

Defense Language Proficiency Test 5 System

Familiarization Guide for Multiple-Choice Format



Table of Contents

Introduction	3
Overview of the DLPT5	3
Description of the DLPT5 in Multiple-Choice Format	3
Scoring	7
Preparation for Taking the DLPT5	7
Instructions for taking the DLPT5	8
Test Procedures	8
Sample Passages.....	24
Reading Passages	24
Listening Passages	32
Appendix A: Interagency Language Roundtable Language Skill Level Description	38
Interagency Language Roundtable Language Skill Level Descriptions: Listening .	39
Interagency Language Roundtable Language Skill Level Descriptions: Reading ...	43

Introduction

This Familiarization Guide is designed to provide prospective examinees with information about the Defense Language Proficiency Test 5 System (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 on what the examinees will see when taking the test on the computer as well as information on testing procedures are provided. However, for information regarding a specific DLPT5 test, prospective examinees should refer to the Familiarization Guide for that test.

Overview of the DLPT5

The DLPT5 is designed to assess the general language proficiency in reading and listening of native speakers of English who have learned a foreign language as a second language. The DLPT5 tests measure proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions, levels 0+ - 4 (see Appendix A). All DLPT5s will be delivered on the computer.

DLPT5s in many languages include both a Lower-Range test and an Upper-Range test. The Lower-Range test measures ILR proficiency levels 0+ - 3, while the Upper-Range measures ILR proficiency levels 3 - 4. Examinees will normally take the lower-range DLPT5; those who receive a score of 3 on this test may be eligible to take the upper-range test, depending on the policy of their institution. 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.

Description of the DLPT5 in Multiple-Choice Format

Lower-Range Test

- **Test Design**
 - The Lower-Range Reading Test contains approximately 60 questions with about 36 authentic passages. Each passage has up to 4 questions with four answer choices per question.

- The Lower-Range Listening Test contains approximately 60 questions with about 40 authentic passages. Each passage has up to 2 questions with four answer choices per question. In the test, passages at the beginning will be played once. After a certain point in the test, examinees will hear the passages twice before having to answer the questions.
 - For research purposes, some questions are not scored. These questions do not count toward the final score the examinee receives. Examinees will not be told which questions are not scored.
 - Examinees have 3 hours to complete the Reading Test and 3 hours to complete the Listening 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 Listening 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 the time effectively is the examinee's responsibility, just as it is on the reading test.
- **Test Content**
 - The DLPT5 is designed to measure proficiency in the target language regardless of how it 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.
 - The 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.
 - The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.
 - **Test Format:** The test includes instructions on how to take the test, examples on how to answer the questions, and question sets containing the following parts:
 - **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.
 - **Passage:** This is the only element of the test that is in the target language being tested. The maximum length of a listening comprehension passage in the test is approximately 2 minutes. The maximum length of a reading

comprehension passage is approximately 400 words. Most of the passages are much shorter than the maximum length.

- **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 expressions that are used in the passage. The number of questions based on the passage is related to the length and complexity of the passage.
- **Answer choices:** Each question statement is followed by 4 answer choices, also written in English, only one of which is the best 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.

Upper-Range Test

- **Test Design**

- The Upper-Range Reading Test contains approximately 36 questions with about 14 authentic passages. Each passage has up to 5 questions with four answer choices per question.
- The Upper-Range Listening Test contains approximately 36 questions with about 14 authentic passages. Each passage has up to 3 questions and four answer choices per question. All passages will be played twice.
- For research purposes, some questions are not scored. These questions do not count toward the final score the examinee receives. Examinees will not be told which questions are not scored.
- Examinees have 3 hours to complete the Reading Test and 3 hours to complete the Listening 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 Listening 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 the time effectively is the examinee's responsibility, just as it is on the reading test.

- **Test Content**
 - The test is designed to measure proficiency in the target language regardless of how it 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.
 - The passages included in the test are sampled from authentic materials and real-life sources such as signs, publications, radio and television broadcasts, the Internet, etc.
 - The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.
- **Test Format:** The test includes instructions on how to take the test, examples on how to answer the questions, and question sets containing the following parts:
 - **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.
 - **Passage:** This is the only element of the test that is in the target language. The maximum length of a listening comprehension passage in the test is approximately 2 minutes and 40 seconds. The maximum length of a reading comprehension passage is approximately 500 words.
 - **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 expressions that are used in the passage. The number of questions based on the passage is related to the length and complexity of the passage.
 - **Answer choices:** Each question statement is followed by 4 answer choices, also written in English, only one of which is the best 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.

Because test security and confidentiality are extremely important, examinees should not discuss test content with anyone.

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. Upper-Range tests are intended to cover ILR levels 3 through 4. Possible scores are 3, 3+, and 4. Separate scores are reported for reading and listening.

Scores on either type of test reflect current functional language proficiency in reading and listening as defined in the ILR Skill Level Descriptions (see Appendix A). 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 language exposure and use in a variety of real-life language-use settings. Examinees should know that study aids (i.e., dictionaries, reference books, etc) are not permitted for this test. Note-taking is also not permitted during the test.

Instructions for taking the DLPT5

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

Test Procedures

This section is to help prospective examinees become familiar with the test procedures of the DLPT5 multiple-choice Reading and Listening tests. First, there will be a short description of what the examinees see before the actual test begins. Then screen shots 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) or a user ID and password that were provided when the examinee registered to take the test. The examinee must click on the [CAC Logon] or [Submit] button before moving to the next screen.

