often written in passive voice, which shifts responsibility back to human actors rather than the technology itself.

9. The study also showed that not all uses of mental verbs are equal. Some phrases move closer to suggesting human-like qualities. For example, statements like "AI needs to understand the real world" can imply expectations tied to human reasoning, ethics, or awareness. These uses go beyond simple descriptions and begin to suggest deeper capabilities.

Adapted from: www.sciencedaily.com/releases/2026/04/260417224505

1. The word “*blurring*” in paragraph 1 is closest in meaning to
 - A) weakening a clear distinction between two ideas.
 - B) making a concept appear visually unclear to observers.
 - C) reducing the importance of a specific concept in context.
 - D) ignoring the differences that exist among related concepts.
2. The word “*them*” in paragraph 1 refers to the
 - A) mental verbs used in everyday language.
 - B) artificial intelligence systems being discussed.
 - C) people who communicate about complex ideas.
 - D) researchers who study language and perception.
3. Why does the author mention Jo Mackiewicz’s statement in paragraph 1?
 - A) To argue that AI systems are fundamentally similar to humans.
 - B) To illustrate why people naturally use human-like language about AI.
 - C) To prove that AI developers encourage misleading language practices.
 - D) To demonstrate that mental verbs are no longer useful in communication.
4. According to paragraph 2, anthropomorphism is a
 - A) method of improving communication between humans and machines.
 - B) technique used to simplify complex technological explanations.
 - C) way of attributing human characteristics to non-human entities.
 - D) process of analyzing patterns in large datasets.
5. What can be inferred about phrases like “*AI decided*” in paragraph 3?
 - A) They accurately describe how AI systems operate in real contexts.
 - B) They are primarily used by experts to clarify technical processes.
 - C) They reflect a growing awareness of AI’s actual limitations.
 - D) They may lead people to overestimate AI’s independence.
6. Which sentence best expresses the essential information of paragraph 3?
 - A) It suggests that AI systems are more reliable than previously believed.
 - B) It may cause people to misunderstand the true limits of AI systems.
 - C) It explains why AI systems are often considered unpredictable.
 - D) It indicates that AI systems cannot meet user expectations.
7. What is the primary function of paragraph 3?
 - A) To present evidence supporting the benefits of anthropomorphic language.
 - B) To explain why anthropomorphism is necessary in technical writing.
 - C) To warn about misconceptions caused by certain word choices.
 - D) To describe how AI systems develop human-like qualities.
8. The word “*stick*” in paragraph 4 is closest in meaning to
 - A) remain fixed in someone’s memory over time.
 - B) attach physically to a nearby surface or object.
 - C) become difficult to remove from a written text.
 - D) spread quickly among groups of readers or listeners.
9. There are four locations in paragraph 4 marked (A), (B), (C), and (D). Where would the following sentence best fit?

“*Developers, engineers, and organizations are responsible for how these systems are built and used.*”
10. Why does the author discuss the NOW corpus in paragraph 5?
 - A) To criticize the limitations of large linguistic datasets.
 - B) To compare different types of corpora used in research.
 - C) To describe the method used to measure language patterns.
 - D) To explain how AI systems learn from real-world language.

11. According to paragraph 6, anthropomorphic language in news writing
- A) is increasing rapidly due to technological trends.
 - B) occurs less frequently than in everyday speech.
 - C) is entirely absent from professional journalism.
 - D) is widely used and appears in most articles.
12. In paragraph 7, what can be inferred about journalists?
- A) They seem unfamiliar with how anthropomorphic language affects public perception.
 - B) They intentionally make AI appear more advanced in order to attract readers.
 - C) They may follow guidelines that limit human-like descriptions of AI.
 - D) They prefer informal language over technical accuracy.
13. Why does the author include numerical data in paragraph 7?
- A) To demonstrate the rapid growth of AI technologies.
 - B) To highlight the rarity of certain language patterns.
 - C) To compare AI systems with other technologies.
 - D) To emphasize the importance of large datasets.
14. The phrase “*these cases*” in paragraph 8 refers to
- A) occurrences in which passive structures are preferred in technical explanations.
 - B) examples where mental verbs are interpreted as signs of emotional intention.
 - C) instances where the word “needs” refers to practical system requirements.
 - D) situations in which AI appears to display emotions or human awareness.
15. What role do the examples in paragraph 8 play?
- A) They demonstrate that anthropomorphic wording cannot really be avoided in practice.
 - B) They explain situations where the language does not suggest human characteristics.
 - C) They illustrate how difficult modern AI systems are for most people to understand.
 - D) They argue that every use of the word “needs” creates misunderstanding about AI.
16. Which sentence best expresses the essential information of paragraph 8?
- A) It emphasizes that technology operates independently of human control.
 - B) It highlights that humans remain accountable for how AI is used.
 - C) It shows that AI systems are responsible for their own actions.
 - D) It argues that responsibility should be shared equally.
17. Which option best expresses the idea of the sentence “Some phrases move closer to suggesting human-like qualities”, from paragraph 9?
- A) They explain that AI capabilities are fully understood.
 - B) They show that simple descriptions are no longer useful.
 - C) They indicate that AI descriptions are becoming more detailed.
 - D) They imply that AI may possess abilities which human beings have.
18. How is the text mainly organized?
- A) By tracing the historical evolution of anthropomorphic language in technology.
 - B) By explaining a sequence of research procedures carried out by the investigators.
 - C) By comparing several categories of artificial intelligence used in communication.
 - D) By introducing a concern, analyzing evidence, and considering broader consequences.
19. What is the main idea of the text?
- A) Journalists frequently contribute to misleading perceptions surrounding artificial intelligence today.
 - B) Anthropomorphic language may mislead readers, despite appearing less frequently in journalism.
 - C) Artificial intelligence systems increasingly demonstrate reasoning abilities similar to humans.
 - D) Large linguistic datasets reveal important patterns in discussions about artificial intelligence.
20. What is the author’s tone?
- A) Strongly critical of technological progress.
 - B) Neutral and purely descriptive.
 - C) Analytical and cautious.
 - D) Enthusiastic about AI.

Think AI "knows" what it's doing? Scientists say think again

ANSWER KEY

1. **A** — “Blurring the line” significa enfraquecer/tornar menos clara a distinção entre humanos e IA. (Parágrafo 1)
2. **B** — “Them” refere-se às máquinas/sistemas de inteligência artificial. (Parágrafo 1: “talk about machines ... relate to them”)
3. **B** — A citação explica por que é natural as pessoas usarem linguagem humana ao falar de IA. (Parágrafo 1)
4. **C** — Anthropomorphism é atribuir características humanas a entidades não humanas. (Parágrafo 2)
5. **D** — “AI decided” pode fazer o leitor superestimar a independência da IA. (Parágrafo 3)
6. **B** — Linguagem antropomórfica pode levar a uma compreensão errada dos limites reais da IA. (Parágrafo 3)
7. **C** — O parágrafo alerta sobre equívocos causados por certas escolhas de palavras. (Parágrafo 3)
8. **A** — “Stick in readers’ minds” significa permanecer na memória dos leitores. (Parágrafo 4)
9. **B** — A frase deve entrar depois de “it can distract from the humans behind it”, pois esclarece quem são esses humanos responsáveis.
10. **C** — O corpus NOW é apresentado para explicar o método usado para medir padrões de linguagem. (Parágrafo 5)
11. **B** — A linguagem antropomórfica aparece menos em textos jornalísticos do que na fala cotidiana. (Parágrafo 6)
12. **C** — Pode-se inferir que jornalistas seguem diretrizes que reduzem descrições humanizadas da IA. (Parágrafo 7; *normas da Associated Press*)
13. **B** — Os números mostram que essas combinações linguísticas são relativamente raras. (Parágrafo 7: 661 ocorrências; 32 ocorrências)
14. **C** — “These cases” refere-se aos exemplos em que “needs” indica necessidades práticas do sistema, como dados ou assistência humana. (Parágrafo 8)
15. **B** — Os exemplos mostram situações em que a palavra “needs” não atribui características humanas à IA. (Parágrafo 8)
16. **B** — O parágrafo enfatiza que os humanos continuam responsáveis pela forma como a IA é treinada e usada. (Parág. 8)
17. **D** — Algumas frases insinuam que a IA possui capacidades associadas aos seres humanos, como raciocínio, ética ou consciência. (Parágrafo 9)
18. **D** — O texto apresenta uma preocupação, analisa evidências da pesquisa e discute consequências mais amplas. (Organização geral do texto)
19. **B** — A ideia principal é que a linguagem antropomórfica pode enganar leitores, embora seja menos comum no jornalismo. (Parágrafos 3, 6 e 7)
20. **C** — O tom é analítico e cauteloso: o texto examina dados e alerta para possíveis efeitos da linguagem usada.



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EXAM CODE: PP-220526

TIME: 70 minutes

DIRECTIONS:

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Black Progress: How Far We've Come, and How Far we Have to Go

By Abigail Thernstrom and Stephan Thernstrom

1. Progress in race relations over the past half-century is substantial but often underreported. Today, more than 40 percent of African Americans identify as middle class, 42 percent own homes, rising to 75 percent among married couples, and nearly a third live in suburbs. Black two-parent families earn only about 13 percent less than white counterparts. Yet public perception remains **shaped** by stereotypes of widespread urban poverty. Surveys show that both whites and blacks overestimate the proportion of African Americans living in inner-city deprivation, even though middle-class blacks far outnumber those below the poverty line.
2. Historically, **these perceptions** had some basis. In the mid-20th century, most African Americans lived in the rural South under severe economic hardship. **(D)** In 1944, the majority were agricultural laborers or sharecroppers, with few owning lands. Employment opportunities were limited, only about 5 percent of black men held white-collar jobs, and many women worked long hours as domestic servants. Segregation restricted access to markets, leaving only a small number of black-owned businesses serving segregated communities.
3. Change began in the 1940s through economic shifts and evolving racial attitudes. Mechanization of agriculture and declining demand for cotton displaced black workers, while wartime labor shortages in northern industries created new opportunities. This triggered the Great Migration, as millions moved north in search of better wages. By the 1950s, black family incomes in the North were nearly double those in the South, and employment stability improved living standards. **(C)**
4. By 1960, occupational mobility had advanced significantly. Only one in seven black men remained in agriculture, while nearly a quarter held white-collar or skilled jobs, and many others secured stable factory employment. Domestic service among women declined sharply. These accelerated over the next decade. Between 1940 and 1970, the income gap between black and white men narrowed considerably, black women made strong economic gains, and improvements occurred in life expectancy, homeownership, and college enrollment.
5. After 1970, progress continued but slowed. Middle-class growth became more gradual, and although representation in professions such as medicine and law increased, overall economic gains were less dramatic. This slowdown coincided with the introduction of affirmative action, prompting debate about its impact. While these policies expanded access to higher education and professional careers, their broader economic effects are less certain. **(B)**
6. Evidence suggests that many **gains** predated affirmative action and were driven by economic growth and civil rights legislation, especially the 1964 Civil Rights Act. The most significant wage gains occurred between 1965 and 1975, particularly in the South, where anti-discrimination enforcement was strongest. Outside the South, wage convergence was limited.
7. Affirmative action did increase representation in elite professions. Between 1970 and 1990, the number of black professors, physicians, engineers, and lawyers rose sharply, partly due to more inclusive admissions policies. However, **these** professionals form a small share of the black population, and historical trends suggest their numbers would likely have grown even without such policies.

