Defense Language Proficiency Test 5 (DLPT5)
Multiple-Choice Format

Portuguese Familiarization Guide

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Introduction

This Familiarization Guide is designed to provide prospective examinees with information about the Defense Language Proficiency Test 5 (DLPT5) in multiple-choice format. This guide contains general information about the test design, the format of the test, its length, its content, the skills tested, and procedures used in scoring and reporting the scores. In addition, screen shots of what the examinees will see when taking the test on the computer as well as information on testing procedures are provided. Finally, there is a section of sample listening passages with questions, answer choices, and explanations for each choice.

Overview of the DLPT5 Multiple-Choice Test

Department of Defense Instruction DoDI 5160.71, 2019 identifies the Defense Language Proficiency Testing (DLPT) System—for reading, listening, and speaking modalities—as an essential component of the Defense Language Program, and critical to the Department's ability to measure and capture the language capabilities of the DoD Components and to determine readiness.

Except as otherwise provided in DoDI 5160.71, 2019[1] or as authorized by public law, the DLPT System is the only test battery authorized for assessing an individual's proficiency in a foreign language and for determining qualification for receiving a Foreign Language Proficiency Bonus (FLPB) for military personnel pursuant to DoD Instruction 1340.27 or Foreign Language Proficiency Pay (FLPP) for civilian personnel pursuant to DoD 1400.25-M in the Department of Defense.

The fifth generation of the Defense Language Proficiency Test (DLPT5) measures target language proficiency in two modalities, reading and listening, regardless of how the target language has been acquired. Target languages refer to the languages other than English for which the DLPT5 is developed. Like all previous generations of DLPT—since the inception of the first standardized Army Language Proficiency Tests in 1948—the DLPT5 was developed as a bilingual test requiring English language proficiency as prerequisite for foreign language proficiency testing.

The DLPT5 tests measure proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions, levels 0+ through 4 (https://www.govtilr.org/), where available. The results of the DLPT5 will be used to make operational readiness, incentive pay, and training decisions for civilian and military language analysts in the United States government.

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[1] Source: DoD Language Testing Program, Department of Defense Instruction 5160.71, January 26, 2009, Incorporating Change 2, Effective April 9, 2019, USD(P&R).

Description of the DLPT5 Lower-Range Test in Multiple-Choice Format

- **Test Design**

  o Typically, the Lower-Range Reading Comprehension Test contains approximately 60 questions with about 36 passages. A reading passage can have up to 4 questions, each with 4 answer choices.

  o Typically, the Lower-Range Listening Comprehension Test contains approximately 60 questions with about 37 passages. A listening passage can have up to 2 questions, each with 4 answer choices.

  o Examinees have 3 hours to complete the Reading Comprehension Test and 3 hours to complete the Listening Comprehension Test. Approximately halfway through each test, examinees will be given a 15-minute break. The break does not count toward the test time. For the Reading Comprehension Test, examinees may take as much or as little time as they wish to answer the questions. For the Listening Comprehension Test, although the playing of the passages is controlled by the computer, examinees may take as much or as little time as they wish to answer the questions. Managing time effectively is the examinee's responsibility.

- **Test Content**

  o The DLPT5 is designed to measure proficiency in the target language regardless of how that language has been acquired. For this reason, and because of the broad proficiency orientation of the test, its content is not tied to any particular language-training program.

  o The majority of passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc.

  o The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific and technological, and military and security topics.

  o The content of the test forms will be systematically updated.

- **Test Format**: The test includes instructions on how to take the test, examples of how to answer the questions, and question sets. Each question set contains the following parts:

  o **Orientation**: This is a short statement in English that appears before each passage. Its purpose is to identify the context from which the passage is taken.

- o **Passage**: This is the only element of the test that is in the target language being tested. The maximum length of a Reading Comprehension passage in the test is approximately 400 words. The maximum length of a Listening Comprehension passage in the test is approximately 2 minutes.

- o **Question statement**: Each individual question is based on the passage, is written in English, and is posed in the form of a complete question or an incomplete statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally, questions may ask about specific words or phrases that are used in the passage. The number of questions asked about each passage is related to the length and complexity of that passage.

- o **Answer choices**: Each question statement is followed by 4 answer choices, also written in English, only one of which is the correct answer. Each answer choice is displayed on the screen with a button next to it that examinees will click to select that choice. Examinees can change their selection by clicking on a different button.

The DLPT5 is Controlled Unclassified Information (CUI) and the unauthorized discussion, disclosure, or possession of any of the test content is forbidden.

For military personnel, failure to comply with this prohibition is a violation of Article 92, Uniform Code of Military Justice, and will result in administrative or disciplinary actions.

For civilian personnel, failure to comply with this prohibition may be prosecuted under Title 18, Section 641 of the United States Code.

Scoring

Examinee scores are reported in terms of ILR levels, including "plus" ratings. Lower-Range tests are intended to cover ILR levels 0+ through 3. Possible scores are 0, 0+, 1, 1+, 2, 2+, and 3. Separate scores are reported for reading and listening.

Scores reflect current functional language proficiency in reading and listening as defined in the ILR Skill Level Descriptions (https://www.govtilr.org/). Scores do **NOT** reflect proficiency in speaking or writing, nor do they reflect examinees' job-related performance or ability to perform specific language-related tasks under special circumstance (e.g., reading or listening to a target language passage indefinitely many times with the aid of supplemental reference materials and information sources).