DMDC Information and Technology for Better Decision Making

DLPT Testing

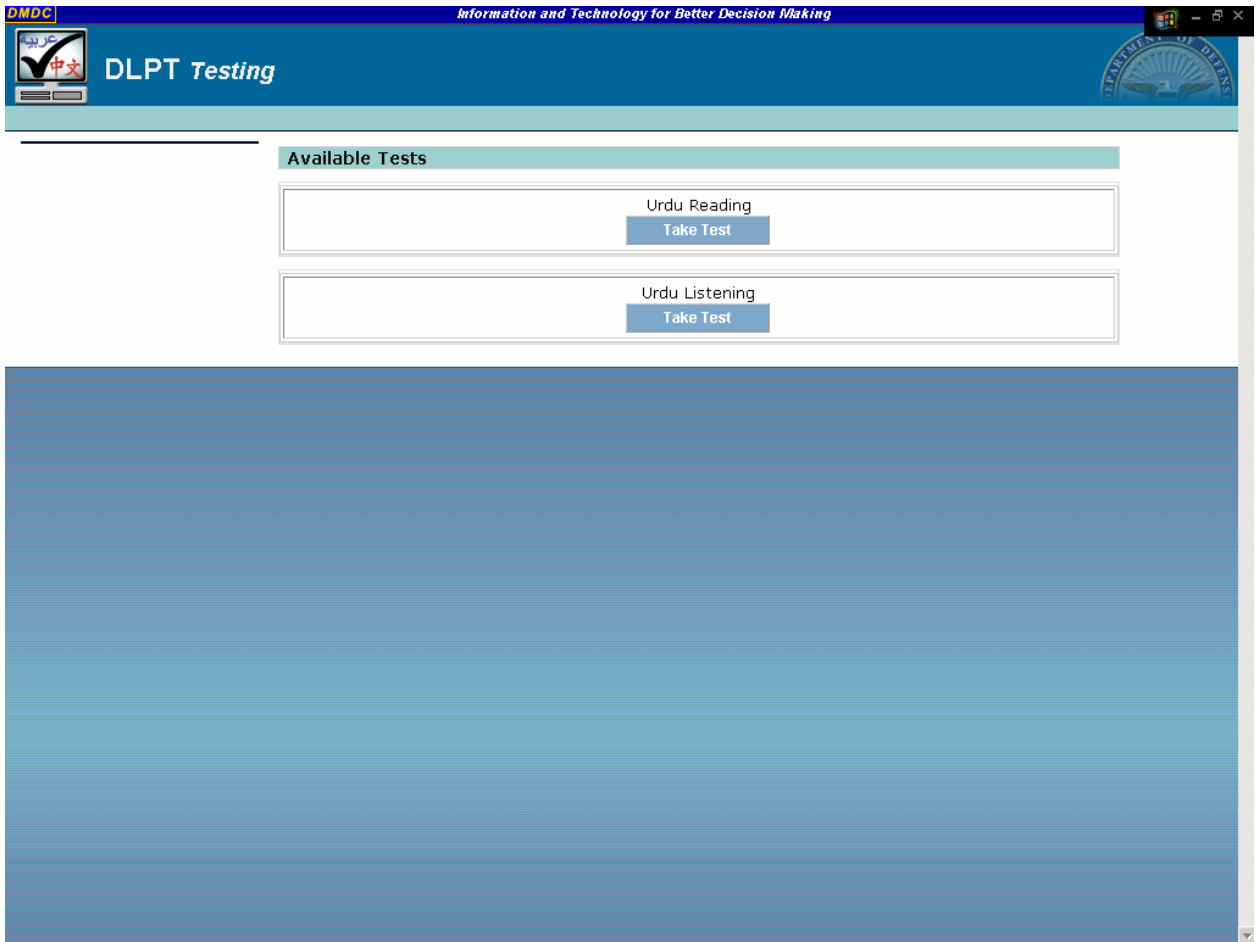
DEPARTMENT OF DEFENSE

Candidate Logon

The Test Administrator has successfully logged in.


CAC Log on	User ID & Password
<input type="button" value="CAC Logon"/>	User ID: <input type="text"/>
	Password: <input type="text"/>
	<input type="button" value="Submit"/>

The next screen provides a list of tests for which the examinee is eligible; 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 Test Administration Statement (of the examinee’s ability to take the test at that time), and the Non-Disclosure Statement. The examinee must click on the indicated checkboxes under the Disclaimer and the Non-Disclosure Statement before moving to the next screen.

DLPT 5 Listening Comprehension Test for Russian Form A

<p>DEPARTMENT OF DEFENSE</p> <p>Defense Language Proficiency Test 5 Multiple Choice Format</p>  <p>Russian Language Code RU</p> <p>Listening Comprehension</p> <p>Form A</p>	<p>Please DO NOT START until told to do so.</p> <p>If you have difficulty with the instructions or any functions of this test, please raise your hand and the Test Administrator will assist you.</p> <p>FOR OFFICIAL USE ONLY Controlled Item (Test Material)</p> <p>Not to be shown to unauthorized persons Not to be reproduced without authority granted by the Commandant Defense Language Institute Foreign Language Center</p> <p>To begin the test, click the Begin button below.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Help Introduction: Screen 1 of 7 Begin

Privacy Act Statement:

Disclosure of requested information is solicited under the authority of Title 10, United States Code 3012, Executive Order 9397 and Army Regulation 600-2 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 student's Social Security Number is the only identifier so as to maintain confidentiality when reporting test scores to students. 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 7

[<< Back](#)

Test Administration Statement:

I understand that I am not required to take the Dari Listening 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 Administrator, and my unit commander.