8. Programs such as minority business set-asides have produced mixed outcomes. While they directed resources to targeted groups, their long-term effectiveness is uncertain. Evidence points to inefficiencies, fraud, and limited benefits for low-income communities, raising doubts about their ability to reduce systemic inequality.
9. Despite progress, disparities remain. Poverty rates among African Americans have changed little, and unemployment remains about twice that of whites. Although years of schooling have largely equalized, differences in cognitive skills persist. National assessments show black students lag behind white students in reading, math, and science by several years.
10. Research indicates these skill gaps strongly influence earnings. When cognitive ability is considered, wage disparities shrink or even reverse, suggesting that differences in skills, rather than discrimination alone, play a major role in income inequality. As the economy increasingly rewards higher-level skills, these gaps have become more significant.
11. The causes of persistent educational disparities are complex. Gains in test scores during the 1970s and 1980s stalled and reversed in later years. Factors such as family structure, poverty, and school integration do not fully explain these shifts, as their timing does not consistently align with changes in outcomes.
12. (A) Overall, the trajectory of African American progress since the mid-20th century shows major gains alongside ongoing challenges. Economic mobility, education, and professional representation have improved substantially, yet inequality persists, increasingly shaped by skill gaps and structural factors rather than solely by overt discrimination.

Adapted from <https://www.brookings.edu/articles/black-progress-how-far-weve-come-and-how-far-we-have-to-go/>

1. The word “*shaped*” is closest in meaning to
A) formed B) hidden C) weakened D) divided
2. What can be inferred in paragraph 1 about public perception of African American life?
A) It closely reflects current demographic realities across regions and income levels.
B) It is influenced by outdated and exaggerated assumptions about poverty patterns.
C) It accurately distinguishes between income groups in different geographic areas.
D) It is based mainly on recent government reports and official statistics.
3. The phrase “*these perceptions*” refers to
A) employment restrictions C) survey results
B) economic conditions D) historical assumptions
4. According to paragraph 3, why does the author discuss conditions in 1944?
A) To argue that discrimination no longer exists in any form.
B) To highlight the severity of past economic limitations.
C) To explain why migration patterns were unnecessary.
D) To suggest that rural life offered economic stability.
5. In paragraph 3, what was a major cause of the Great Migration?
A) Government programs encouraging urban relocation.
B) Declining wages in northern manufacturing jobs.
C) Increased opportunities in southern agriculture.
D) Labor shortages in northern industrial sectors.
6. Which option best restates the sentence about 1960 occupational changes in paragraph 4?
A) By 1960, most African Americans still depended mainly on agricultural labor.
B) By 1960, employment opportunities had narrowed largely to factory work.
C) By 1960, many African Americans had moved into more stable jobs.
D) By 1960, economic mobility was limited to a small elite group.
7. According to paragraph 4, why does the author include statistics about income and employment in the 1960s?
A) To emphasize the rapid pace of socioeconomic advancement during that period.
B) To question the accuracy and reliability of census data collection methods.
C) To demonstrate the failure of industrial policies in addressing inequality.
D) To compare urban and rural living standards across different regions.

8. There are four locations in the passage marked (A), (B), (C), and (D). Where would the following sentence best fit?

“These developments, however, did not eliminate all disparities.”

9. Why does the author mention the 1964 Civil Rights Act in paragraph 6?

- A) To criticize government involvement in labor markets and employment systems.
- B) To explain regional differences in access to education and schooling quality.
- C) To suggest that policy played a role in improving wages and opportunities.
- D) To argue that legal reforms replaced the role of economic growth entirely.

10. The word “gains” is closest in meaning to

- A) losses
- B) steps
- C) risks
- D) increases

11. According to paragraphs 5 to 7, what can be inferred about affirmative action policies?

- A) They were solely responsible for early economic gains.
- B) They eliminated disparities in professional fields.
- C) Their overall economic impact remains debated.
- D) They primarily benefited rural populations.

12. The word “these” in paragraph 7 refers to

- A) professional groups
- B) policy changes
- C) economic trends
- D) admission standards

13. Which option best restates the idea about set-aside programs found in paragraph 8?

- A) They consistently reduced poverty across all income groups nationwide.
- B) They eliminated inefficiencies in public spending and resource allocation.
- C) They produced mixed outcomes with uncertain effects on broader inequality.
- D) They achieved long-term success within competitive free-market conditions.

14. According to paragraph 8, why does the author question the effectiveness of set-aside programs?

- A) To argue they were never implemented properly.
- B) To show they increased overall economic growth.
- C) To suggest they benefited only rural communities.
- D) To highlight concerns about their long-term value.

15. Why does the author include data from national assessments in paragraph 9?

- A) To demonstrate persistent gaps in measurable skills.
- B) To compare different educational systems globally.
- C) To show that schools have improved uniformly.
- D) To argue that testing methods are unreliable.

16. In paragraph 10, which option best simplifies the idea about cognitive skills and earnings?

- A) School attendance guarantees equal pay outcomes.
- B) Strong skills play a key role in determining earnings.
- C) Income differences are mainly unrelated to education.
- D) Employers ignore skill differences in hiring decisions.

17. According to paragraph 11, what happened to the racial gap in educational performance after the 1980s?

- A) It continued to narrow steadily across all tested academic subjects.
- B) It disappeared completely in reading, math, and writing skills.
- C) It stabilized and showed no significant change over time.
- D) It widened again after a period of earlier improvement.

18. What is the main idea of the passage?

- A) Economic progress has occurred alongside persistent disparities in key areas.
- B) Government policies fully resolved historical inequalities across generations.
- C) Racial inequality has remained unchanged over time in most areas of society.
- D) Educational reforms eliminated most skill-based differences in the workforce.

- 19.** Which statement best reflects the author's overall tone?
- A) Dismissive of the role of past discrimination in shaping outcomes.
 - B) Strongly critical of all public policies related to economic change.
 - C) Balanced, noting both progress made and limits that still remain.
 - D) Entirely optimistic about the future of racial equality in society.
- 20.** How is the passage primarily structured?
- A) A problem-solution framework focusing on policy.
 - B) A comparison between two opposing theories.
 - C) A descriptive analysis of regional differences.
 - D) A chronological account of change over time.

END OF EXAM



EXAM CODE: PP-220526

Black Progress: How far we've come, and how far we have to go

Answer Key

1. **A** — “Shaped” significa “formada” ou “moldada”. (*parágrafo 1: a percepção pública é moldada por estereótipos.*)
2. **B** — A percepção pública é influenciada por ideias antigas e exageradas sobre pobreza urbana. (*parágrafo 1*)
3. **D** — “These perceptions” refere-se às suposições/imagens históricas sobre a vida dos afro-americanos, especialmente a associação com pobreza e áreas urbanas. (*parágrafos 1 e 2*)
4. **B** — O texto menciona as condições de 1944 para destacar a gravidade das limitações econômicas do passado. (*A questão cita o parágrafo 3, mas a informação está no parágrafo 2.*)
5. **D** — A escassez de trabalhadores nas indústrias do Norte criou oportunidades e estimulou a Grande Migração. (*parág. 3*)
6. **C** — Em 1960, muitos afro-americanos já haviam alcançado empregos mais estáveis, qualificados ou de escritório. (*Parágrafo 4*)
7. **A** — Os dados destacam a rapidez do avanço socioeconômico naquele período. (*parágrafo 4*)
8. **B** — A frase encaixa-se em **(B)**, após a discussão sobre a expansão da ação afirmativa e suas consequências econômicas incertas. Ela introduz o contraste: houve avanços, mas as desigualdades não desapareceram.
9. **C** — A Lei dos Direitos Civis de 1964 é citada para mostrar que políticas públicas e fiscalização antidiscriminação contribuíram para melhorias salariais e oportunidades. (*parágrafo 6*)
10. **D** — “Gains” significa aumentos, progressos ou melhorias. (*Parágrafo 6*)
11. **C** — Embora a ação afirmativa tenha ampliado a presença em profissões de elite, seu impacto econômico geral continua discutível. (*parágrafos 5 a 7*)
12. **A** — “These” refere-se aos grupos profissionais citados: professores, médicos, engenheiros e advogados negros. (*parágrafo 7*)
13. **C** — Os programas de reserva para minorias produziram resultados mistos, e seu efeito sobre a desigualdade mais ampla é incerto. (*parágrafo 8*)
14. **D** — O autor questiona esses programas por causa de dúvidas sobre seu valor e eficácia a longo prazo, além de ineficiências e fraudes. (*parágrafo 8*)
15. **A** — Os dados das avaliações nacionais mostram que persistem diferenças mensuráveis de habilidades em leitura, matemática e ciências. (*parágrafo 9*)
16. **B** — Habilidades cognitivas fortes têm papel importante na determinação dos rendimentos. (*parágrafo 10*)
17. **D** — Após melhorias nas décadas de 1970 e 1980, a diferença no desempenho educacional voltou a aumentar. (*parág. 11*)
18. **A** — Houve progresso econômico e social, mas persistem desigualdades importantes, especialmente em pobreza, emprego e habilidades educacionais. (*Texto todo*)
19. **C** — O tom é equilibrado: reconhece conquistas relevantes, mas também ressalta limites e problemas persistentes. (*Texto todo*)
20. **D** — O texto é organizado principalmente como um relato cronológico das mudanças, do período anterior à década de 1940 até os desafios atuais.



This test measures your ability to comprehend written materials.

EXAM CODE: PV-290526

TIME: 70 minutes

DIRECTIONS:

Read the passage carefully and, for each question, choose the one best answer **(A)**, **(B)**, **(C)** or **(D)** based on what is stated in the passage or on what can be inferred from the passage. Then mark the letter on your answer sheet that matches the letter of the answer that you have selected. (5 points each correct answer)

Evolutionary Theories on the Origin of Speech

By Brad Harrub, Bert Thompson and Dave Miller.

1. Many animals are capable of using sounds to communicate. However, there is a colossal difference between the hoot of an owl or the grunt of a pig, and a human standing before an audience reciting Robert Frost's *The Road Not Taken*. This enormous chasm between humans and animals has led to a multiplicity of theories on exactly how man came upon this unequalled capability. Many researchers have focused on the capabilities of animals—sounds and gestures—in an effort to understand the physiological mechanism underlying communication. But there is a single common theme that stands out amid all the theories: 'The world's languages evolved spontaneously. They were not designed'.
2. Design implies a designer; thus, evolutionists have **conjured up** theories that consider language nothing more than a fortuitous chain of events. Most of these theories involve humans growing bigger brains, which then made it physiologically possible for people to develop speech and language. For instance, in the foreword of her book, *The Seeds of Speech*, Jean Aitchison hypothesized:
3. 'Physically, a deprived physical environment led to more meat-eating and, as a result, a bigger brain. The enlarged brain led to the premature birth of humans, and in consequence a protracted childhood, during which mothers cooed and crooned to their offspring. An upright stance altered the shape of the mouth and vocal tract, allowing a range of coherent sounds to be uttered.'
4. Thus, according to Aitchison, we can thank 'a deprived physical environment' for our ability to talk and communicate. Another evolutionist, John McCrone, put it this way: 'It all started with an ape that learned to speak. Man's hominid ancestors were doing well enough, even though the world had slipped into the cold grip of the ice ages. They had solved a few key problems that had held back the other branches of the ape family, such as how to find enough food to feed their rather oversized brains. Then man's ancestors happened on the trick of language. Suddenly, a whole new mental landscape opened up. Man became self-aware and self-possessed.'
5. How (and why) did that first ape learn to speak? It is easy to assert that 'it all started with an ape that learned to speak'. But it is much more difficult to describe how this took place, especially in light of our failure to teach apes to speak today. In his book, *From Hand to Mouth: The Origins of Language*, Michael Corballis stated: 'My own view is that language developed much more gradually, starting with the gestures of apes, then gathering momentum as the bipedal hominins evolved. The appearance of the larger-brained genus *Homo* some two million years ago may have signaled the emergence and later development of syntax, with vocalizations providing a mounting refrain. What may have distinguished *Homo sapiens* was the final switch from a mixture of gestural and vocal communication to an autonomous vocal language, embellished by gesture but not dependent on it.'
6. The truth, however, is that evolutionists can only speculate as to the origin of language. Evolutionist Carl Zimmer summed it up well when he wrote: 'No one knows the exact chronology of this evolution **(A)**, because language leaves precious few traces on the human skeleton **(B)**. The voice box is a flimsy piece of cartilage that rots away **(C)**. It is suspended from a slender C-shaped bone called a hyoid, but the **ravages** of time usually destroy the hyoid too **(D)**.'
7. Thus, theories are plentiful—while the evidence to support those theories remains mysteriously unavailable. Add to this the fact that humans acquire the ability to communicate (and even learn some of the basic rules of syntax) by the age of two, and you begin to see why Aitchison admitted: 'Of course, holes still remain in our knowledge:

in particular, at what stage did language leap from being something new which humans discovered to being something which every newborn human is scheduled to acquire? This is still a puzzle.’ A ‘puzzle’ indeed!