Scores on the test are based on the number of questions answered correctly. Since there is no penalty for incorrect answers, it is to the examinee's advantage to attempt to answer every question, even if it involves guessing.

Preparation for Taking the DLPT5

The purpose of this publication is to familiarize prospective examinees with the DLPT5 multiple-choice format and general testing procedures. Other than carefully reading this guide so that the test instructions and format are familiar, there is very little to be gained from "studying" for the test. The best preparation for the DLPT5 is the acquisition of a solid base of general proficiency in the target language, both through formal training and through language exposure and use in a variety of real-life language-use settings. Study aids (i.e., dictionaries, reference books, etc.) are not permitted for this test.

Test Procedures and Instructions for Taking the DLPT5

The purpose of this section is to familiarize prospective examinees with how to take the DLPT5 multiple-choice Reading and Listening Comprehension Tests. Test procedures and instructions for both the Reading and Listening Comprehension Tests are provided.

Test Procedures Overview

This section is to help prospective examinees become familiar with the test procedures of the DLPT5 multiple-choice Reading and Listening Comprehension Tests. First, there will be a short description of what the examinees see before the actual test begins. Then screenshots of what examinees will see on the computer screen will be provided.

At the beginning of the test session, the examinee logs on to the system using a Common Access Card (CAC). The examinee must click on the [CAC Logon] button before moving to the next screen.
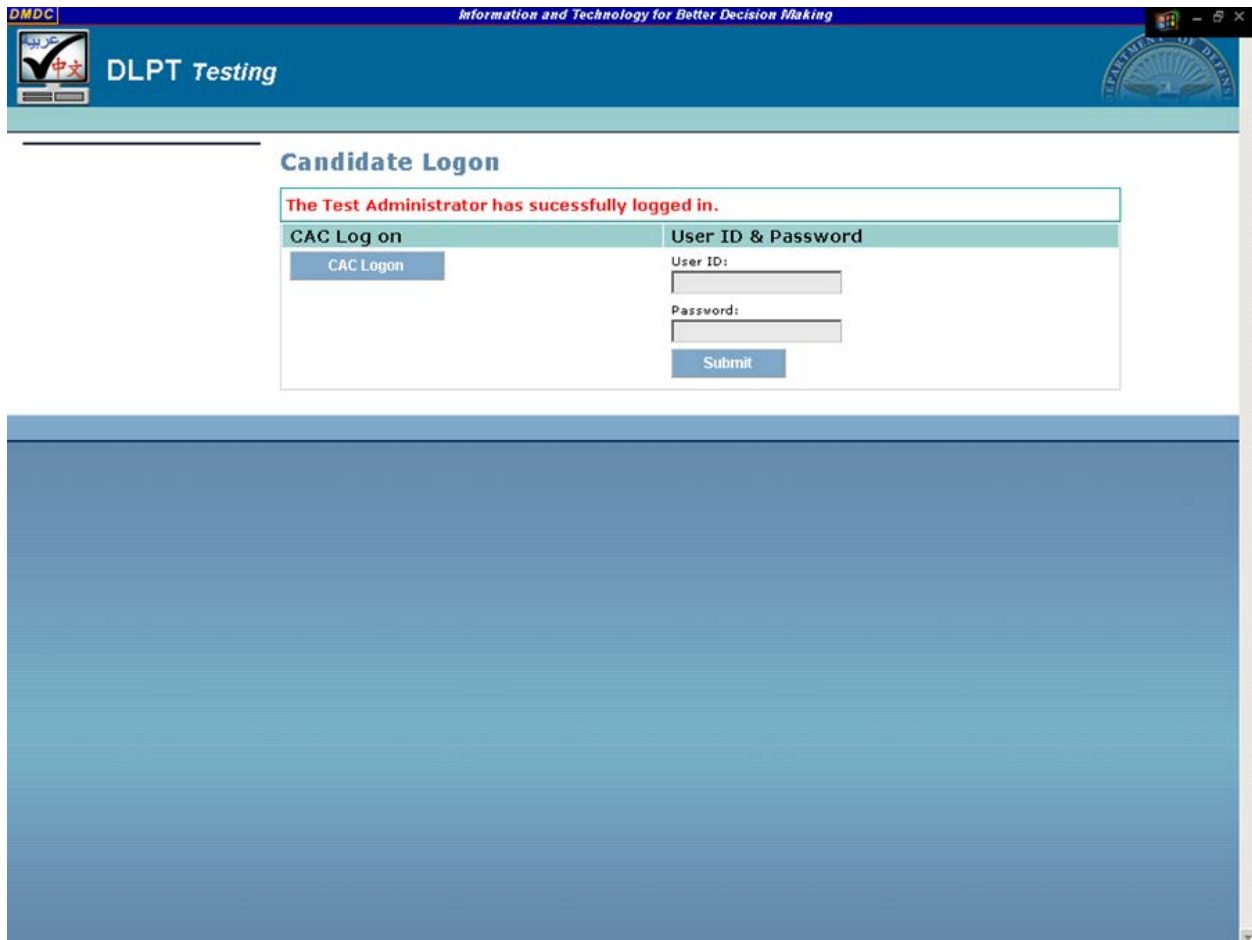
The next screen provides a list of tests for which the examinee is registered; the examinee selects the appropriate test from the list.
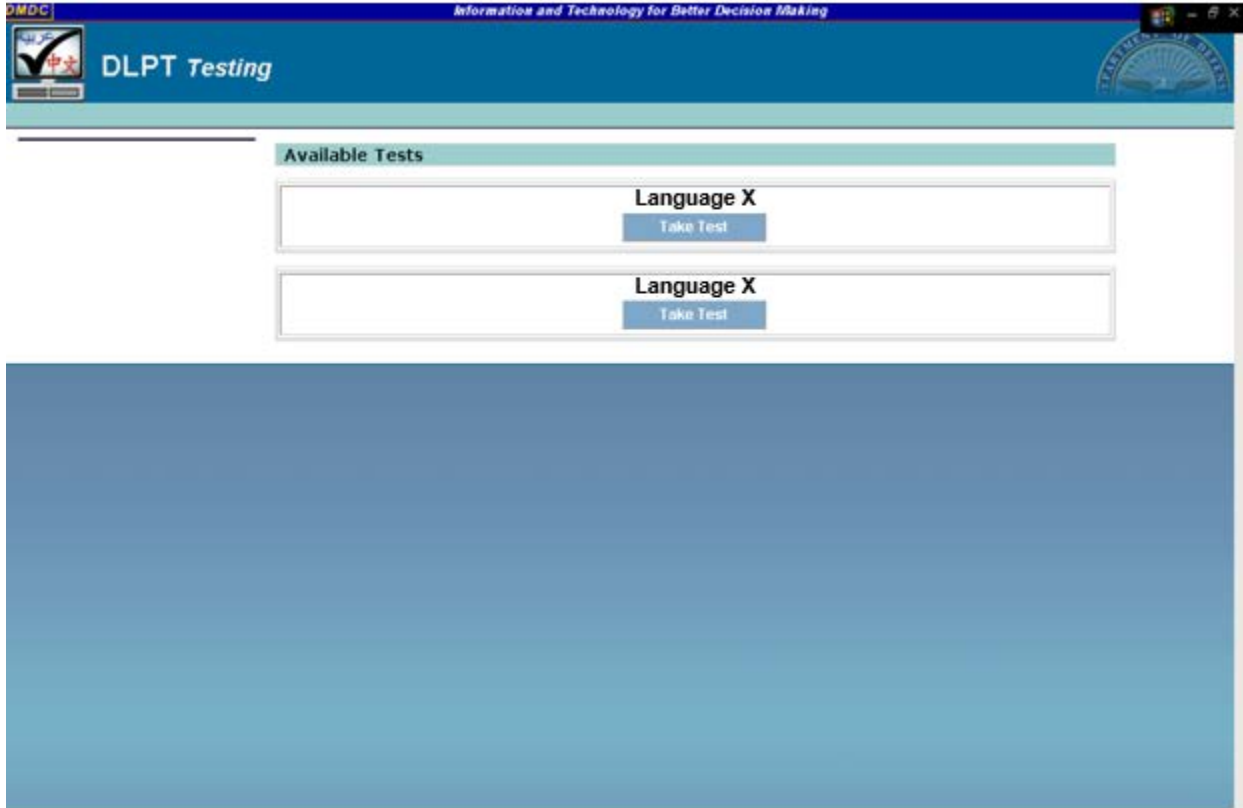
Once the test has been selected, a series of introductory screens appears. These screens contain the Privacy Act Statement, the Disclaimer for Defense Language Institute Tests, the Non-Disclosure Statement, and the Test Administration Statement (of the examinee's ability to take the test at that time). The examinee must click on the indicated checkboxes under the Disclaimer Statement and then the Test Administration Statement before moving to the next screen.