Non-Disclosure Statement:

I understand that this test is **FOR OFFICIAL USE ONLY** and the unauthorized discussion, disclosure or possession of any part of this test 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. Such unauthorized discussion or disclosure refers to **RELATING ANY ASPECT OF THIS TEST TO ANYONE**, including an instructor, fellow service member, spouse, or class member.

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

Click on the checkbox above to confirm.

The next few 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. The text and questions in these screens appear smaller than the text and questions on the actual test passages.

Reading comprehension test

Example of screen layout for the reading comprehension test: The example text represents a generic foreign language; it is not meant to be legible. Explanations of the parts of the screen are provided.

DLPT 5 Lower Range Reading Comprehension Test for Russian Form A

Example of Screen Layout

Familiarize yourself with the features of this screen now.

ORIENTATION STATEMENT
 *explains source of passage in English.

FOREIGN LANGUAGE PASSAGE
 * Paragraphs are marked 1, 2, etc
 * If a question asks about a specific word or phrase it is highlighted in red 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 the passage.
 * To see the entire passage you may need to scroll.

TITLE BAR
 • indicates the test title and section.

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.

STATUS BAR
 Passage 2 of 5
 3 questions
 Test ends in: 37:39

NAVIGATION BUTTONS
 Back Next
 Go to: Previous Passage Next Passage

Help Introduction: Screen 5 of 6 **Next >>**

Instructions screen for the reading comprehension test:

The screenshot shows a software interface with a dark blue border. At the top, the title bar reads "DLPT5 Lower Range Reading Comprehension Test for Russian". The main content area is white and contains the following text:

INSTRUCTIONS

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

At the bottom of the screen, there are three buttons: "Help" on the left, "Introduction: Screen 6 of 6" in the center, and "Back" and "Next" on the right.

The next screen contains one sample passage with its associated question or questions.

Example of a reading sample passage:

DLPT 5 Lower Range Reading Comprehension Test for Russian Form A

Sample Passage

An excerpt from a letter to the editor of a newspaper

Я, как и многие москвичи, испытываю большие трудности в последнее время. В столице нелегко устроиться по специальности, особенно инженеру. Это всё потому, что институты и университеты каждый год выпускают тысячи специалистов, и каждый из них хочет остаться в Москве. Конкуренция очень высокая, и иногда нужны месяцы, чтобы найти работу.

End of this passage
Mark this passage for later consideration.

S1. What is the writer concerned about?

- Finding good employees nowadays in Moscow.
- The cutthroat competition among university students.
- The declining quality of teaching at many universities.
- Securing employment in his field in Moscow.

End of questions for Sample Passage

HelpSample Passage 1 question<< BackNext >>

After the sample passage, the examinee clicks on the [Next] button and moves to the test start screen.

Test Start Screen for the Reading Test

DLPT5 Lower Range Reading Comprehension Test for Language X Form A

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 change any answer or respond to any questions you have not answered.
- Detailed instructions for this review will be given at the end of the test.

Start of Test

- This reading test section contains:
 - 43 passages and
 - 61 questions.
- You are allowed 3 hours to complete the test.
- There will be a break after 90 minutes. The break does not count against your time.
- 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 minutes [Back](#) [Start Test](#)

Listening comprehension test

Example of screen layout for the listening comprehension test:

The screenshot shows a software interface for a listening comprehension test. At the top, a title bar reads "DLPT 5 Lower Range Listening Comprehension Test for Language X Form A". Below this is a central area titled "Example of Screen Layout" with the instruction "Familiarize yourself with the features of this screen now." The main content area displays "Passage A5" with an orientation statement: "This passage is taken from a news broadcast." Two multiple-choice questions are listed. Question 1 asks about the author's claim about his sources, with four options. Question 2 asks about the author's purpose in discussing the issue, with four options. A red line indicates the end of the questions. Below the questions, there is a checkbox for "Mark this passage for later consideration." At the bottom, a status bar shows "Passage 5 of 40", "2 questions", and "Test ends in: 178:02". A "Play Audio" button is also present. The interface includes "Help" and "Next" buttons at the very bottom.

DLPT 5 Lower Range Listening Comprehension Test for Language X Form A

Example of Screen Layout

Familiarize yourself with the features of this screen now.

TITLE BAR

- indicates the test title and form

ORIENTATION STATEMENT

- explains source of passage in English.

QUESTIONS

- To choose an answer, click the button next to that choice.
- To change your answer, click the button next to a different choice.
- A red line indicates the end of the questions.
- To see all the questions, you may need to scroll.

STATUS BAR shows:

- Current passage number
- Total number of passages
- Number of questions for current passage
- Timer Status
- Play Audio Button

Passage # of 40 2 questions Test ends in: 178:02 Play Audio

Passage # # of Questions Time Remaining To hear the audio for a passage, click this button.
Total # of Passages for this passage

Help Introduction: Screen 5 of 7 Next

The next two screens contain instructions for the listening comprehension test. Note that examinees may select their answers to the questions while the audio is playing.

DLPT 5 Lower Range Listening Comprehension Test for Language X Form A

Test Sequence	The Clock
<ul style="list-style-type: none">• When a passage screen opens, you will see its passage number, orientation statement, and the question or questions with their answer choices.• At the bottom of the screen is a [Play Audio] button. When you click it, the audio will begin. The phrase 'Audio Playing' will be displayed in the status bar.• 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 appears at the end of the audio playing for each passage. If you need help concerning a passage, click the [Help] button before moving to the next passage.	<ul style="list-style-type: none">• The amount of time allotted for this test is 180 minutes (3 hours).• 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. <hr/> <p style="text-align: center;">BEFORE YOU PROCEED, adjust your volume.</p> <p style="text-align: center;">Test Volume</p> <p style="text-align: center;">Click the [Test Volume] button to hear a short audio file.</p>

Help Introduction: Screen 6 of 7 Back

ATTENTION: You should hear a voice reading the instructions below.