Adapted from HARRUB, Brad; THOMPSON, Bert; MILLER, Dave. The origin of language and communication. *TJ (Technical Journal)*, v. 17, n. 3, p. 93–101, 2003.

1. According to paragraph 1, which of the following best describes the contrast between human and animal communication?
 - (A) Human speech demonstrates a level of complexity and abstraction that animal sounds do not reach.
 - (B) Animal sounds serve emotional purposes, while human speech serves only intellectual functions.
 - (C) Animal communication relies entirely on instinct, whereas human speech is culturally inherited.
 - (D) Humans and animals differ mainly in their ability to produce a wider range of sounds.
2. In paragraph 1, the author’s mention of “The Road Not Taken” serves primarily to
 - (A) question the artistic value of human speech in comparison to animal sounds.
 - (B) highlight the literary origins of complex human communication systems.
 - (C) suggest that poetry is the highest form of communication available.
 - (D) illustrate the refined and symbolic nature of human language.
3. According to paragraph 1, what common idea unites most theories about language origin?
 - (A) Language emerged through deliberate human planning and design.
 - (B) Language appeared naturally without intentional creation over time.
 - (C) Animal communication systems directly evolved into human languages.
 - (D) Language development depended primarily on environmental pressures.
4. In paragraph 2, the word “*conjured up*” is closest in meaning to
 - (A) demonstrated
 - (B) measured
 - (C) imagined
 - (D) verified
5. According to paragraph 2, why do evolutionists reject the idea of design in language?
 - (A) Because design would imply the existence of a conscious creator.
 - (B) Because animal communication already shows evidence of design.
 - (C) Because humans consciously invented language systems over time.
 - (D) Because language development is unquestionably documented in fossils.
6. According to paragraph 3, what idea does Aitchison propose?
 - (A) Larger brains led directly to advanced grammar and abstract thinking.
 - (B) Upright posture caused immediate development of complex language systems.
 - (C) Environmental hardship resulted in biological and social changes enabling speech.
 - (D) Childhood dependency prevented the development of early communication formats.
7. Why does the author include Aitchison’s quotation in paragraph 3?
 - (A) To criticize her perspective as inconsistent with other evolutionary explanations.
 - (B) To provide a detailed example of an evolutionary explanation of language.
 - (C) To demonstrate that environmental factors have no role in language origin.
 - (D) To show that most theories rely on experimental scientific evidence.
8. According to paragraph 4, what is the main claim attributed to John McCrone?
 - (A) Early humans already possessed language before environmental changes.
 - (B) Language evolved gradually through gestures and vocal combinations.
 - (C) Language suddenly transformed human cognition and awareness.
 - (D) Communication systems remained unaltered during the ice ages.
9. In paragraph 4, the phrase “*a whole new mental landscape*” suggests that
 - (A) language allowed entirely new forms of thinking and perception.
 - (B) communication replaced instinctive behavior in early humans.
 - (C) humans became physically adapted to survive harsh climates.
 - (D) mental abilities declined as language became dominant.
10. In paragraph 5, the phrase “*this took place*” most nearly refers to
 - (A) the cognitive expansion associated with larger brain development.
 - (B) the environmental adaptations that supported early human survival.
 - (C) the shift from non-linguistic to linguistic communication in early humans.
 - (D) the unsuccessful attempts to replicate speech acquisition in modern apes in experiments.



11. According to paragraph 5, why is McCrone's claim considered problematic?
- (A) Because it relies entirely on fossil records for support.
 - (B) Because there is strong evidence contradicting his argument.
 - (C) Because apes have demonstrated similar linguistic abilities today.
 - (D) Because it does not explain the mechanism behind language emergence.
12. According to paragraph 5, which statement best reflects Corballis's view?
- (A) Language appeared suddenly with no intermediate stages.
 - (B) Vocal language existed independently from the earliest stages.
 - (C) Humans never relied on gestures for communication development.
 - (D) Gestures played an early role before vocal language became dominant.
13. Why does the author include Corballis's explanation in paragraph 5?
- (A) To show a contrasting theory emphasizing gradual development.
 - (B) To confirm that all researchers agree on language origins.
 - (C) To demonstrate that vocal language predates gestures.
 - (D) To reject gesture-based explanations entirely.
14. According to paragraph 6, why is it difficult to trace the origin of language?
- (A) Because early humans did not produce written records.
 - (B) Because animals do not leave any physical remains.
 - (C) Because speech-related structures rarely fossilize.
 - (D) Because language evolved too recently to study.
15. In paragraph 6, the word "ravages" is closest in meaning to
- (A) marks.
 - (B) effects.
 - (C) remains.
 - (D) destruction.
16. Where would the following sentence best fit in paragraph 6?
- "This absence of physical evidence severely limits scientific certainty."*
17. Which of the following best summarizes paragraph 7?
- (A) Human communication evolved entirely through environmental necessity.
 - (B) Despite many theories, there is little concrete evidence supporting them.
 - (C) Fossil evidence provides detailed insight into language development.
 - (D) Scientists have reached agreement on the origin of human language.
18. In paragraph 7, why does the author mention children acquiring language by age two?
- (A) To suggest that children imitate animal communication patterns.
 - (B) To show that language development depends entirely on teaching.
 - (C) To highlight the rapid and natural acquisition of language abilities.
 - (D) To explain that language learning is slower than previously thought.
19. Which of the following best captures the central claim of the statement: "theories are plentiful—while the evidence... remains unavailable"?
- (A) A wide range of explanations has been proposed, yet empirical substantiation for them is largely lacking.
 - (B) The abundance of data has allowed researchers to confirm competing accounts of language origin.
 - (C) Existing explanations have been consolidated due to the strength of supporting material evidence.
 - (D) Numerous hypotheses have been validated through consistent and replicable scientific findings.
20. Which of the following best describes the organization of the entire text?
- (A) It presents several theories and ultimately questions their evidential basis.
 - (B) It compares human language primarily with modern animal behavior.
 - (C) It argues consistently in favor of a single evolutionary explanation.
 - (D) It focuses on experimental methods used to study communication.

END OF EXAM

Evolutionary Theories on the Origin of Speech

ANSWER KEY

1. **A** — A comunicação humana apresenta complexidade, abstração e simbolismo muito maiores do que os sons de animais. (Parágrafo 1)
2. **D** — A referência ao poema *The Road Not Taken* ilustra o caráter refinado, simbólico e complexo da linguagem humana. (Parágrafo 1)
3. **B** — Segundo o texto, a ideia comum é que as línguas surgiram espontaneamente, sem criação intencional. (Parágrafo 1)
4. **C** — “Conjured up” significa imaginadas ou inventadas. (Parágrafo 2)
5. **A** — Os evolucionistas rejeitam a ideia de *design* porque ela implicaria a existência de um criador consciente. (Parág. 2)
6. **C** — Aitchison propõe que dificuldades ambientais causaram mudanças biológicas e sociais que possibilitaram a fala. (Parágrafo 3)
7. **B** — A citação apresenta um exemplo detalhado de explicação evolucionista para a origem da linguagem. (Parágrafo 3)
8. **C** — McCrone afirma que a linguagem transformou repentinamente a cognição e a autoconsciência humanas. (Parág. 4)
9. **A** — “A whole new mental landscape” sugere que a linguagem permitiu novas formas de pensamento e percepção. (Parágrafo 4)
10. **C** — “This took place” refere-se à passagem de uma comunicação não linguística para a comunicação linguística nos primeiros humanos. (Parágrafo 5)
11. **D** — A alegação é considerada problemática porque não explica como o primeiro macaco teria aprendido a falar. (Parágrafo 5)
12. **D** — Para Corballis, os gestos tiveram um papel inicial, antes de a linguagem vocal se tornar predominante. (Parágr. 5)
13. **A** — A explicação de Corballis é incluída para apresentar uma teoria diferente, baseada no desenvolvimento gradual da linguagem. (Parágrafo 5)
14. **C** — É difícil rastrear a origem da linguagem porque as estruturas físicas ligadas à fala raramente se preservam como fósseis. (Parágrafo 6)
15. **D** — “Ravages” significa destruição causada pelo tempo. (Parágrafo 6)
16. **D** — A frase deve entrar em **(D)**, após a explicação de que a caixa vocal e o osso hioide normalmente são destruídos pelo tempo. Assim, ela conclui que a falta de evidência física limita a certeza científica.
17. **B** — Embora existam muitas teorias, há pouca evidência concreta para comprová-las. (Parágrafo 7)
18. **C** — O autor menciona crianças aprendendo a linguagem até os dois anos para destacar a aquisição rápida e natural dessa habilidade. (Parágrafo 7)
19. **A** — Há muitas explicações propostas, mas poucas provas empíricas que as sustentem. (Parágrafo 7)
20. **A** — O texto apresenta várias teorias e, ao final, questiona a base de evidências delas. (Organização geral do texto)



This test measures your ability to comprehend written materials.