Below are introductory screens from the Reading Comprehension Test. The Listening Comprehension Test, not depicted, has similar introductory screens.

Privacy Act Statement and Disclaimer:

DLPT5 Lower Range Reading Comprehension Test for Language X

Privacy Act Statement:

Disclosure of requested information is solicited under the authority of Title 10, United States Codes 3013, Army Regulation 350-20 and Executive Order 9397 and is mandatory. Social Security Number is used as the personal identifier number of all personnel under control of the Department of Defense, and is used in connection with updating information in official records and training files. Use of Social Security Number provides for objective scoring of Defense Language Institute tests, as the examinee's Social Security Number is the only identifier so as to maintain confidentiality when reporting test scores to examinees. Failure to provide Social Security Number may result in misidentification and non-credit for tests, and/or inadequate counseling and guidance.

Disclaimer for Defense Language Institute Tests:

Materials for this test come from authentic sources within the target culture. These sources often include conversations or written material of a controversial nature which are essential for understanding world events. As a result, there may be topics, ideas, and language in the areas of politics, international relations, mores, etc., that may be considered contentious. The presence of controversial statements on a test should not be construed as representing the opinions of the test development team, the Defense Language Institute Foreign Language Center, or the Department of the Army.

☐ I, ▮▮▮▮▮▮▮▮ confirm having read and understood both the Privacy Act Statement and the Disclaimer.

Click on the checkbox above to confirm.