If the audio is not clear or loud enough, raise your hand now to alert the Test Administrator.

- 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. Passages at the beginning of the test will be played only once. After a certain point in the test, passages will be played twice. You will be told when you reach that point. There will be a short tone signal between the two playings.
- 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 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, 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.

Example of listening sample questions (the sample passage audio is played while the screen is displayed):

DLPT 5 Lower Range Listening Comprehension Test for Language X Form A

Sample Passage S1

This passage is a public announcement.

1. What is one thing said about the event?

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

End of questions for Sample Passage
Mark this passage for later consideration:

Sample Passage 1 question **Play Audio**

After the sample passage, the examinee clicks on the [Next] button and moves to the test start screen.

DLPT 5 Lower Range Listening Comprehension Test for Language X Form A

End-of-Test Review Information	Start of Test
<ul style="list-style-type: none">• At the end of the test, <i>if there is still time on the clock</i>, 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.• Detailed instructions for this review will be given at the end of the test. <hr/>	<ul style="list-style-type: none">• This listening test contains 40 passages and 61 questions.• The test is 180 minutes (3 hours) long.• There will be a 15 minute break after Passage 22. 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

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.

From the review page, examinees will be able to 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 Test will **not** be played again during this review period.

Example of the review screen:

DLPT 5 Lower Range Reading Comprehension Test for Russian Form A

End of Reading Test

- In the chart below, an asterisk (*) in the Answer column means that you have answered a question.
- If you see the word **BLANK**, it means that **no answer** has been registered for this question.
- If you see an **X** next to a passage number, it means that you marked that passage for further consideration as you were taking the test.
- To review/change any answer, click the row below which corresponds to the question number.

Passage	Q #	Answer	Passage	Q #	Answer	Passage	Q #	Answer	Passage	Q #	Answer
1	1	*	17	17	Blank	29	33	*	38	48	*
2	2	*	18	18	Blank	30	34	*	39	49	*
3	3	*	19	19	*	31	35	*	40	50	*
4	4	*	20	20	*		36	*	41	51	*
5	5	*	21	21	*	32	37	*	42	52	*
6	6	*	22	22	*	33	38	*	43	53	*
7	7	*	23	23	Blank	34	39	*	44	54	*
8	8	*	24	24	*	35	40	*	45	55	*
9	9	*	25	25	*	36	41	*	46	56	*
10	10	Blank	26	26	*	37	42	*	47	57	*
11	11	*	27	27	*	38	43	Blank	48	58	*
12	12	*	28	28	*	39	44	*	49	59	*
13	13	*	29	29	*	40	45	*	50	60	*
14	14	*	30	30	*	41	46	*	51	61	*
15	15	*	31	31	*	42	47	*			
16	16	*	32	32	*						

• When you are satisfied and are ready to submit your test, click the [Submit] button below.

Review Answers
Test ends in: 176:56
Submit

Sample Passages

The purpose of this section is to familiarize prospective examinees with the levels and types of passages as well as their associated questions that appear in a DLPT 5 test in multiple-choice format. Below are some sample passages from ILR levels 1 – 4 in reading and listening taken from various languages translated into English, and their associated questions and answer choices. Explanations of the best answer for each question are also provided. Examinees should know that study aids (i.e., dictionaries, reference books, etc.) are not permitted during the test.

Reading Passages

Level 1

A pamphlet found on a desk in a hotel room

Our hotel is happy to meet your sightseeing needs also.
Please let the reception desk know about what you want.
Our minibuses, drivers, and tourist guides are at your service for daily or weekly tours.
All the beauties of Istanbul are a telephone call away.

Question 1

1. Who would most likely be interested in this information?

- (A) Someone wanting to have city maps delivered to the room.
- (B) Someone wanting to buy day passes for public transport.
- (C) Someone wanting to visit attractions in the area.
- (D) Someone wanting to rent a car to drive for the day.

The best answer is (C).

The pamphlet informs guests of a hotel that the hotel arranges sightseeing tours of Istanbul as a service to its guests and instructs guest how to take advantage of this service. Thus, (C) is the best answer. The pamphlet does not offer city maps or delivery of those guides to the room. Therefore, (A) is not the best answer. Although the pamphlet mentions minibuses, drivers, and guides, no offers of passes for public transportation are made. Therefore, (B) is not the best answer. The pamphlet also does not refer to cars rented by individuals for private use. Therefore, (D) is not the best answer.

Level 2

From a newspaper

Approximately 4:30pm, on the 10th of [this month], inside of Iogi Tunnel on Loop 8 (Kanjyo-hachigo-sen) in Suginami-ku, Tokyo, a large truck and a dump truck had a head-on collision. The large truck went up in flames. Also, a motorcycle which was behind the dump truck rear-ended the dump truck. In this accident, both the driver of the large truck and the dump truck died. The man (20 years old) who was riding the motorcycle which rear-ended [the dump truck] was taken to a hospital and seems to be in critical condition. Both lanes in the tunnel were closed to traffic.

Questions [2 - 3]

2. What incident was reported?

- (A) A head-on collision inside a tunnel.
- (B) A roadside fire causing a pile-up.
- (C) A hit-and-run on a national highway.
- (D) An explosion of a delivery truck

The best answer is (A).

This passage is a report on a collision inside a tunnel in which a dump truck hit another truck head on, and a motorcycle hit the dump truck from behind; therefore, (A) is the best answer. (B) is not the best answer because there was no roadside fire, although the truck involved in the accident went up in flames. (C) is not the best answer because both drivers mentioned died in the accident and thus the accident could not be considered hit-and-run. (D) is not the best answer because there was no mention of an explosion.