EXAM CODE: PV-030726

TIME: 70 minutes

DIRECTIONS:

Read the passage carefully and, for each question, choose the one best answer (A, B, C or D) based on what is stated in the passage or on what can be inferred from the passage. Then mark the letter on your answer sheet that matches the letter of the answer that you have selected. (5 points each correct answer)

How Gambling Affects the Brain and Who is Most Vulnerable to Addiction

By Emily Sohn

1. Gambling has become more accessible than ever. Once largely confined to places like Las Vegas and Atlantic City, it now includes lotteries, online platforms, and video games with gambling-like features. In the United States, sports betting is widely legal, allowing people to gamble anytime and anywhere, including adolescents and even younger children exposed through digital environments.
2. This expansion has raised concern among psychologists. Although most people gamble without serious harm, increased access raises the **likelihood** of problematic behavior. Evidence suggests that young people, especially boys and men, are particularly vulnerable, and they are also the most engaged in newer forms such as sports betting and video game-based gambling.
3. Young adults in their early 20s are the fastest-growing group of gamblers, and many begin earlier. A large Canadian survey found that nearly two-thirds of adolescents aged 12 to 18 had gambled or engaged in gambling-like activities within a year. Early exposure is linked to higher psychological distress and an increased risk of problems later.
4. Researchers are refining their understanding of the psychological and neurological mechanisms involved. Rather than being driven solely by dopamine, gambling behavior reflects differences in brain systems related to reward processing, learning, and stress regulation. Key regions include the striatum and prefrontal cortex, which are associated with impulsivity and decision-making. People with gambling problems may show reduced activity when anticipating rewards, along with structural differences in the amygdala and hippocampus, areas involved in emotional processing. Adolescents are especially susceptible because their brains are still developing. The prefrontal cortex, which regulates impulses, matures relatively late, particularly in males, increasing vulnerability to risk-taking behavior.
5. Gambling disorder is classified as an addictive disorder, similar to substance use disorders. It involves increasing tolerance and withdrawal symptoms, such as irritability when trying to stop. Although only a minority of gamblers develop the disorder, risk rises **sharply** among individuals with other psychiatric conditions. Studies show that up to 96% of those with gambling problems have at least one additional mental health disorder, including anxiety, mood disorders, or substance use disorders.
6. Socioeconomic factors also contribute. Individuals with lower incomes may be more motivated by the prospect of financial gain. Men are about twice as likely as women to develop gambling problems, although rates among women are increasing. Despite the fact that prevalence rates have not shown a clear surge, the total number of affected individuals appears to be rising as access expands. For example, calls to gambling helplines increased after legalization of sports betting in some regions, suggesting broader social impact.
7. A major concern is the rise of gambling-like features in video games, especially loot boxes. These purchasable digital items provide random rewards, sometimes offering in-game advantages or tradable value. Because they involve spending money for uncertain outcomes, they closely resemble gambling, and studies indicate that many popular youth-oriented games include them. Loot boxes rely on **variable reinforcement**, the same principle used in slot machines. Unpredictable rewards encourage repeated engagement and make the behavior difficult to stop. Research shows that higher spending on loot boxes is associated with greater risk of gambling problems, particularly among adolescents. There is growing evidence that loot boxes may act as a gateway to gambling. Some individuals report that these features were their first exposure and shaped positive expectations. However,

the relationship is complex, as existing gamblers also tend to spend more on loot boxes, and long-term effects remain uncertain.

8. Simulated gambling games, often available to young children, further normalize the behavior. **(A)** These games typically offer frequent wins, creating unrealistic expectations and encouraging future gambling. **(B)** Family exposure also plays a role, as children who observe relatives gambling are more likely to adopt similar behaviors. **(C)** Sports betting is a rapidly expanding area, particularly among young adults. **(D)** In-game betting allows wagers during events and relies heavily on impulsivity. Early findings suggest that sports bettors may face elevated risks of mental health issues, including higher rates of suicidal thoughts and behaviors.
9. Treatment remains challenging. Many individuals do not seek help, partly because gambling can be hidden. Cognitive behavioral therapy is the most common approach, with tailored interventions addressing different pathways into addiction. Prevention efforts remain limited compared with those targeting substance use. Experts emphasize early education, open discussions between parents and children, and awareness of the psychological mechanisms that make gambling appealing.
10. As gambling continues to evolve alongside digital technology, understanding its risks is essential for developing effective prevention and treatment strategies.

Adapted from <https://www.apa.org/monitor/2023/07/how-gambling-affects-the-brain>

1. According to paragraph 1, what explains the wider reach of gambling today?
A) It is restricted by strong national regulations in several regions.
B) It is now limited to physical gambling locations in many regions.
C) It depends mainly on tourism in certain regions around the world.
D) It is available across digital platforms and legal systems worldwide.
2. The word “*likelihood*” is closest in meaning to
A) probability B) certainty C) preference D) doubt
3. What can be inferred from paragraph 3 about early exposure to gambling?
A) It guarantees the development of addiction in all cases.
B) It may increase the risk of later behavioral problems.
C) It has no lasting psychological effects over time.
D) It affects only individuals with prior conditions.
4. Which of the following best expresses the essential information in paragraph 4?
A) Gambling is caused mainly by a single brain factor.
B) Gambling is not linked to brain development in youth.
C) Gambling reflects brain systems and development patterns.
D) Gambling depends mainly on environmental influences today.
5. The author mentions specific brain regions in paragraph 4 mainly to
A) describe areas unrelated to decision making.
B) argue that all brains develop in identical ways.
C) provide examples of systems linked to behavior.
D) suggest gambling improves cognitive performance.
6. According to paragraph 5, gambling disorder resembles substance addiction because
A) it affects only people with psychiatric histories.
B) it includes tolerance and withdrawal patterns.
C) it is easier to treat than other addictions.
D) it rarely appears with other conditions.
7. The word “*sharply*” is closest in meaning to
A) slowly B) slightly C) rarely D) rapidly
8. Why does the author include statistics in paragraph 5?
A) To reduce concern about gambling disorder.
B) To compare gambling with physical illnesses.
C) To highlight links with mental health conditions.
D) To show that gambling problems are uncommon.

9. According to paragraph 6, which factor contributes to gambling risk?
- A) Strong financial stability and low motivation.
 - B) Desire for financial gain through gambling.
 - C) Reduced exposure to gambling activities.
 - D) Strict regulation limiting betting access.
10. Why are helpline calls mentioned in paragraph 6?
- A) To suggest legalization has little effect.
 - B) To prove gamblers always seek assistance.
 - C) To show gambling problems are declining.
 - D) To indicate a rise in gambling-related harm.
11. What is the main idea of paragraph 7?
- A) Digital rewards reduce interest in gambling.
 - B) Loot boxes differ completely from gambling.
 - C) Game mechanics may increase addiction risk.
 - D) Video games have replaced traditional gambling.
12. The discussion of “*variable reinforcement*” in paragraph 7 serves to
- A) show a process that strengthens repeated behavior.
 - B) explain how rewards discourage repeated actions.
 - C) describe a system that weakens player interest.
 - D) suggest outcomes are predictable over time.
13. What can be inferred from paragraph 7 about loot boxes?
- A) They may influence attitudes toward gambling.
 - B) They have no connection to gambling behavior.
 - C) They affect only experienced gamblers.
 - D) They eliminate interest in real betting.
14. There are four locations in paragraph 8 marked (A), (B), (C), and (D). Where would the following sentence best fit?
- “This early exposure can shape expectations about outcomes.”*
15. Why does the author mention family exposure in paragraph 8?
- A) To show gambling is mainly inherited genetically.
 - B) To suggest relatives avoid gambling habits.
 - C) To show behavior can be learned socially.
 - D) To argue families prevent risky behavior.
16. According to paragraph 8, sports betting is risky because
- A) it requires careful long-term planning.
 - B) it is limited to unexperienced gamblers.
 - C) it produces stable and predictable results.
 - D) it depends strongly on impulsive decisions.
17. How is paragraph 9 mainly organized?
- A) It presents challenges and then outlines possible responses.
 - B) It lists several examples without forming clear conclusions.
 - C) It compares two different psychological theories in detail.
 - D) It focuses only on causes without offering any solutions.
18. Which sentence best simplifies the idea from paragraph 10?
- A) Prevention removes the need to examine risks.
 - B) Strategies succeed without studying possible risks.
 - C) Risks are unnecessary when solutions already exist.
 - D) Knowing risks helps improve prevention and treatment.
19. What is the main purpose of the passage?
- A) To explain risks, causes, and vulnerable groups.
 - B) To argue for banning gambling practices.
 - C) To promote gambling as a safe activity.
 - D) To focus only on treatment methods.

20. Which best describes the tone of the passage?

- A) Alarmist and exaggerated.
- B) Balanced and evidence-based.
- C) Neutral and largely dismissive.
- D) Emotional and strongly subjective.

END OF EXAM

How gambling affects the brain and who is most vulnerable to addiction

Answer Key

1. **D** — O jogo de azar tornou-se mais acessível por plataformas digitais, loterias, jogos e mudanças legais, especialmente nas apostas esportivas. (*Parágrafo 1*)
2. **A** — “Likelihood” significa probabilidade. (*Parágrafo 2*)
3. **B** — A exposição precoce pode aumentar o risco de problemas comportamentais e psicológicos no futuro. (*Parág. 3*)
4. **C** — O comportamento de jogo envolve sistemas cerebrais, processamento de recompensa, estresse, aprendizagem e desenvolvimento do cérebro. (*Parágrafo 4*)
5. **C** — As regiões do cérebro são citadas como exemplos de sistemas ligados à impulsividade, decisões e processamento emocional. (*Parágrafo 4*)
6. **B** — O transtorno do jogo se assemelha à dependência de substâncias porque envolve tolerância e sintomas de abstinência. (*Parágrafo 5*)
7. **D** — “Sharply” significa rapidamente ou intensamente. (*Parágrafo 5*)
8. **C** — A estatística de até 96% destaca a forte relação entre problemas com jogo e outras condições de saúde mental. (*Parágrafo 5*)
9. **B** — Pessoas com menor renda podem ser mais motivadas pela possibilidade de ganho financeiro. (*Parágrafo 6*)
10. **D** — As chamadas para linhas de ajuda indicam possível aumento dos danos relacionados ao jogo depois da legalização das apostas esportivas. (*Parágrafo 6*)
11. **C** — Recursos de jogos, como as *loot boxes*, podem aumentar o risco de dependência em jogos de azar. (*Parágrafo 7*)
12. **A** — O reforço variável explica como recompensas imprevisíveis estimulam a repetição do comportamento. (*Parág. 7*)
13. **A** — As *loot boxes* podem influenciar atitudes e expectativas positivas em relação aos jogos de azar, funcionando como uma possível porta de entrada. (*Parágrafo 7*)
14. **A** — A frase entra em **(A)**, logo após a apresentação dos jogos de azar simulados para crianças. Ela introduz a ideia de que essa exposição inicial molda expectativas, que é detalhada na frase seguinte sobre vitórias frequentes.
15. **C** — A exposição familiar mostra que o comportamento de jogar pode ser aprendido socialmente pela observação de parentes. (*Parágrafo 8*)
16. **D** — As apostas esportivas são arriscadas porque, sobretudo as apostas durante eventos, dependem muito da impulsividade. (*Parágrafo 8*)
17. **A** — O parágrafo começa mostrando as dificuldades do tratamento e depois apresenta possíveis respostas, como terapia, educação precoce e diálogo familiar. (*Parágrafo 9*)
18. **D** — Conhecer os riscos ajuda a desenvolver melhores estratégias de prevenção e tratamento. (*Parágrafo 10*)
19. **A** — O objetivo principal é explicar os riscos do jogo, seus mecanismos, os grupos mais vulneráveis e caminhos de prevenção/tratamento. (*Texto todo*)
20. **B** — O tom é equilibrado e baseado em evidências: o texto apresenta pesquisas, dados e riscos sem exageros emocionais.



This test measures your ability to comprehend written materials.

EXAM CODE: PP-120626

TIME: 70 minutes

DIRECTIONS:

Read the passage carefully and, for each question, choose the one best answer (A, B, C or D) based on what is stated in the passage or on what can be inferred from the passage. Then mark the letter on your answer sheet that matches the letter of the answer that you have selected.