Help   **Introduction: Screen 2 of 5**

Non-Disclosure Statement and Test Administration Statement:

DLPT5 Lower Range Reading Comprehension Test for Language X

Non-Disclosure Statement:

I understand that this test is CONTROLLED UNCLASSIFIED INFORMATION and the unauthorized possession, disclosure, or discussion of any of the test content is forbidden. Such unauthorized discussion or disclosure refers to RELATING ANY ASPECT OF THIS TEST TO ANYONE, including an instructor, supervisor, fellow employee, or spouse.

Civilian Personnel:
Any failure to comply with this prohibition may be a violation of Title 18, Section 641 of the United States Code which could subject the violator to a fine, or imprisonment up to 10 years, or both.

Military Personnel:
Any failure to comply with this prohibition is a violation of Article 92, Uniform Code of Military Justice, and will result in appropriate administrative action to fix responsibility for such unauthorized behavior with criminal sanctions of up to two years hard labor and dishonorable discharge for those involved.

Test Administration Statement:

I understand that I am not required to take the Language X Reading Comprehension Test at this time if there are extenuating circumstances such as fatigue, illness, emotional distress, family or financial problems, etc., which may interfere with my performance on the test; and that the test will be administered at another time acceptable to me, the Test Control Officer (TCO) concerned, and my unit commander.

☑ I, ███████████, confirm having read and understood both the Non-Disclosure and the Test Administration Statements.

Click on the checkbox above to confirm.

Help   Introduction: Screen 3 of 5   Next

The next several screens contain examples of the screen layout for examinees to familiarize themselves with the features of the test, instructions for taking the test, and a sample test passage.

Reading Comprehension Test

Example of screen layout for the Reading Comprehension Test:

Explanations of the parts of the screen are provided. Familiarize yourself with the features of this screen now.

ORIENTATION STATEMENT
* explains the source of the passage in English.

FOREIGN LANGUAGE PASSAGE
* Paragraphs may be marked ¶1, ¶2, etc.
* If a question asks about a specific word or phrase, it is shown in red or highlighted in gray in the text.
(The text shown here represents a generic foreign language. It is not meant to be legible.)
* A red line indicates the end of a passage.
* To see an entire passage, you may need to scroll.
Click this button if you have any technical difficulties.

Multiple Choice Test For Reading comprehension Language X

Passage #1
From a magazine article

¶1 XXXXXY YY XYXYX XYYYXY YYYY
XXXY YYYY XXXX YYYY XXXXY YYYYX
XXXYYYYYYYYY XYYYYYXXXX XYYYYX
XXY XX XYXYXY XYYYY XYXYYYYXYX.

¶2 XYY XYYYYXY XYY YXYYX YXYX
YXYXYX YYYXYXYXYX YXYYYXYXYX
YXYXXX XYXY YXYXY XYXY XYYXYYX
XYYXYX YXYXY XYYX XYYYYYX
XYYYX XYYX XYYXXYXYXYXYYYX XY
XYXYXYXY XYYX YXYYX YXY XYYXY.

XXYXYYXX XYXYXY XYYYX XYXXY
XYXY XYXYXYXYYX XYXYXYX XYXYX
XYXYXYXY. XYXYXY XYYYXX XYXYX
XYXYXYX XYXYXYX YXYXYX XYXY
XYXX.

End of this passage
☐ Mark this passage for later consideration.

1. What does the author claim about his sources?
○ They are a major players in the governmental sector.
○ They are primary political figures.
○ They have been significantly cautious in the last few years.
○ They have been a favorite target of politicians.

2. What is the author's purpose in discussing this issue?
○ To highlight the corruption of the current system.
○ To expose traitors in the higher echelons of the military.
○ To contribute to public awareness.
○ To criticize those not paying attention.

3. By using the expression « XYXYXYXY XYYX YXYYX » the author attempts to
○ emphasize the deeds of a certain agency.
○ underline the importance of the corruption.
○ expose the evil-doers.
○ show the historical roots of the issue.

End of questions for this passage

TITLE BAR
* indicates the test title.

QUESTIONS
* To choose an answer, click the button next to that choice.
* To change an answer, click the button next to a different choice.
* A red line indicates the end of the questions.

Help   Passage 1 of 5   3 questions   Test ends in: 37:39   Back   Next

Go to:
STATUS BAR

Passage #   # of Questions   Time remaining   Previous Next
Total # of passages   for this passage   Passage Passage

Note: The example text represents a generic foreign language; it is not meant to be intelligible. Below the red line is a check box that may be selected if the examinee wants to return to these test questions later.

Instructions screen for the Reading Comprehension Test:

DLPT5 Lower Range Reading Comprehension Test for Language X

This test measures your reading comprehension. It contains a number of reading passages, and there are one or more questions based on each passage. In taking the test you should do the following:

- Read the short statement before each passage that tells you where the passage came from.

- Read each passage and question or questions carefully. Some questions may be in the form of an incomplete statement.

- Based on what you have read in the passage, choose the best answer to each question from among the four answer choices. The answer to each question may be stated overtly in the passage or only implied.

- Click on the button next to the answer you have chosen. You may change your answer by clicking on a different button.

- Click on the [Next] button at the bottom right of the screen to go to the next passage.

- There is no penalty for guessing; therefore, it is to your advantage to answer all of the questions.

A sample passage follows on the next screen.

If you need help during the test, click on the [Help] button.