3. According to the passage, what was one of the outcomes of the incident?

- (A) The motorcycle was destroyed by the fire.
- (B) The driver was being questioned by the police.
- (C) The vehicle was being examined.
- (D) Two people were killed at the scene.

The best answer is (D).

According to the report, both the driver of the large truck and the dump truck died, the motorcycle rider was in the hospital in critical condition, and the tunnel was closed to traffic; therefore, (D) is the best answer. (A) is not the best answer because there is no mention of the motorcycle being destroyed by fire. (B) is not the best answer because the report did not mention the police questioning any drivers. (C) is not the best answer because the report did not mention any vehicle being examined.

Level 3

From an editorial in a newspaper

“The one who is content with his lot is always happy.” Nonetheless, I personally haven’t come across anyone who is really content with his lot.

This is not strange to me. Human minds inherently possess the property of forgetting about what one already has. In addition, people are fond of comparison. No matter how much one has grabbed, once compared and forgotten, one naturally becomes anxious day in and day out and starts to flail in all directions again. Thus, even without enough time to worry, how can one talk about lasting contentment!

This is also related to another mental property of human beings. That is: frequent occurrence makes no surprise [when one gets used to a situation, the novelty wears off]. For instance, somebody was promoted to a certain head [managerial post] he used to long for in his dreams. At first, he is fully complacent, and as it is said, enough is enough. However, before long, he will undoubtedly come to great discontentment. Annoyance from the work itself is not the main reason. There is **no further promotion**--that is the chief factor. So, all the benefits associated with the current position, such as novelty, superiority, the feeling of success, and so on have been forgotten and gotten used to. Of course, discontentment grows again.

Discontentment with one’s lot is annoying to oneself. To society, on the other hand, it might be good fortune. If people really became continuously satisfied, our society for sure would still have been moving hesitantly on the oxcart [left behind in the past]. Actually, to oneself, the advantage of discontentment is greater than its disadvantage. As for something annoying, one might as well do some analysis of one’s current situation. Make less of a horizontal comparison. Make more of a vertical observation. Upon reflecting on your improvement from the past up till now, you will find what you have neglected. You will also become conscious that you are not the kind of person you thought, who has accomplished nothing. This is indeed a good remedy for diminishing your annoyance. After laughing at your own annoyance, you then go and look for everything you yearn for. If you fail, start over again. If so, how enjoyable it will be!

Questions [4 - 8]

4. According to the passage, what is one cause of the problem discussed here?

- (A) Complacency.
- (B) Dissatisfaction.
- (C) Ignorance.
- (D) Passiveness.

The best answer is (B).

In this passage the author talks about how no one is ever satisfied with what he/she has and how this leads to feelings of discontentment; hence, (B) is the best answer. (A) is not the best answer because a sense of complacency indicates that people are happy with what they have to the point of ignoring unpleasant realities. (C) is not the best answer because the people mentioned in the passage are very conscious of the world around them, not unaware. “D” is not the best answer because the people discussed in the passage are actively pursuing their dreams.

5. The phrase 躊躇滿志 in the third paragraph most nearly means

- (A) being exasperated.
- (B) being hesitant.
- (C) being confident.
- (D) being courageous.

The best answer is (C).

In the third paragraph, the author gives what he thinks is the reason for the problem of discontentment. The author also provides an example to support his view of this problem. The phrase “*chouchumanzhi*” means being happy and elated (*chouchu* means hesitant). Further contextual clues suggest that the person in the author’s example obtained what he had been wishing for. The person was happy, thought he had achieved his goal, and was secure in his position. Therefore, (C) is the best answer. The person in the example cannot be described as exasperated, hesitant, or courageous, so neither (A), (B), nor (D) is the best answer.

6. In the middle of the last paragraph, what suggestion does the author make to his readers?

- (A) Appreciate diversity.
- (B) Learn from others.
- (C) Practice humility.
- (D) Engage in self-reflection.

The best answer is (D).

In the middle of the last paragraph, the author recommends that his readers not make horizontal comparisons, meaning that they should not compare themselves with other people, but go deep inside themselves to examine themselves truthfully. By performing such examinations, people will definitely identify aspects in their lives that they have overlooked. Then, they will realize that they are not the failures they thought themselves to be. Therefore, (D) is the best answer. In this part of the passage, the author does not suggest that readers try to appreciate diversity, learn from others, or practice humility, so neither (A), (B), nor (C) is the best answer.

7. The author uses the element 果能如此 in the phrase 果能如此，不亦樂乎 at the end of the last paragraph in order to

- (A) convey the difficulty of implementing his theory.
- (B) cast doubt on the viability of his recommendation.
- (C) show delight in seeing people accept his ideas.
- (D) express the joy of achieving personal happiness.

The best answer is (A).

The element “guo neng ru ci” indicates that what is coming afterwards is an expectation rather than reality. The writer is expressing a wishful thought regarding his recommendations to his readers on minimizing unnecessary worries. However, the writer doubts that his readers will put his recommendations into practice on the basis of his observations on human nature described in paragraph 3. Therefore, (A) is the best answer. (B) is not the best answer because the writer is certain that his recommendations will help, as demonstrated by his use of the word “liangyao” (meaning “good medicine”). (C) is not the best answer because the writer does not know if people have put his recommendations into practice. (D) is not the best answer because the writer did not mention whether he has achieved personal happiness.