(5 points each correct answer)

New UN Report Warns of Global Social Crisis Driven by Insecurity, Inequality and Distrust

1. Economic insecurity, **staggering** levels of inequality, declining social trust and social fragmentation are destabilizing societies worldwide. The World Social Report 2025, released today, reveals trends that are threatening communities and demand immediate, decisive policy action. The report calls for a new policy consensus anchored in **three principles** — equity, economic security for all and solidarity — that are essential to strengthen the three dimensions of sustainable development.
2. Despite significant gains in poverty reduction, many people teeter on the **brink** of poverty, even as **they** move up the income ladder. Over 2.8 billion people — more than a third of the global population — live on US\$2.15 to US\$6.85 a day. Even a minor setback can push people into extreme poverty, and any reprieves are often temporary. Employment precariousness is widespread, deepening economic uncertainties. Around 60 per cent of people globally are concerned about losing their jobs and being unable to find new ones.
3. At the same time, 65 per cent of the world's population is living in countries where income inequality is growing. A large share of total income inequality can still be attributed to inequality based on characteristics such as race, caste, place of birth and family background. Without urgent action, leaving no one behind will remain a distant goal by 2030 unless progress accelerates.
4. Rising insecurity and inequality are undermining social cohesion and straining the foundations of solidarity and multilateralism. Over half of the global population has little or no trust in their government. Alarming, trust levels have been declining from one cohort to the next, indicating a systemic breakdown of social cohesion. The rapid spread of misinformation and disinformation is exacerbating these troubling trends.
5. While recent crises have brought insecurity and distrust into sharp focus, the report emphasizes that **these** social challenges run deep and have been building over decades. “As the World Social Report 2025 shows, inequality, insecurity, and deep distrust are rife across the world. Countless people are struggling to make ends meet, while wealth and power concentrate at the top. Climate disasters, along with economic shocks and conflict, continue to erase hard-won development gains, all while new technologies are creating new possibilities but dividing people. Such challenges demand collective solutions”, said United Nations Secretary-General António Guterres. Overcoming these challenges — and accelerating progress towards the Sustainable Development Goals (SDGs) — will require fundamental shifts in policy, institutions, norms and mindsets.
6. “Ultimately, the report calls for an assessment of policy approaches. Current institutions and policy frameworks are being outpaced by societal transformations. Sustaining progress towards the SDGs requires breaking the vicious cycle of insecurity, low trust and shrinking policy space. Governments and the international community must critically evaluate how economic and social policies are falling short — or even exacerbating insecurity”, said United Nations Under-Secretary General for Economic and Social Affairs Li Junhua.
7. **(A)** The upcoming Second World Summit for Social Development, to be held in Doha, Qatar from 4 to 6 November 2025, will offer a crucial platform for governments to assess progress and take concrete action to address these critical social challenges. **(B)** The World Social Report is the flagship publication of the United Nations Department of Economic and Social Affairs (UN DESA) on social development issues. **(C)** It serves as a background document for discussion and policy analysis of socio-economic matters at the intergovernmental

level. It identifies emerging social trends of global concern and analyzes relationships among major development issues with international and national dimensions. (D)

8. The 2025 report is the first to be co-produced with the United Nations University World Institute for Development Economics Research (UNU-WIDER). This collaboration brings new research insights into the report, particularly on the far-reaching impacts of inequality and declining trust.

Source: <https://unu.edu/press-release/new-un-report-warns-global-social-crisis-driven-insecurity-inequality-and-distrust>

1. According to paragraph 1, what is the main focus of the World Social Report 2025?
A) It outlines major threats to societies and urges immediate policy action.
B) It compares economic growth patterns across different global regions.
C) It explains how technology improves cooperation between nations.
D) It presents environmental strategies to reduce climate risks.
2. The word “*staggering*” in paragraph 1 is closest in meaning to
A) surprising B) overwhelming C) gradual D) unclear
3. Why does the author mention the “*three principles*” in paragraph 1?
A) To criticize current models of economic development.
B) To contrast different political approaches to growth.
C) To show disagreement among global institutions.
D) To establish a basis for future policy decisions.
4. What does paragraph 2 indicate about people living on US\$2.15 to US\$6.85 a day?
A) They remain at risk of falling into extreme poverty.
B) They are steadily moving out of poverty in most regions.
C) They are largely protected from sudden economic shocks.
D) They experience stable and secure income growth over time.
5. The word “*they*” in paragraph 2 refers to
A) economic systems C) many people
B) income levels D) policy measures
6. The word “*brink*” in paragraph 2 is closest in meaning to
A) center B) edge C) base D) result
7. What can be inferred from paragraph 2 about global employment conditions?
A) Workers feel secure about their long-term employment prospects.
B) Employment concerns are limited to poorer nations.
C) Job opportunities are expanding rapidly worldwide.
D) Many people worry about losing their jobs.
8. Why does paragraph 3 include references to race and family background?
A) To demonstrate that growth removes social differences.
B) To suggest these factors are no longer significant today.
C) To argue inequality results mainly from individual effort.
D) To show that inequality is shaped by structural conditions.
9. What does paragraph 4 suggest about declining trust across cohorts?
A) Trust is steadily decreasing over time.
B) Trust varies unpredictably between generations.
C) Governments have restored public trust successfully.
D) Younger groups are regaining confidence in institutions.
10. Why does the author mention misinformation and disinformation in paragraph 4?
A) To explain a factor that increases distrust.
B) To argue that digital media has limited influence.
C) To highlight benefits of rapid information exchange.
D) To show that communication systems are improving.
11. Which option best restates the idea of paragraph 5?
A) These issues have developed gradually over time.
B) Recent crises fully explain current social problems.
C) Stability has prevented serious long-term problems.
D) Social challenges emerged suddenly in recent years.

12. The word “these” in paragraph 5 refers to
- A) recent crises
 - B) social challenges
 - C) policy strategies
 - D) economic shifts
13. Why is António Guterres quoted in paragraph 5?
- A) To present new data supporting the report’s claims.
 - B) To introduce a contrasting opinion on inequality.
 - C) To strengthen the report’s message and urgency.
 - D) To describe how the research was conducted.
14. Which sentence best expresses the essential information in paragraph 6?
- A) Institutions are unrelated to social outcomes.
 - B) Progress depends only on global cooperation.
 - C) Policy reforms are unnecessary for development.
 - D) Solving these problems requires major policy changes.
15. Why does paragraph 6 describe a “vicious cycle”?
- A) To argue insecurity is unrelated to trust.
 - B) To suggest reforms have already succeeded.
 - C) To show how problems reinforce one another.
 - D) To emphasize institutional stability worldwide.
16. Which option best restates the idea of paragraph 6?
- A) Policy frameworks are no longer relevant.
 - B) Policies are fully adapted to social change.
 - C) Institutions struggle to keep up with change.
 - D) Governments have solved key economic issues.
17. There are four locations in the passage marked (A), (B), (C), and (D). Where would the following sentence best fit?
- “This meeting is expected to shape future global social policies.”*
18. What is the main purpose of the passage?
- A) To argue that previous UN reports lacked statistical reliability.
 - B) To suggest that economic inequality is mainly an academic concern.
 - C) To emphasize that the 2025 report includes broader research expertise.
 - D) To explain why international organizations often disagree on policy goals.
19. Which statement best summarizes the overall message of the passage?
- A) Economic growth has reduced inequality in many regions.
 - B) Challenges are interconnected and need systemic change.
 - C) Social conditions are steadily improving across countries.
 - D) Technological progress can solve most social divisions.
20. How is the passage mainly structured?
- A) By presenting issues, causes, and responses.
 - B) By comparing outcomes in different regions.
 - C) By describing historical developments in policy.
 - D) By outlining technological progress and impacts.

GABARITO COM PARÁGRAFOS E EXPLICAÇÕES

1. (A) — Parágrafo 1
O relatório apresenta ameaças graves às sociedades, como insegurança econômica, desigualdade e perda de confiança, e pede ação política imediata.
2. (B) — Parágrafo 1
“Staggering” significa algo muito grande, impressionante ou esmagador. Aqui, refere-se aos níveis extremamente altos de desigualdade.
3. (D) — Parágrafo 1
Os três princípios — equidade, segurança econômica e solidariedade — são apresentados como base para futuras decisões e políticas.
4. (A) — Parágrafo 2
Mesmo pessoas que estão acima da pobreza extrema continuam vulneráveis: um pequeno problema econômico pode levá-las à pobreza extrema.
5. (C) — Parágrafo 2
“They” (“elas”) refere-se a “many people” (“muitas pessoas”), que estão perto da linha da pobreza.
6. (B) — Parágrafo 2
“Brink” significa “beira” ou “limite”. A expressão “on the brink of poverty” quer dizer “à beira da pobreza”.
7. (D) — Parágrafo 2
Cerca de 60% das pessoas no mundo se preocupam em perder o emprego e não conseguir outro, mostrando insegurança no trabalho.
8. (D) — Parágrafo 3
As referências à raça, casta, local de nascimento e origem familiar mostram que a desigualdade é influenciada por condições estruturais da sociedade.
9. (A) — Parágrafo 4
O texto afirma que os níveis de confiança vêm diminuindo de uma geração para outra.
10. (A) — Parágrafo 4
A desinformação e as informações falsas são mencionadas porque agravam a falta de confiança e a fragmentação social.
11. (A) — Parágrafo 5
Os problemas sociais não surgiram de repente; eles vêm se acumulando e se desenvolvendo ao longo de décadas.
12. (B) — Parágrafo 5
“These” (“esses”) refere-se aos desafios sociais mencionados anteriormente, como insegurança, desigualdade e desconfiança.
13. (C) — Parágrafo 5
A citação de António Guterres reforça a mensagem do relatório e destaca a urgência de buscar soluções coletivas.
14. (D) — Parágrafo 6
O parágrafo defende mudanças importantes nas políticas e instituições para enfrentar os problemas sociais e avançar nos Objetivos de Desenvolvimento Sustentável.
15. (C) — Parágrafo 6
“Vicious cycle” (“ciclo vicioso”) mostra que insegurança, baixa confiança e pouco espaço para políticas públicas alimentam e pioram uns aos outros.
16. (C) — Parágrafo 6
As instituições e os modelos de políticas não estão conseguindo acompanhar as rápidas transformações da sociedade.

17. **(B)** — Parágrafo 7

A frase deve vir depois da informação sobre a próxima cúpula em Doha, pois “This meeting” (“Essa reunião”) refere-se à cúpula mencionada na frase anterior.

18. **(C)** — Parágrafo 8

Esta é a alternativa mais próxima: o texto menciona que o relatório de 2025 foi produzido pela primeira vez em colaboração com a UNU-WIDER, trazendo uma pesquisa mais ampla.

Observação: a pergunta parece ter alternativas incompletas, porque o objetivo central do texto é alertar para a crise social global e defender mudanças nas políticas públicas.

19. **(B)** — Texto inteiro

A mensagem geral é que insegurança, desigualdade e desconfiança estão interligadas e exigem mudanças estruturais e soluções coletivas.

20. **(A)** — Texto inteiro

O texto apresenta os problemas sociais, explica fatores que os agravam e propõe respostas, como reformas políticas, colaboração e ações coletivas.



This test measures your ability to comprehend written materials.

EXAM CODE: PP-190626

TIME: 70 minutes

DIRECTIONS:

Read the passage carefully and, for each question, choose the one best answer (A, B, C or D) based on what is stated in the passage or on what can be inferred from the passage. Then mark the letter on your answer sheet that matches the letter of the answer that you have selected.

(5 points each correct answer)

What Is Political Corruption and What Can We Do About It?