Help   Introduction: Screen 5 of 5   Back   Next

Presented here is an example of a Reading sample passage with its associated question:

DLPT5 Lower Range Reading Comprehension Test for Language X

Sample Passage

A message found on a desk

山川さん、

昨日、森さんから電話がありました。明日、森さん
のバースデー・パーティーがあるので、森さんのう
ちに来てくださいとのことです。

End of Sample Passage
Mark this passage for later consideration. ☐

S1. What was the message about?

○ Mr. Mori wished Ms.Yamakawa a happy birthday.
○ Mr. Mori wanted Ms.Yamakawa to return his call today.
○ Tomorrow's meeting with Mr. Mori was cancelled.
○ Ms.Yamakawa was invited to a party tomorrow.

End of questions for this passage

Help   **Sample Passage   1 question**   Back   Next

After the sample passage, the examinee clicks on the [Next] button and moves to screens showing End-of-Test Review Information and Start of Test.

End-of-Test Review Information and Start of Test screen for the Reading Comprehension Test:

This screen contains instructions on how to go back to review answers at the end of the test and information on the length of the test. By clicking on the [Start Test] button, the examinee moves to the first passage of the test and starts the clock.

DLPT5 Lower Range Reading Comprehension Test for Language X

End-of-Test Review Information

- After the last passage, *if there is still time on the clock*, you will have the opportunity to review your answers before submitting the test.

- From the review page you will be able to jump to any given passage.

- You will be able to respond to any questions you have not answered, or you can change an answer.

- Detailed instructions for this review will be given at the end of the test.

Start of Test

- This reading test contains:

    41 passages with a total of 63 questions.

- You are allowed 3 hours (180 minutes) to complete the test.

- There will be a 15 minute break at 90 minutes. The break does not count against the total time allowed for the test.

- When you are ready, click the [Start Test] button below.

- The screen will move to Passage 1 and the clock will begin.

| Help | End of Instructions | Test ends in : 180:00 | | Back | Start Test |

Listening Comprehension Test

Example of screen layout for the Listening Comprehension Test:

Explanations of the parts of the screen are provided. Familiarize yourself with the features of this screen now.

Note: Below the red line is a check box that may be selected if the examinee wants to return to these test questions later. However, be aware that the audio of the passage will NOT be played again.

The next two screens contain instructions for the Listening Comprehension Test:

DLPT5 Lower Range Listening Comprehension Test for Language X

Test Sequence

- When a passage screen opens, you will see the passage number, orientation statement, and the question or questions with their answer choices.

- At the very bottom of the screen a [Play Audio] button will be visible.

- When you click the [Play Audio] button, the audio will begin. The phrase 'Audio Playing' will be displayed in the status bar at the bottom of the screen.

- You may answer questions at any time during the playing of the audio.

- You may not move to the next passage until the audio finishes playing. When the audio finishes, the [Next] button appears at the bottom of the screen. Click it when you are ready to move on to the next passage. You will not be able to go back to previous passages until the end of the test.

- The [Help] button reappears at the end of the audio playing for each passage. If you need help concerning a passage, make sure that you click the [Help] button before moving to the next passage.

The Clock

- The amount of time allotted for this test is 3 hours (180 minutes).

- There is a break in the middle of the test. It does not count against your time.

- It is your responsibility to keep track of where you are in the test, and how much time is remaining.

BEFORE YOU PROCEED, adjust your volume.

Test Volume

Click the [Test Volume] button to hear a short audio file.

Click the minus to lower the volume or the plus to raise the volume.

Help   Introduction: Screen 5 of 6

Back   Next

Instructions screen for the Listening Comprehension Test:

DLPT5 Lower Range Listening Comprehension Test for Language X

ATTENTION: You have already heard a voice reading the instructions below.

- When a passage screen opens, you will see a short statement in English that explains the context from which the passage was taken, and below that, the question or questions associated with the passage.

- When you are ready to hear the passage, click on the [Play Audio] button located at the bottom right corner of the screen.

- You will then hear the short statement in English followed by the passage. All passages will be played twice. There will be a short tone signal just before the passage is played the second time.

- You do not have to wait until the passage has finished playing to begin answering the questions. After hearing the passage you will be reminded to answer the question or questions. Read each question and its answer choices carefully. Some questions may be in the form of an incomplete statement.

- Based on what you have heard in the passage, choose the correct answer to each question from among the four answer choices. The answer to each question may be stated overtly in the passage or only be implied.

- Click on the button next to the answer you have chosen. You may change your answer by clicking on a different button.

- Click on the [Next] button at the bottom right of the screen to go to the next passage.

- There is no penalty for guessing, so it is to your advantage to answer all of the questions.

A sample passage follows on the next screen.
If you need help during the test, click on the [Help] button.

Help | Introduction: Screen 6 of 6 | Back | Next

Presented here is an example of a Listening Comprehension Test sample question (the sample passage audio would be played while the screen is displayed):

Note: Examinees may select their answers to the questions while the audio is playing.

DLPT5 Lower Range Listening Comprehension Test for Language X

Sample Passage

This passage is a public announcement.

S1. What is one thing said about the event?

○ It will offer a variety of goods at low prices.
○ It will have a tourism exhibit.
○ It is open to the general public.
○ It features a variety of food stands.

End of questions for Sample Passage
Mark this passage for later consideration. ☐

| Help | Sample Passage 1 question | Play Audio |

Note: After audio plays, the [Next] button will appear at the lower right of the screen.