8. What is one conclusion that can be drawn from the author’s discussion of this topic?

- (A) Competitiveness increases one’s competence.
- (B) Progress can result from a lack of fulfillment.
- (C) Success can grow out of hardships.
- (D) Achievement lies in constant vigilance.

The best answer is (B).

The author concludes that while a feeling of discontentment may be annoying for the individual, society actually benefits from human beings’ desires to improve their lot; thus, (B) is the best answer. (A) is not the best answer because, while the idea of competing in order to get ahead is a theme of the passage, it is not viewed as a way to improve individual competence. (C) is not the best answer, because success is only mentioned in the context of the good feelings associated with it fading with time. (D) is also not the best answer because, while the passage refers to achievement at the societal level, the concept of vigilance is not mentioned.

Level 4

From a monthly magazine

“Where there is no path, one needs often to look back in order to go forward”

Over a hundred years ago Russia was entering the twentieth century much is the way it is now entering the twenty first [century]. How did she perceive herself back then? What lessons did she take from the century which had come before; what hopes did she have for the one just beginning? Let's consult the world's best time-machine – our imagination. Let's ask it to place us in Moscow in January of 1901, in the Zamorskvorechie District.

A slope leading to a worn path across the thick ice of the Moscow River is bathed in the bright, invigorating light of the winter sun. At the top of the slope one sees mothers, grandfathers and grandmothers conversing quietly as they push baby carriages along to give their infants a breath of fresh air. Near one of the baby carriages stands a tall, stern-faced old man in a fur hat. From time to time he grasps the carriage handle and gently rocks it - most probably not his grandson, but great-grandson – even though the toddler isn't crying. A truly unique moment in history! Two centuries are still connected by the carriage, although very soon they will come unhitched and the distance between them will start to increase.

There's the nineteenth century, embodied in the wrinkles and the gray hair of the old man and fixed in his cast-iron memory. The old man is still living in the past and he has no use for the new century; he has neither the strength nor the interest to get involved in it. His heart is filled with a reverent past which has ended only on the calendar, but not for him personally. His mind's eye sees images of himself, first as a boy sitting on his beloved uncle's lap with the latter telling him about Napoleon's recent invasion, next as a young officer stationed near Eupatory and raising a glass in memory of his friends killed in battle the day before, then looking across the river at the Cathedral of Christ the Redeemer with its glittering gold domes and recalling the day of the sanctification ceremony with him standing by the strong, youthful new tsar who had taken his murdered father's place on the throne. And all the while he still sees the faces – those beautiful, kind, cherished faces. But now, akin to a graveside raven (a Russian cultural symbol for the “bird of death”), he's the only one left as a witness – the only one to keep alive the brightness, riches, power and beauty of the unsurpassable, illustrious century of Grand Russia with its kalaches (Russian bagels), horses, victories, birch brooms, the whirl of voices, the whisper of lovers, and the marching bands.

He knows that the infant in the baby carriage will see the rise and fall of many people. After graduating from the gymnasium (the classical European high school) he will learn of the tsar's abdication and will pop the cork on bottles of champagne and will celebrate with his fellow students: “Freedom!”, they will exclaim. His imagination will paint a picture for him of a country wonderful and free. But this euphoria will be interrupted by a civil war which will transport him from Warsaw to Volochaevsk, after which... The best of all possibilities open to him are as follows: He will go to build Magnitka [a famous steel mill built after the revolution] and, after completing his correspondence study at the institute, he will become an engineer. Voroshilov will give him a medal for his contribution to Soviet metallurgy, and later he will go off to war again – this time against the fascists. After the war there will be the return to his native Moscow, Stalin's death, Khrushchev's “second attempt” at building communism, stagnation, the onset of perestroika, if God lets him live that long, and utter disillusionment with everything.

This is not what he was hoping for or anticipating when he toasted the February rebellion (a reference to the tsar's abdication)... Mistakes were made somewhere, but where?

Questions [9 - 11]

9. What implication does the epigraph at the beginning of the passage have in this passage?

- (A) The past is the best predictor of the future.
- (B) One cannot escape one's destiny.
- (C) The path to the future is unpredictable.
- (D) One should profit from one's mistakes.

The best answer is (A).

The passage is an author's attempt to derive some understanding of the course that the 21st century will take from events of the 20th century. To accomplish this, he brings the reader back to the beginning of the 20th century, to see, in turn, how it evolved from the century before it, using an old man and his great-grandson as the symbols of the two centuries. Because the epigraph means, "Where there is no path, one often needs to look back in order to move forward," the best answer is (A). (B) is not the best answer, because although the baby's destiny is discussed, it is not portrayed as inescapable; what the author portrays is the best that the baby can hope for, leaving room for other possible life paths. (C) is not the best answer because, even though the baby's destiny is not portrayed as inescapable, it is portrayed as bounded, and the point of the passage as a whole is that an understanding of the future's course can be learned from the past. (D) is not the best answer because, even though the passage as a whole implies that one should profit by one's mistakes, the meaning of the epigraph takes in learning from successes as well.

10. The author's attitude toward 19th century Russia seems to be one of

- (A) disaffection due to its pompousness.
- (B) admiration of its qualities.
- (C) regret over its unfulfilled potential.
- (D) acceptance of its shortcomings.

The best answer is (B).

The author discusses the 19th century in the third paragraph, where he discusses the old man's positive memories from his lifetime, many of which relate directly to qualities of Great Russia such as brightness, richness, power, and beauty; hence, (B) is the best answer. (A) is not the best answer because the paragraph clearly has a positive tone, indicating the old man's nostalgia and the author's tacit approval of the old man's attitude. (C) is not the best answer because the only unfulfilled potential symbolized is that of the baby, who is associated with the 20th century. (D)

is not the best answer because the portrayal of Russia in the third paragraph does not deal with Russia's shortcomings.