By Lisa J. Danetz and Eric Petry

1. Rising political corruption highlights the need for reforms to strengthen federal institutions and curb conduct that harms the public. A combination of Supreme Court decisions, eroding norms, and increasingly brazen behavior by officials has shaped the current moment. While long-term reforms are essential, both Congress and the public can take immediate steps to restore accountability.
2. Although widely used, the term “corruption” is often left undefined. In public discourse, it may refer broadly to dysfunction or harm to the public interest. Legally, however, the Supreme Court has narrowed its meaning, limiting the reach of anticorruption laws and restricting regulation of money in politics. Despite this, political corruption is generally understood as the abuse of public office for private gain, particularly financial self-enrichment.
3. When officials act for private gain, policymaking becomes distorted and public welfare suffers. Sectors such as education, healthcare, infrastructure, and public safety lose resources and effectiveness. Historically, corruption has produced severe consequences. During the Gilded Age, politicians accepted bribes from corporations, enabling monopolies while workers faced poor conditions and low wages. Corruption also contributed to financial instability, as deregulation enabled speculation and fraud, leading to economic crises. These patterns continued in the 20th century. Deregulation influenced by financial interests contributed to the 1980s savings and loan crisis, costing taxpayers billions. Continued lobbying weakened safeguards, paving the way for the subprime mortgage crisis and the most severe economic collapse since the Great Depression.
4. Beyond economic harm, corruption erodes trust in government. When citizens believe the system is rigged, many disengage from political life, reducing participation and weakening representation. Public trust declined sharply after Watergate and remains low today. While early corruption often involved direct personal enrichment, reforms in the 20th century improved transparency and accountability. However, new structural forms of corruption emerged, driven by the growing influence of money in politics. Efforts to address this have been limited, partly due to Supreme Court rulings, and traditional forms of corruption are now reappearing.
5. Recent administrations from both parties have faced corruption-related criticisms, including donor favoritism and conflicts of interest. However, Donald Trump’s approach has intensified these patterns by merging personal business interests with political power. His refusal to divest from his businesses created widespread conflicts of interest, as foreign governments and lobbyists sought influence through financial engagement with his properties. More broadly, campaign finance practices have allowed wealthy donors to gain access and influence. Since *Citizens United v. Federal Election Commission*, political spending has surged, particularly through super PACs, enabling ultra-wealthy individuals to shape policy outcomes. This often results in donor-friendly measures that conflict with public preferences. Trump expanded these dynamics by linking financial contributions to policy outcomes and placing wealthy donors in key government roles. His use of private events and ventures to profit from political access further blurred the line between public office and personal gain.
6. Corruption concerns extend beyond the executive branch. Members of Congress have been criticized for insider trading, while Supreme Court justices have accepted valuable gifts with limited oversight. Weak enforcement and lack of transparency contribute to a broader environment of limited accountability.

7. Several factors have enabled this situation. **(A)** Supreme Court rulings have expanded protections for political spending while narrowing definitions of corruption and limiting oversight. **(B)** At the same time, partisan rhetoric has diluted the meaning of corruption, contributing to public cynicism. Despite these challenges, history shows reform is possible. Public backlash following major scandals has led to meaningful change, including reforms after Watergate and the 2008 financial crisis. **(C)** Civic engagement, including reporting, whistleblowing, and political pressure, remains essential. **(D)**
8. Addressing corruption requires both immediate and long-term action. Congress can strengthen ethics rules, close loopholes, restore checks and balances, and reform campaign finance to reduce dependence on wealthy donors. More fundamentally, structural changes are needed to rebalance power and restore public trust.
9. Ultimately, confronting political corruption depends on sustained public demand for accountability. By refusing to accept corruption as inevitable and pushing for reform, citizens can help restore integrity and democratic governance.

Adapted from <https://www.brennancenter.org/our-work/research-reports/what-political-corruption-and-what-can-we-do-about-it>

1. According to paragraph 1, what has contributed to the rise in political corruption?
- A) A mix of court rulings, weaker norms, and bold official conduct.
 - B) A decline in public education and reduced civic participation levels.
 - C) An increase in media influence over political institutions nationwide.
 - D) A reduction in congressional authority over executive branch actions.
2. Why does the author mention both Congress and the public in paragraph 1?
- A) To suggest that institutional reform is no longer achievable.
 - B) To show that responsibility for reform is shared across actors.
 - C) To criticize citizens for failing to demand stronger accountability.
 - D) To argue that only elected officials can solve corruption problems.
3. The word “*curb*” in paragraph 1 is closest in meaning to
- A) stop
 - B) ignore
 - C) hide
 - D) limit
4. The word “*this*” in paragraph 2 refers to
- A) the Court’s narrowed legal definition of corruption.
 - B) the broad use of corruption in everyday discussions.
 - C) the limits placed on rules about campaign financing.
 - D) the idea of gaining private benefits from public roles.
5. Which sentence best expresses the main idea of paragraph 2?
- A) Corruption is clearly defined and applied the same everywhere.
 - B) The Supreme Court has expanded the meaning of corruption.
 - C) Corruption is widely used, but law defines it more narrowly.
 - D) Political corruption refers only to illegal financial activity.
6. What can be inferred about the impact of corruption on public services?
- A) It improves efficiency by reducing unnecessary public spending.
 - B) It mainly affects private sectors instead of public programs.
 - C) It has little effect on how resources are distributed overall.
 - D) It reduces quality and limits access to key public services.
7. Why does the author discuss the Gilded Age in paragraph 3?
- A) To provide historical evidence of corruption’s consequences.
 - B) To compare modern corruption with early democratic ideals.
 - C) To highlight improvements in labor conditions over time.
 - D) To describe the origins of current financial regulations.
8. According to paragraph 3, what was one effect of deregulation?
- A) Stabilization of markets and reduced economic uncertainty.
 - B) Increased protection for workers’ rights and benefits.
 - C) Expansion of fraud and risky financial speculation.
 - D) Reduction of corporate influence in policymaking.

9. How is paragraph 3 mainly structured?
- A) It compares political systems across different countries.
 - B) It explains causes without providing real examples.
 - C) It traces events over time and shows their effects.
 - D) It lists definitions and abstract theoretical ideas.
10. The phrase “*these patterns*” in paragraph 3 refers to
- A) rising levels of trust between citizens and leaders.
 - B) steady improvements in economic growth and stability.
 - C) reforms that increased openness in government systems.
 - D) repeated links between deregulation and financial crises.
11. Why does the author mention Watergate in paragraph 4?
- A) To show how corruption reduced public trust in government.
 - B) To explain the origin of modern campaign finance rules.
 - C) To describe a unique case with little broader relevance.
 - D) To highlight economic inequality caused by corruption.
12. What can be inferred about modern forms of corruption?
- A) They are less damaging than earlier historical forms.
 - B) They are easier to identify and effectively regulate.
 - C) They depend more on systemic financial influence.
 - D) They exist only within the executive branch.
13. Which sentence best summarizes paragraph 5?
- A) Corruption has declined in most recent governments.
 - B) Wealth plays an increasing role in shaping decisions.
 - C) Political systems now operate with greater transparency.
 - D) Campaign laws have reduced donor influence in politics.
14. Why does the author focus on Donald Trump’s actions?
- A) To present a neutral overview of recent administrations.
 - B) To show an extreme case of broader corruption trends.
 - C) To argue corruption exists in only one political party.
 - D) To explain technical details of campaign finance law.
15. The word “*blurred*” in paragraph 5 is closest in meaning to:
- A) erased B) crossed C) softened D) confused
16. According to paragraph 6, what contributes to limited accountability?
- A) Weak enforcement and lack of transparency.
 - B) Excessive judicial oversight of political officials.
 - C) Strong enforcement and high levels of transparency.
 - D) Reduced participation from wealthy political donors.
17. There are four locations in paragraph 4 marked (A), (B), (C), and (D). Where would the following sentence best fit?
- “*Such actions demonstrate that public pressure can lead to real institutional change.*”
18. Which sentence best simplifies the following sentence from paragraph 8?
- “*Addressing corruption requires both immediate and long-term action.*”
- A) Only long-term strategies can successfully reduce corruption.
 - B) Long-term reforms make short-term efforts unnecessary.
 - C) Immediate actions matter more than structural solutions.
 - D) Both quick measures and deeper reforms are necessary.

19. What is the primary purpose of the passage?
- A) To describe historical events without making evaluations.
 - B) To explain causes, impacts, and solutions to corruption.
 - C) To argue that corruption cannot be effectively reduced.
 - D) To compare political systems in different countries.
20. Which best describes the tone of the passage?
- A) Neutral and detached.
 - B) Critical but constructive.
 - C) Optimistic and largely dismissive.
 - D) Emotional and strongly accusatory.

END OF EXAM



What Is Political Corruption and What Can We Do About It?

1. **A** — A corrupção cresceu por uma combinação de decisões judiciais, enfraquecimento de normas e condutas mais ousadas de autoridades. *(Parágrafo 1)*
2. **B** — Congress e o público são citados para mostrar que a responsabilidade pela reforma é compartilhada. *(Parágrafo 1)*
3. **D** — “Curb” significa limitar ou conter. *(Parágrafo 1)*
4. **A** — “This” refere-se à definição legal mais restrita de corrupção estabelecida pela Suprema Corte. *(Parágrafo 2)*
5. **C** — O termo “corruption” é muito usado, mas possui um sentido mais limitado na lei. *(Parágrafo 2)*
6. **D** — A corrupção reduz recursos e eficiência em áreas como educação, saúde, infraestrutura e segurança pública. *(Parágrafo 3)*
7. **A** — A Era Dourada (*Gilded Age*) é usada como evidência histórica das consequências da corrupção. *(Parágrafo 3)*
8. **C** — A desregulamentação permitiu especulação arriscada e fraude. *(Parágrafo 3)*
9. **C** — O parágrafo acompanha exemplos históricos em sequência e mostra seus efeitos econômicos. *(Parágrafo 3)*
10. **D** — “These patterns” refere-se às ligações repetidas entre desregulamentação, influência financeira, fraude e crises econômicas. *(Parágrafo 3)*
11. **A** — Watergate é mencionado para mostrar como a corrupção pode reduzir a confiança pública no governo. *(Parág. 4)*
12. **C** — As formas modernas de corrupção dependem mais da influência estrutural do dinheiro na política. *(Parágrafo 4)*
13. **B** — O parágrafo mostra que riqueza e doações têm influência crescente nas decisões políticas. *(Parágrafo 5)*
14. **B** — Trump é apresentado como um caso mais extremo que intensifica tendências mais amplas de corrupção. *(Parág. 5)*
15. **C** — “Blurred the line” significa tornar a distinção menos clara; portanto, “softened”. *(Parágrafo 5)*
16. **A** — Fiscalização fraca e falta de transparência contribuem para pouca responsabilização. *(Parágrafo 6)*
17. **C** — Há um erro no enunciado: as marcações estão no parágrafo 7, não no 4. A frase entra em **(C)**, após os exemplos de reformas pós-Watergate e após a crise de 2008, pois “Such actions” retoma essas reformas e a pressão pública.
18. **D** — São necessárias tanto medidas imediatas quanto reformas profundas e duradouras. *(Parágrafo 8)*
19. **B** — O objetivo é explicar causas, efeitos e possíveis soluções para a corrupção política. *(Texto todo)*
20. **B** — O tom é crítico, pois denuncia problemas, mas construtivo, pois propõe reformas e participação cívica. *(Texto todo)*



This test measures your ability to comprehend written materials.