When a passage screen opens, examinees can start the audio by clicking on the [Play Audio] button whenever they are ready to listen to the passage. When the audio finishes, the [Next] button will appear.

Examinees can move on to the next passage once the audio has finished playing by clicking on the [Next] button. At the end of the test, examinees will be able to move back to previous questions, but the audio will not play again.

After the sample passage, the examinee clicks on the [Next] button and moves to the End-of-Test Review Information and Start of Test screen.

End-of-Test Review Information and Start of Test screen for the Listening Comprehension Test:

DLPT5 Lower Range Listening Comprehension Test for Language X

End-of-Test Review Information

- At the end of the test, *if there is still time on the clock,* you will have the opportunity to review your answers before submitting the test.
- From the review page you will be able to jump to any given passage.
- You will be able to respond to any questions you have not answered, or change an answer.
- You will not hear the audio again during this review period.
- You will be given whatever time remains until the end of the test for this review.
- Detailed instructions for this review will be given at the end of the test.

Start of Test

- This listening test contains:

    42 passages with a total of 62 questions.

- The test runs approximately 3 hours (180 minutes).
- There will be a 15 minute break at 90 minutes. The break does not count against the total time allowed for the test.
- When you are ready, click the [Start Test] button below.
- The screen will move to Passage 1 and the test will begin.

| Help | End of Instructions | Test ends in : 180:00 | Back | Start Test |

By clicking on the [Start Test] button, the examinee moves to the first passage of the test and starts the clock.

End-of-Test Review Information

At the end of each test, a review screen appears for examinees to review their responses to the questions before submitting the test.

On the review page, examinees will be able to click and jump to any given passage. They will be able to respond to any questions they have not answered, or they can change an answer.

The audio for the Listening Comprehension Test will **NOT** be played again during this review period.

Example of the review screen:

Sample Passages

The purpose of this section is to familiarize prospective examinees on the levels and types of passages as well as their associated questions that appear in a given DLPT 5 test in multiple-choice format. Below are some sample passages from ILR levels 1–3 in reading and listening taken from Portuguese, and their associated questions and answer choices. Explanations of the correct answer for each question are also provided.

Reading Comprehension Sample Passages

Sample Passage: ILR Level 1

An email message to a friend

Cara Catarina,

Eu tenho boas notícias! Vou viajar até à tua cidade na próxima segunda-feira. O meu chefe está a mandar-me para aí por causa de trabalho. Vou estar libre à noite e gostava de poder te ver. Regresso a casa na terça-feira de manhã. O meu comboi*o* parte às 7 horas da manhã.

Vamos jantar fora na segunda-feira à noite?

Até breve,

Ana

---

1. **What activity does Anna suggest to her friend?**

    (A) Go out to dinner.
    (B) Take a trip.
    (C) Go shopping downtown.
    (D) Meet at train station.

The correct answer is **(A)**.

Justification:

(A) is the correct answer.
    Anna sends this email to a friend to inform her that she would soon be in her town and that she would like to meet her friend for dinner.

(B) is **not** the correct answer. Anna is not taking a trip with her friend; she is traveling to her friend's town instead.

(C) is **not** the correct answer. Anna does not ask to stay at her friend's house.

(D) is **not** the correct answer. Anna does not plan to meet with her friend at the train station.

Sample Passage: ILR Level 2

A news report from Brazil

Um helicóptero caiu dentro do rio Guaíba em Porto Alegre (RS), na manhã deste domingo. Segundo informações da Polícia Militar, os dois ocupantes ficaram feridos. A aeronave caiu em frente ao Clube Professor Gaúcho, na zona sul da capital.

De acordo com o comandante do policiamento de Porto Alegre, coronel Atamar Cabreira, o piloto relatou que o motor parou durante o vôo ocasionando a queda, que ocorreu a 10 metros da margem do rio. Estavam a bordo o piloto, identificado apenas como Leonardo, e um aluno que fazia vôo de instrução. O aluno, segundo o coronel, se queixava de dores nas pernas e foi atendido pelo Samu e levado para o Hospital de Pronto Socorro.

O professor não aparentava ferimentos externos mais graves, recebeu atendimento, e cerca de meia hora após a queda, já estava conversando com os policiais que atenderam a ocorrência, segundo informações do Centro Integrado de Operações da Segurança Pública (Ciosp).

No momento da queda o tempo em Porto Alegre estava nublado, mas não chovia.

---

2. What incident occurred in Porto Alegre?

    (A) A student pilot landed a helicopter on the bank of a river.
    (B) A helicopter crashed because of technical problems.
    (C) A police helicopter failed to take off from the rescue site.
    (D) A university student hijacked a military helicopter.

The correct answer is **(B)**.

Justification:

(A) is **not** the correct answer. The helicopter was not piloted by a student, and the helicopter did not land on the bank of a river.

(B) is the correct answer.
    This is a report about an incident in which a helicopter crashed due to the motor stalling during the flight.

(C) is **not** the correct answer. The helicopter that is mentioned did not belong to the police, and it did not fail to take off from the rescue site.

(D) is **not** the correct answer. A student did not hijack a military helicopter.

3. What was one outcome of the incident?

    (A) People were treated for injuries.
    (B) Several victims were rescued by a helicopter.
    (C) Policemen were hospitalized.
    (D) Several people were evacuated by the police.