11. The phrase *вот наилучший вариант его судьбы* in the last paragraph most likely suggests that the young man will

- (A) suffer indignity.
- (B) survive hardship.
- (C) overcome his fears.
- (D) sacrifice his principles.

The best answer is (B).

In the last paragraph of the passage, the author introduces the baby's imagined destiny as the best future that the baby can hope for and goes on to paint a picture of great promise unfulfilled, with attendant hardships to endure and ultimate disappointment; hence, (B) is the best answer. (A) is not the best answer because no indignities directed at the young man are portrayed or implied. (C) is not the best answer because the young man's fears, as opposed to his hopes, are never addressed. (D) is not the best answer because although the young man is forced to sacrifice his hopes, it is never implied that his principles are also sacrificed.

Listening Passages

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

Level 1

This passage is from a conversation between two friends.

Woman 1 – And how’s your son? Did he find an apartment already?

Woman 2 – Yes. He found an apartment downtown.

Woman 1 – How great!

Woman 2 – He will share the apartment with two friends.

Woman 1 – Who are they?

Woman 2 – Oscar and Juan, two university friends.

Woman 1 – I think it’s excellent.

Question [1]

1. What is the mother telling her friend?

- (A) Her son visited friends in the city.
- (B) Her son decided to go to college.
- (C) Her son opened an office downtown.
- (D) Her son found a new apartment.

The best answer is (D).

In this conversation, the second woman says that her son found an apartment that he will share with two friends from the university. Therefore, (D) is the best answer. (A) is not correct because the son did not go to the city to visit friends. College is mentioned when the mother explains who her son’s roommates will be, not because he intends to go to college, making (B) incorrect. Downtown is mentioned because this is where the woman’s son found an apartment, not because he intends to open an office there, which eliminates (C) as a possible answer.

Level 2

This passage is a conversation between two friends.

Woman1: How was your weekend? Did you go anywhere?

Woman2: Yeah, I went to the Animal Park (petting zoo) with Kenji (boy's name). They had something interesting called a "fallen leaf pool." In order to let children play during the winter, instead of water, the pool is filled with fallen leaves.

Woman1: Really. So, what did Kenji say about it?

Woman2: [He] said it was fun. Kenji, he had such a blast. He was jumping in [to the pool] and going under the leaves. He said it was warm inside.

Woman1: I see, but I wonder what the purpose of it is.

Woman2: They say it is to "let city children have a taste of nature." You see, kids nowadays do nothing but watch TV and play [computer] games inside the house and they hardly play in nature.

Woman1: That's true. Lately, you don't see kids playing outside much. Fallen leaf pool...that's a good idea. How long will it be there?

Woman2: The middle of next month.

Woman1: Then, I'll take my kids there too.

Question [2]

2. According to the conversation, what is the purpose of the feature that was talked about?

- (A) To inform visitors of new exhibits at the zoo.
- (B) To showcase plants native to the Tokyo region.
- (C) To provide an opportunity for children to play outside.
- (D) To allow parents to get information about child-rearing.

The best answer is (C).

According to the conversation, people are concerned that city children hardly play outside these days. The zoo authorities have provided a place for children to play in the open air; therefore, (C) is the best answer. (A) is not the best answer because there is no mention of new exhibits at the zoo. (B) is not the best answer because the conversation does not mention plants native to the Tokyo region. (D) is not the best answer because the conversation does not mention how or where to obtain child-rearing information.

Level 3

This passage is from a lecture by a university professor.

In modern times, the phenomenon of scholars disparaging one another may be explained by the Austrian psychologist Lorenz's viewpoint presented in his book "On Aggression". Mr. Lorenz used experiments on rats done by his colleagues to explain what induced aggression and offensiveness. One of the experiments showed that although the space for raising rats was fixed, some rats occupied the space as their own territory and established their power class system [a hierarchy based on strength]. The moment any outside rats entered, the insiders attacked the invaders to protect their territory. Their territory is equivalent to their already obtained profits (referring to status or achievements), how could they let go of them easily? If we extend this discovery to intellectual circles, it means scholars disparaging one another, in essence, are validating themselves by denying others. To put it bluntly, in order to guard their already obtained profits (i.e., status or achievements), they become narrow-minded. Those groups already having profits or status attack others to keep it secure. Those who do not have profits or status launch an unbridled attack against those who do, which obviously is out of jealousy. They do not realize that, as an intellectual, one needs to validate oneself through self-improvement, creativity and development. According to my view, modern intellectuals should know this principle. They should understand that this kind of behavior is not beneficial to themselves or to others. Intellectuals should strive to be firmly rooted [focused on their own field or research] and honest. This is my opinion about the phenomenon of scholars disparaging one another.

Questions [3 - 4]

1. According to the passage, what is the cause of the phenomenon under discussion here?

- (A) The lack of intellectual rigor on the part of certain academics.
- (B) A sense of defensiveness about one's achievements.
- (C) A suspicion about some claims of accomplishment.
- (D) The pressure to publish a requisite number of articles.

The best answer is (B).

The cause of the phenomenon discussed in the passage is a desire to protect one's intellectual status as well as to assert one's achievements through refuting the achievements of others. According to the speaker, this attitude boils down to narrow-mindedness and a wish to hold on to the status and benefits one enjoys. Such people do not realize that an intellectual has to earn his/her name. Thus, (B) is the best answer. (A) is not the best answer because this phenomenon, according to the speaker, is caused by an overprotective attitude towards one's accomplishments rather than by academics' lack of intellectual rigor. (C) is not the best answer because the speaker did not mention suspicion about anyone's claims of accomplishment. (D) is not the best answer because the phenomenon discussed is not about the pressure of publication that scholars face but the means some academics resort to in keeping their status.