EXAM CODE: PV-260626

TIME: 70 minutes

DIRECTIONS:

Read the passage carefully and, for each question, choose the one best answer (A, B, C or D) based on what is stated in the passage or on what can be inferred from the passage. Then mark the letter on your answer sheet that matches the letter of the answer that you have selected. (5 points each correct answer)

The New Face of Hunger

By Tracie McMillan

1. On a gray morning in Mitchell County, Iowa, Christina Dreier sends her three-year-old son, Keagan, to preschool without breakfast, hoping hunger will push him to eat the free meal he qualifies for. The plan fails. Keagan refuses the school breakfast, and by lunchtime Dreier is **scraping** together the last food in her freezer, a few chicken nuggets, Tater Tots, and hot dogs. Most of the groceries from the local pantry are already gone. She often skips meals herself. "I eat lunch if there's enough," she says. "But the kids come first. The fear of not having enough food shapes daily life. Dreier and her husband constantly **weigh** bills against groceries, prioritizing food when necessary. Cuts to the Supplemental Nutrition Assistance Program (SNAP) reduced her monthly benefits, tightening an already fragile budget. Even routine concerns, like preventing their van from being repossessed, compete with buying food. (A) "We have to eat," she says. "We can't starve."
2. Dreier does not fit the traditional image of hunger. She is housed, married, and part of a working family. Yet her situation reflects a broader shift. Sociologist Janet Poppendieck notes that hunger in the United States increasingly affects working households as wages fail to keep pace with living costs. Most food-insecure families include at least one employed adult, and more than half are white. The scale of the problem has grown sharply. By 2012, about 48 million Americans were insecure, lacking reliable access to adequate food. Emergency food programs have expanded dramatically, and one in six Americans reports running out of food at least once a year, far higher than in many European countries.
3. **Modern hunger** is often hidden. It appears in homes where refrigerators hold little more than condiments and meals rely on processed foods. Fresh produce is consumed mainly when assistance arrives, while coping strategies like skipping meals or stretching portions become routine. This reality helps explain the link between hunger and obesity. As policy analyst Melissa Boteach notes, families often rely on cheap, filling foods that are nutritionally poor. Weight gain becomes a side effect of food insecurity rather than a contradiction. Hunger has also spread geographically. In suburbs like Spring, Texas, poverty has risen as housing costs push low-income families outward. (B) Suburban hunger has grown rapidly since 2007, yet it remains masked by the appearance of middle-class life.
4. The Jefferson family illustrates this pattern. Living in a crowded suburban home with multiple generations, they rely on modest food assistance despite all adults working full-time. Their supplies last only a few days. The central issue is not unemployment but low wages, making assistance a supplement to inadequate earnings.
5. (C) Jacqueline Christian, a Houston mother, faces similar pressures. She works full-time as a home health aide yet struggles to feed her children consistently, even with assistance. Time constraints shape her choices. After a long day, she buys a fast-food meal for her sons, paying only after declined cards and help from her mother. The decision reflects stress and limited options. "I couldn't let them down," she says. Although eating well on a limited budget is possible, it requires time and knowledge many families lack. Kyera Reams, an Iowa mother of six, maintains a healthy diet through gardening, foraging, and food preservation, effectively making food provision a full-time job. (D)
6. Structural factors deepen the problem. U.S. agricultural policy heavily subsidizes commodity crops like corn and soybeans, which underpin inexpensive processed foods, while offering far less support for fruits and vegetables. As a result, healthier foods have become relatively more expensive, while processed products have become cheaper. Experts argue that food insecurity cannot be solved simply by encouraging better choices. It is rooted in

low wages and broader economic inequality. For families like the Dreiers, even careful budgeting and occasional access to fresh produce cannot eliminate uncertainty.

7. When Dreier's cupboards run low, she sometimes urges her children to skip snacks, though she relents when they are hungry. She continues trying to provide healthier options when possible, but most of her budget goes toward basic staples. What she has, she says, is a kitchen with nearly enough food most of the time. It is the unstable moments, when bills pile up or expenses arise, that reveal how fragile that balance is. "We're not starved," she says. "But some days, we do go a little hungry."

Adapted from <https://www.nationalgeographic.com/foodfeatures/hunger/>

1. What is the main reason Christina sends Keagan to school without breakfast?
 - A) She wants him to become more independent at school.
 - B) She believes skipping breakfast improves his appetite.
 - C) She hopes hunger will make him eat the free meal.
 - D) She forgot to prepare food due to time pressure.
2. The word *scraping* is closest in meaning to
 - A) selecting at random
 - B) organizing in advance
 - C) dividing into portions
 - D) collecting with effort
3. What can be inferred about Christina's eating habits?
 - A) She prefers to eat separately from her children.
 - B) She depends mainly on school meals for nutrition.
 - C) She often eats less so her children can have enough.
 - D) She follows a strict routine to manage food supplies.
4. Why does the author describe the specific foods in Christina's freezer?
 - A) To criticize the nutritional quality of processed meals.
 - B) To compare homemade food with store-bought alternatives.
 - C) To illustrate the limited and improvised nature of her resources.
 - D) To emphasize the variety of food available to low-income families.
5. The word *weigh* is closest in meaning to
 - A) consider carefully
 - B) measure precisely
 - C) carry physically
 - D) reduce gradually
6. What contributed to Dreier's reduced food assistance?
 - A) A change in employment status.
 - B) A shift in local policy decisions.
 - C) Federal cuts to SNAP benefits.
 - D) An increase in household income.
7. What does the text suggest about the relationship between employment and hunger?
 - A) Only part-time workers face food shortages.
 - B) Employment usually prevents food insecurity.
 - C) Job stability guarantees consistent access to food.
 - D) Full-time work does not always cover basic needs.
8. Why does the author include statistics about food insecurity in the U.S.?
 - A) To provide a brief historical comparison.
 - B) To argue that hunger is declining in some areas.
 - C) To compare American policies with those of Europe.
 - D) To show how widespread and serious the problem is.
9. What is the function of the description of "*modern hunger*"?
 - A) It focuses on agricultural production trends in the U.S.
 - B) It highlights improvements in food distribution systems.
 - C) It contrasts current conditions with past images of poverty.
 - D) It explains how government aid programs are administered.
10. Which option best restates the idea that hunger and obesity are linked?
 - A) Cheap food choices can lead to both hunger and weight gain.
 - B) Obesity mainly results from eating costly and unhealthy foods.
 - C) Hunger disappears when people increase their daily calorie intake.
 - D) People who are overweight rarely experience food shortages today.



11. The phrase *this reality* refers to
- A) the rise of suburban poverty
 - B) the reliance on processed foods
 - C) the increase in food programs
 - D) the decline in agricultural subsidies
12. Why does the author discuss suburban areas like Spring, Texas?
- A) To describe population growth in large regions.
 - B) To show hunger now affects areas beyond cities.
 - C) To compare rural and urban economic conditions.
 - D) To explain how suburban design limits food access.
13. What is the main challenge faced by the Jefferson family?
- A) Lack of employment opportunities in their area.
 - B) Insufficient income despite full-time work.
 - C) Limited access to transportation services.
 - D) High costs of educational expenses.
14. Which option best expresses why food assistance is necessary for many families?
- A) It replaces the need for work in some households.
 - B) It helps cover costs that wages alone cannot meet.
 - C) It promotes healthier eating habits among families.
 - D) It encourages long-term dependence on aid programs.
15. What is the purpose of Jacqueline Christian's story?
- A) To highlight cultural eating differences.
 - B) To show how personal choices shape diet.
 - C) To compare different assistance programs.
 - D) To illustrate pressures behind food decisions.
16. Which option best simplifies the sentence about Kyera Reams?
- A) She feeds her family well by spending most of her time on food.
 - B) She maintains her family's diet without using outside support.
 - C) She avoids food assistance by relying only on store products.
 - D) She lowers food costs by removing fresh items from meals.
17. The pronoun "*It*" in paragraph 6 refers to
- A) the relatively low price of processed foods.
 - B) the problem of food insecurity in society.
 - C) the availability of fruits and vegetables.
 - D) the practice of encouraging better choices.
18. There are four locations in the passage marked (A), (B), (C), and (D). Where would the following sentence best fit?
- "This effort requires time and skills that many families simply do not have."*
- A) After the explanation of SNAP benefit cuts.
 - B) After the description of Kyera Reams' methods.
 - C) Before the introduction of Jacqueline Christian.
 - D) Before the discussion of suburban hunger.
19. How is the text mainly organized?
- A) It presents a problem, offers examples, then explains its causes.
 - B) It compares several countries and their different food systems.
 - C) It focuses mainly on research findings about nutrition science.
 - D) It follows a timeline of policy changes across many decades.
20. What is the main argument of the passage?
- A) Government programs have solved most hunger issues.
 - B) Food insecurity reflects broader economic problems.
 - C) Hunger results mainly from poor individual choices.
 - D) Agriculture determines what people choose to eat.

The New Face of Hunger

Answer Key

1. **C** — Christina espera que a fome faça Keagan aceitar a refeição gratuita da escola. (*Parágrafo 1*)
2. **D** — “Scraping together” significa reunir/conseguir algo com esforço, usando o pouco que resta. (*Parágrafo 1*)
3. **C** — Ela frequentemente deixa de comer ou come menos para garantir alimento para os filhos. (*Parágrafo 1: “the kids come first”*)
4. **C** — Os alimentos no freezer mostram que seus recursos são poucos, improvisados e quase no fim. (*Parágrafo 1*)
5. **A** — “Weigh” significa considerar cuidadosamente as opções, neste caso contas ou compras de comida. (*Parágrafo 1*)
6. **C** — Cortes federais no programa SNAP reduziram o benefício mensal da família. (*Parágrafo 1*)
7. **D** — Ter trabalho em tempo integral não garante dinheiro suficiente para necessidades básicas, como alimentação. (*Parágrafos 2 e 4*)
8. **D** — As estatísticas mostram que a insegurança alimentar é ampla e grave nos Estados Unidos. (*Parágrafo 2*)
9. **C** — A descrição mostra uma forma atual e menos visível de fome, diferente da imagem tradicional de pobreza extrema. (*Parágrafo 3*)
10. **A** — Alimentos baratos e pouco nutritivos podem causar, ao mesmo tempo, insegurança alimentar e ganho de peso. (*Parágrafo 3*)
11. **B** — “This reality” refere-se à situação em que famílias dependem de alimentos processados, baratos e pouco nutritivos. (*Parágrafo 3*)
12. **B** — Spring, Texas, é citada para mostrar que a fome também afeta subúrbios, e não apenas grandes centros urbanos. (*Parágrafo 3*)
13. **B** — O principal problema da família Jefferson é renda insuficiente, mesmo com todos os adultos trabalhando em tempo integral. (*Parágrafo 4*)
14. **B** — A assistência alimentar ajuda a cobrir despesas que os salários, sozinhos, não conseguem pagar. (*Parágrafo 4*)
15. **D** — A história de Jacqueline mostra as pressões, o cansaço e as opções limitadas por trás das decisões alimentares. (*Parágrafo 5*)
16. **A** — Kyera alimenta bem a família, mas isso exige muito tempo dedicado a plantar, colher, procurar e conservar alimentos. (*Parágrafo 5*)
17. **B** — “It” refere-se ao problema da insegurança alimentar, que não pode ser resolvido apenas com escolhas individuais melhores. (*Parágrafo 6*)
18. **B** — A frase entra depois da descrição dos métodos de Kyera Reams: seu esforço exige tempo e habilidades que muitas famílias não possuem. (*Parágrafo 5, posição D no texto; corresponde à opção B da questão.*)
19. **A** — O texto apresenta o problema da fome, traz exemplos de famílias afetadas e explica causas estruturais, como baixos salários e políticas agrícolas. (*Organização geral*)
20. **B** — A ideia principal é que a insegurança alimentar reflete problemas econômicos mais amplos, como baixos salários, desigualdade e custo elevado de alimentos saudáveis.



This test measures your ability to comprehend written materials.