The correct answer is **(A)**.

Justification:

(A) is the correct answer.
    According to the report, the student who was in the helicopter was complaining of pains in his legs and was treated by the paramedics. The professor also received treatment.

(B) is **not** the correct answer. The victims were not rescued by a helicopter.

(C) is **not** the correct answer. Policemen were not hospitalized.

(D) is **not** the correct answer. People were not evacuated by the police.

Sample Passage: ILR Level 2+

From an opinion piece in a daily newspaper column

> Soubemos, pela comunicação social, que foram encontrados os corpos em decomposição de mais quatro pessoas idosas nas suas residências. Desde o início do ano, foram descobertas doze pessoas, dias, semanas ou até meses depois de terem morrido, no recolhimento da sua solidão. Ninguém – familiares, amigos ou vizinhos – deu rapidamente pela falta deles. Na verdade, elas já tinham morrido há muito tempo. A sua morte social precedeu a morte biológica.
>
> No nosso mundo actual esquecemo-nos dos nossos velhos, familiares e amigos, condenando-os, por vezes, a uma morte pela solidão, e damos vida aos produtos da celebrada civilização do "ter", com o nosso consumismo desenfreado e irracional.
>
> Estas mortes tristes, silenciosas e envergonhadas são um duro libelo acusatório contra a nossa civilização. É certo que a esperança média de vida aumentou cerca de doze anos desde há quarenta anos atrás, o que, a par da queda drástica da natalidade, contribuiu para que a percentagem de pessoas idosas crescesse de 9,7 %, nessa época, para 16,4 % actualmente, de acordo com
> o último censo. Porém, é incoerente aumentar a esperança de vida se não soubermos proporcionar uma existência condigna às pessoas idosas.
>
> Inscrever o direito à felicidade na Constituição será inconsequente, mas a família, a comunidade e o Estado têm de assumir a missão de apoiar as pessoas mais vulneráveis e solitárias.

4. What social issue regarding elderly citizens does the author address?

(A) Elderly citizens lack the resources to pay for medical care.
(B) Elderly citizens are being sent to nursing homes.
(C) Elderly citizens are not receiving proper support from society.
(D) Elderly citizens do not appreciate the need for social media.

The correct answer is **(C)**.

Justification:

(A) is **not** the correct answer. There is no issue raised regarding elderly citizens' ability to pay for medical care.

(B) is **not** the correct answer. The bodies of elderly people were found in their residences and not in nursing homes.

(C) is the correct answer.
According to the author, the biological death of the elderly is preceded by social death. The community and the State must assume the mission of supporting elderly people.

(D) is **not** the correct answer. Although there are references made to social connections like friends and families, nothing is stated regarding the elderly's disapproval of social media.

5. According to the author, what does society value?

    (A) Society values individual choice more than general agreement.
    (B) Society values constitutional rights more than wise judgment.
    (C) Society values youth more than the wisdom of age.
    (D) Society values material goods more than social relationships.

The correct answer is **(D)**.

Justification:

(A) is **not** the correct answer. The issue of individual choice versus general agreement is not mentioned in the passage.

(B) is **not** the correct answer. Although the author mentions the Constitution in the last paragraph, the issue about society valuing constitutional rights over sound judgment is not mentioned.

(C) is **not** the correct answer. The issue of society valuing youth more than the wisdom of age is not mentioned in the passage. .

(D) is the correct answer.
The author states that society condemns elderly family and friends and prioritizes material possessions by following the irrational trend of consumerism.

Listening Comprehension Sample Passages

Note: Examinees will NOT see passage transcripts in an actual DLPT5 listening test.

Sample Passage: ILR Level 1 (Portuguese-Brazilian)

This passage is a public announcement.

Transcription:

> Os preparativos para o evento Conscientização para a Saúde já estão em andamento. Estamos recrutando 120 voluntários para atender ao público. Precisamos de médicos, dentistas e demais profissionais de saúde para fazer diversos tipos de exames. Também precisamos de voluntários para montar as barracas e vender comidas e bebidas. Inscreva-se no posto de saúde mais próximo.

1. **What is one thing that is planned for the health awareness event?**

    (A) Examinations will be given by health professionals.
    (B) Medical students will be given professional career advice.
    (C) Attendees will be asked to volunteer at the hospital.
    (D) Volunteer opportunities will be discussed by doctors.

The correct answer is **(A)**.

Justification:

(A) is the correct answer.
   According to the announcement, doctors, dentists and other health professionals are being recruited to provide the public with different types of examinations.

(B) is **not** the correct answer. The announcement does not mention that medical students will be given professional career advice.

(C) is **not** the correct answer. The announcement mentions the need for volunteer health professionals to conduct examinations. The announcement does not ask attendees to volunteer at the hospital.

(D) is **not** the correct answer. The announcement mentions only that volunteers are needed for the Health Awareness event, not that doctors will discuss volunteer opportunities.

Sample Passage: ILR Level 2 (Portuguese-European)

This passage is from a TV news report featuring a reporter and a government official.