EXAM CODE: PV-030726

TIME: 70 minutes

DIRECTIONS:

Read the passage carefully and, for each question, choose the one best answer (A, B, C or D) based on what is stated in the passage or on what can be inferred from the passage. Then mark the letter on your answer sheet that matches the letter of the answer that you have selected. (5 points each correct answer)

Why the Influencer Industry Needs Guardrails

And how to professionalize a maturing practice

By Emily Hund

1. Over the past two decades, the social media influencer industry has grown from a niche activity into a global force reshaping how information, culture, and commerce are produced and shared. Initially driven by sectors like fashion, beauty, and travel, it now includes nonprofits, governments, and political campaigns seeking to leverage the perceived authenticity of influencer communication.
2. By 2023, the industry was valued at about \$21 billion. Surveys suggest that 27 million Americans and roughly 300 million people worldwide identify as content creators, while most marketers using influencer strategies plan to maintain or increase spending. Research from organizations such as Nielsen and Reuters shows a major shift in public trust, many people now rely on influencers for news, often more than journalists, and increasingly believe brands can address social issues more effectively than governments. For younger generations, becoming an influencer is a top career goal. Despite this success, the industry remains structurally fragile. It operates as a powerful yet fragmented system with inconsistent standards and weak accountability. It embodies contradictions, enabling entrepreneurship but also exploitation, fostering connection alongside harassment, and spreading both insight and misinformation. As it matures, stakeholders, including brands, platforms, and creators, must establish clearer expectations, fair compensation, and protections comparable to other professional sectors.
3. The industry emerged from a convergence of technological and economic factors in the 2000s. Platforms like WordPress, Blogger, and early social media democratized publishing, while declining trust in traditional institutions made peer voices more appealing. The 2008 financial crisis accelerated this shift, as millions turned to online platforms to showcase skills and maintain visibility during unemployment. Early influencers resonated because they appeared relatable, navigating uncertainty much like their audiences. Marketers quickly recognized the commercial potential of these relationships. Influencers offered access to highly targeted audiences without the constraints of traditional journalism. Sponsored content, whether paid or incentivized through free products, became central. Agencies and platforms developed tools to streamline influencer selection, pricing, and campaign management, turning a grassroots phenomenon into a complex industry.
4. However, this expansion has occurred largely without sufficient oversight. Platforms control content visibility with limited transparency, brands may pay unpredictably, and creators can misrepresent expertise or partnerships. Political actors have also entered the space, sometimes blurring ethical boundaries. Because the industry trades on authenticity, it is especially vulnerable to misuse. Regulation exists but is uneven. In the United States, the Federal Trade Commission requires clear disclosure of paid partnerships, yet enforcement is inconsistent. High-profile cases involving undisclosed promotions show both the importance and limits of oversight, while countless smaller violations go unnoticed due to the industry's scale.
5. Brands and agencies therefore play a key role in maintaining integrity. Failing to ensure transparency can damage credibility and trust. Tools designed to optimize influencer marketing often prioritize efficiency over nuance, overlooking qualities like authenticity and credibility. Building effective teams requires not only experience but also a critical understanding of these complexities. The ambiguity surrounding the influencer role adds to the problem. Influencers may act as storytellers, marketers, or commentators, yet lack a clearly defined professional identity. This uncertainty leads to inconsistent standards in hiring, pricing, and expectations, and increases the risk of misleading or unethical campaigns.

6. **(A)** Some countries have begun addressing these gaps. France and the United Kingdom, for example, have introduced laws requiring transparency in sponsored content and formal contracts. **(B)** France has also implemented protections for child influencers, including limits on working hours and financial safeguards. **(C)** While these measures represent progress, the global nature of the industry makes regulation difficult. **(D)** Clear contracts, standardized payment structures, and shared best practices are essential. Industry collaboration, through formal organizations or ethical codes, could help establish consistency and accountability, much like in traditional media and entertainment sectors.
7. Creators currently bear much of the instability. Many face unpredictable income, high performance demands, and burnout, with a large share earning very little despite significant effort. At the same time, brands and platforms continue to encourage more people to enter an already saturated market. More sustainable models focus on long-term partnerships built on shared values rather than short-term virality. Campaigns centered on genuine storytelling and community engagement show the potential for mutually beneficial relationships between brands and creators. Ultimately, the industry's future depends on aligning incentives with quality, transparency, and trust.

Adapted from <https://hbr.org/2024/05/why-the-influencer-industry-needs-guardrails>

- What does paragraph 1 state about the influencer industry?
A) It has reduced its role in shaping public communication strategies.
B) It has been replaced by more traditional forms of media communication.
C) It has remained mostly limited to fashion and beauty industries worldwide.
D) It has expanded into areas beyond its original commercial sectors over time.
- The word “*shift*” is closest in meaning to
A) shape B) move C) rise D) change
- What can be inferred about younger generations based on paragraph 2?
A) They tend to prefer stable jobs with predictable long-term outcomes.
B) They often see influencing as an attractive and viable career option.
C) They generally avoid careers that involve constant public visibility.
D) They usually distrust information shared through digital platforms.
- Why does the author include several statistics and survey findings in paragraph 2?
A) To illustrate the large scale and growing influence of the industry.
B) To question whether the data collected by surveys is fully reliable.
C) To compare how different studies approach similar research topics.
D) To argue that surveys cannot accurately reflect public opinion trends.
- The word “*they*” refers to
A) digital platforms that allow users to share content online.
B) professionals working in marketing and advertising industries.
C) early influencers who built audiences through relatable content.
D) influencers who regularly consume information on social media.
- In paragraph 3, what is stated about sponsored content within the industry?
A) It was widely rejected by creators during the early stages.
B) It completely replaced earlier forms of traditional advertising.
C) It became a central and widely adopted feature of the industry.
D) It remained limited to informal and unpaid collaborations only.
- Why does the author mention the 2008 financial crisis?
A) To argue that economic crises have minimal social consequences.
B) To explain an important factor that accelerated industry growth.
C) To show that technology directly caused economic instability.
D) To suggest that influencers were responsible for job losses.
- The word “*blurring*” is closest in meaning to
A) hiding B) mixing C) sharpening D) breaking

9. What can be inferred about oversight in the influencer industry in paragraph 4?
- A) It is strong enough to prevent most misleading content online.
 - B) It ensures consistent control across all platforms and contexts.
 - C) It is uneven and often limited across different areas of activity.
 - D) It mainly focuses on regulating smaller and less visible creators.
10. The word “*this*” refers to
- A) the ambiguity surrounding the influencer role.
 - B) the decline of traditional media institutions worldwide.
 - C) the increasing number of formal rules in digital marketing.
 - D) the rise of government agencies monitoring online behavior.
11. Which option best restates the idea about influencer roles?
- A) Influencers tend to avoid tasks beyond basic content creation.
 - B) Influencers usually perform a single role with clear boundaries.
 - C) Influencers often take on varied roles that may create confusion.
 - D) Influencers generally work without any collaboration with brands.
12. Why does the author discuss marketing tools used in the industry?
- A) To show that these tools may overlook important human qualities.
 - B) To argue that such tools should replace human judgment entirely.
 - C) To demonstrate that they guarantee fairness in every situation.
 - D) To suggest that they are no longer widely used by marketers.
13. How is the passage mainly structured up to paragraph 5?
- A) It presents events strictly in chronological order without analysis.
 - B) It describes growth, explains causes, and then outlines problems.
 - C) It compares the influencer industry with other media sectors.
 - D) It lists a series of unrelated examples without a clear focus.
14. Why does the author mention France’s protections for child influencers?
- A) To suggest that such rules are difficult to enforce globally.
 - B) To argue that child labor laws are no longer effective today.
 - C) To show that most countries already follow similar policies.
 - D) To illustrate a specific way regulation can address unique risks.
15. There are four locations in paragraph 6 marked (A), (B), (C), and (D). Where would the following sentence best fit?
- “Long-term sustainability depends on professionalization.”*
16. Why are specific countries such as France and the UK mentioned?
- A) To highlight examples of efforts to regulate the industry.
 - B) To compare their economies with broader global markets.
 - C) To suggest that regulation is unnecessary in other regions.
 - D) To show that only certain countries actively use influencers.
17. Which option best restates the idea about creators’ income?
- A) Many creators earn very little despite considerable effort.
 - B) Creators are paid equally across all platforms and markets.
 - C) Most creators receive stable and predictable income levels.
 - D) Income levels rarely influence creators’ professional choices.
18. Why does the author mention burnout among creators?
- A) To highlight the hidden personal costs of working in the field.
 - B) To argue that creators should consider leaving the industry.
 - C) To prove that only inexperienced creators feel pressure.
 - D) To suggest that burnout is not a significant concern.
19. What is the main argument presented in the passage?
- A) The influencer industry has stopped growing in recent years.
 - B) The influencer industry is already stable and well regulated.
 - C) The influencer industry requires clearer rules and structure.
 - D) The influencer industry should return to earlier practices.



- 20.** How does the author approach the topic throughout the passage?
- A) With a balanced mix of praise and strong disapproval.
 - B) With strong emotional language and clear personal bias.
 - C) With humor and an informal conversational writing style.
 - D) With careful analysis and a measured critical perspective.

END OF EXAM



Why the Influencer Industry Needs Guardrails

ANSWER KEY

1. **D** — A indústria se expandiu para além de moda, beleza e turismo, incluindo governos, ONGs e campanhas políticas. *(Parágrafo 1)*
2. **D** — “Shift” significa mudança. *(Parágrafo 2: “a major shift in public trust”)*
3. **B** — As gerações mais jovens veem a carreira de influenciador como atraente e possível. *(Parágrafo 2)*
4. **A** — As estatísticas mostram a dimensão e a influência crescente da indústria. *(Parágrafo 2)*
5. **C** — “They” refere-se aos primeiros influenciadores, que pareciam pessoas comuns e identificáveis para o público. *(Parágrafo 3)*
6. **C** — O conteúdo patrocinado tornou-se uma parte central da indústria. *(Parágrafo 3)*
7. **B** — A crise de 2008 é mencionada como um fator que acelerou o crescimento da indústria, levando pessoas desempregadas às plataformas digitais. *(Parágrafo 3)*
8. **B** — “Blurring” significa misturar ou tornar menos clara a separação entre duas coisas. *(Parágrafo 4: limites éticos)*
9. **C** — A supervisão/regulamentação é desigual e limitada; há regras, mas sua aplicação é inconsistente. *(Parágrafo 4)*
10. **A** — “This” refere-se à ambiguidade sobre o papel profissional do influenciador. *(Parágrafo 5: “This uncertainty”)*
11. **C** — Influenciadores podem atuar como narradores, profissionais de marketing ou comentaristas, o que pode gerar confusão. *(Parágrafo 5)*
12. **A** — As ferramentas de marketing são mencionadas porque podem priorizar eficiência e ignorar autenticidade e credibilidade. *(Parágrafo 5)*
13. **B** — O texto apresenta o crescimento da indústria, explica suas causas e depois expõe problemas de regulação e ética. *(Parágrafos 1 a 5)*
14. **D** — A proteção a influenciadores infantis mostra uma maneira específica de a regulamentação lidar com riscos particulares. *(Parágrafo 6)*
15. **D** — A frase entra em **(D)**, depois de explicar que a natureza global dificulta a regulamentação. Em seguida, o texto detalha como a profissionalização pode ocorrer: contratos claros, pagamentos padronizados e boas práticas.
16. **A** — França e Reino Unido são exemplos de países que tentam regulamentar o setor. *(Parágrafo 6)*
17. **A** — Muitos criadores ganham muito pouco, apesar do esforço significativo exigido. *(Parágrafo 7)*
18. **A** — O burnout é citado para mostrar os custos pessoais e a pressão escondida no trabalho de criador de conteúdo. *(Parágrafo 7)*
19. **C** — A ideia central é que a indústria de influenciadores precisa de regras mais claras, padrões profissionais e maior responsabilização. *(Texto todo)*
20. **D** — O texto analisa o setor com cuidado e apresenta uma crítica equilibrada: reconhece seu potencial, mas aponta riscos e necessidade de melhorias.