Transcription:

> **Repórter:** Paulo Portas defendeu esta manhã que todo o sistema educativo deve ser avaliado, incluindo os professores. O líder do CDS-PP esteve na escola José Saramago, em Mafra, onde participou numa conferência sobre "A Europa, os Jovens e o Futuro da Educação". Portas reafirmou a importância da revisão curricular, defendeu a autonomia das escolas e os contratos de associação. Disse ainda que para haver qualidade do ensino, tudo tem que ser avaliado.
> **Paulo Portas:** Sou totalmente a favor da avaliação justa, objectiva, exigente, quer da escola, quer dos alunos, quer dos manuais, quer dos currículos, quer também dos professores. E há modelos de avaliação dos professores, que estão aliás em vigor, que foram consensualizados, que não geraram conflitos e que permitem uma avaliação objectiva, justa e exigente dos docentes.

2. What does the government official recommend in this news report?

- **(A) Political leaders should visit schools regularly to understand the educational system.**
- **(B) All aspects of the educational system should be examined to ensure effectiveness.**
- **(C) More government funds should be allocated to schools to expand their educational resources.**
- **(D) Teaching staff should participate in standardized training programs to improve educational quality.**

The correct answer is (**B**).

Justification:

(A) is **not** the correct answer. The government official visited a school for the conference, but he did not mention that the political leaders should make regular visits to understand the educational system.

(B) is the correct answer.
The government official participated in the conference, emphasizing that all the educational systems should be evaluated to have quality education.

(C) is **not** the correct answer. The report did not mention government funds.

(D) is **not** the correct answer. The news report did not mention teacher training, but mentioned the evaluation of teachers.

<u>Sample Passage: ILR Level 3 (Portuguese-Brazilian)</u>

This passage is a commentary broadcast on the Internet.

Transcription:

Amigos ouvintes, a humanidade está um nó difícil de desatar. Eu falo da economia? Não. Eu falo das guerras? Não. Eu falo de ecologia. Ah, trata-se do desmatamento da Amazônia? Não. Nem do futuro racionamento de água, também não. Eu leio nos jornais que uma das causas mais perigosas do efeito estufa, do aquecimento global, é a nossa dieta de carne vermelha. Isso! Está escrito:"temos que comer, no máximo, 400 gramas por semana de carne." Ou seja, quase nada. Por quê?

Bem, se essa dieta for adotada no mundo todo, diminuindo o consumo de carne, os especialistas calculam que haveria uma redução de mais de 10% na emissão de gases estufa, o que traria também uma economia de US$20 trilhões nos custos de luta contra as mudanças climáticas.

Em primeiro lugar, porque se diminuirmos a ingestão de carne bovina, ovina ou suína, a criação extensiva de animais diminuiria, porque o consumo também baixaria, assim haveria muito mais terra ocupada por vegetação antipoluente, que consome o CO2.
Além disso, e é aí que mora o nosso absurdo planeta, haveria também uma diminuição na emissão de gás metano, que os animais produzem em seus intestinos e que é espalhado na atmosfera.

Os cientistas calculam que tem que cair muito essa emissão de gases para evitar graves alterações climáticas como secas e elevação do nível dos mares. Pode?

É um beco sem saída. Se comermos muita carne, morrem as florestas e mais: os rebanhos aumentam. E, senhores, com a licença da palavra, os "puns" dos bois e vacas farão uma crescente sinfonia de gases, sufocando o planeta.

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3. **What does the speaker talk about regarding the consumption of red meat?**

   (A) **Meat production should be made sustainable by changing the diet of the livestock.**
   (B) **Excessive meat production is one of the greatest threats to the global environment.**
   (C) **Meat producers should pay for the environmental damage caused by their business.**
   (D) **Excessive meat consumption is one of the greatest hazards to a person's healthy diet.**

The correct answer is **(B)**.

Justification:

(A) is **not** the correct answer. The speaker does not talk about changing the diet of the livestock, but rather the diet of people, and he suggests other alternative measures to save our planet.

(B) is the correct answer.
The speaker claims that human consumption of more red meat than recommended is one of the most dangerous causes of the greenhouse effect and global warming on Earth.

(C) is **not** the correct answer. The speaker does not mention or imply that meat producers should pay for the environmental damage caused by their business.

(D) is **not** the correct answer. The speaker warns of the damage to the global environment, not to a person's healthy diet.

4. What point does the speaker make about plants?

   (A) Increasing the production of plant-based food will require significant financial investment.
   (B) Making livestock production sustainable requires allowing animals to graze on vegetation.
   (C) Producing plant-based foods is by far the most efficient way to utilize the farmlands.
   (D) Reducing livestock production will make space for vegetation that absorbs pollutants.

The correct answer is **(D)**.

Justification:

(A) is **not** the correct answer. The speaker talks about establishing more land to grow anti-pollutant vegetation. The speaker does not discuss plant-based food.

(B) is **not** the correct answer. The speaker does not mention that making livestock production sustainable requires allowing animals to graze on vegetation. The speaker asserts that people   should have more land to grow anti-pollutant vegetation, not to raise animals for meat consumption.

(C) is **not** the correct answer. The speaker claims that more land should be used for anti-pollutant vegetation, which consumes CO2 in the environment. He does not mention producing plant-based food.

(D) is the correct answer.

The speaker suggests that reducing meat consumption would reduce greenhouse gas emissions by decreasing the extensive breeding of animals, which would eventually enable much more land to be used for anti-pollutant vegetation, which consumes CO_2 in the environment.