2. What advice does the speaker give?

- (A) Scholars should select bold research topics instead of safe bets.
- (B) Scholars should strive to understand personalities as well as academic issues.
- (C) Scholars should focus on their own development rather than belittling others.
- (D) Scholars should listen to different opinions instead of disputing them.

The best answer is (C).

The speaker suggests that intellectuals should focus on self-improvement and development instead of disparaging others. Therefore, (C) is the best answer. (A) is not the best answer because the speaker did not ask the intellectuals to select bold research topics. Instead she suggested that they should work with honesty and dedication. (B) is not the best answer because the speaker did not address the necessity of understanding other people. (D) is not the best answer because the problem discussed here does not stem from scholars' failure to listen to different opinions. It originates in a narrow mindset. Therefore, (D) is irrelevant.

Level 4

This passage is from an interview with a Chinese author.

Woman: In your own works, you finally found yourself [your own style] in your work *Wanzhu*. I wonder: how did you make the turn from this kind of low-grade love stories suddenly to ridicule false loftiness, mainstream ideology, as well as popular culture? Those of your works which are called “the ruffian-style literature” actually are very subversive. The lies and shamelessness in *Wanzhu* are fundamental living strategies and skills for many people. In your work, if there is nothing which is similar to religious concern to support your concepts [your overarching ideas], what do you rely on to get into this situation [of ridicule]?

Man: [I] rely on truth, the true situation in my own life, the living conditions you see and hear of the people around you. [However] When I started to write novels, my perception of literature was wrong. [I] thought literature was fiction – fiction is to lie. Of course those “soul engineers,” theorists and editors don’t say so. They call fiction artistic truth. They insist that art originated from life but it is beyond life. They emphasize the lifting influence of art, and giving people hope and direction

Woman: That is exactly what the fashionable literary perception was at that time. (When I was in college), my teacher offered his criticism whenever he talked about bourgeoisie writers. The most common criticism was that those writers only disclosed the darkness, but they did not provide a streak of light or hope for readers. (In my teacher’s eyes) Naturalism is not recommendable, Realism has limitations, Romanticism is empty. Only the combination of socialist revolutionary Realism and Romanticism is the correct method of composition.

Man: Those writers who got professional education have been systematically brainwashed. People like me who never got systematic training just cannot lie for long. Had I attended college, read some books there, learned from those sanctimonious hypocrites some methods or skills such as distillation, clinching the point, and so forth, it would be easier for me, or at the very least, it wouldn’t be that difficult. But I was lucky I didn’t do that. I knew I lived another kind of life. In this circle (of literature in China), it is not the case that if you want to talk truth then you can, it is not the case that if you know something then you can make a lie for the purpose of lying. What I have to face is that there is not even a sentence of truth in my written language bank. You don’t have to purposely lie because whatever you say is a lie. The truth you talk with the language in this language bank will sound like lying. At this moment, you have entered into a situation of lost language. If you want to talk, then you have to lie. And you can only talk this way. Of course this (lying) is not what I wanted to mean. What I want to say can’t use this kind of language. So I can only joke or ridicule. Because I want to remind my readers that what I am writing is not true, and don’t even think it is true, don’t think seriously.

Questions [5 - 6]

5. What challenge did the author face early in his career?

- (A) His lack of formal training restricted his mode of expression.
- (B) He had to endure criticism from those who did not understand his work.
- (C) His literary ideals had to be compromised for financial success.
- (D) He was unable to reconcile his writing to the contemporary genre.

The best answer is (D).

This passage is an author's discussion of his writing style, particularly an explanation of an apparent shift in style. The author claims that when he began to write novels, the literary practice at the time was to write works that were uplifting and that gave people hope and direction, and that he was unable to reconcile himself with this practice because he saw it as a form of lying, even though it was commonly viewed as merely "artistic truth." (D) is therefore the best answer because the man felt he could not write truthfully in the genre recognized by the mainstream writers of the time. (A) is not the best answer because, although the man lacked formal training, it did not impede him from expressing his views about society. (B) is not the best answer because the man did not say he endured criticism. (C) is not the best answer because financial success was not a concern in the interview.

6. According to the man, why does he write in the style for which he is presently known?

- (A) It is a strategy he uses to reveal reality to his readers.
- (B) It stems from a commitment to promote the goodness of life.
- (C) It is a conscious choice to differentiate himself from other writers.
- (D) It comes from a belief that writers should explore all options in writing.

The best answer is (A).

The author goes on to say that he could not use the type of the language recognized by his contemporaries to depict society truthfully. He had to use the style he is known for to suggest to his readers that they have to go beyond the words for the truth about society. Therefore, (A) is the best answer. (B) is not the best answer because the author did not say he was committed to promoting the goodness of life. (C) is not the best answer because, although his writing style is a conscious choice, the author did not intend to use it to distinguish himself from other writers. Rather, it is a strategy for telling his readers about society. (D) is not the best answer because the author did not mention that writers should explore all options in writing.

Appendix A: Interagency Language Roundtable Language Skill Level Description

Preface

The following descriptions of proficiency levels 0, 1, 2, 3, 4, and 5 characterize spoken-language use. Each higher level implies control of the previous levels' functions and accuracy. The designation 0+, 1+, 2+, etc. will be assigned when proficiency substantially exceeds one skill level and does not fully meet the criteria for the next level. The "plus-level" descriptions, therefore, are subsidiary to the "base-level" descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term "native speaker" refers to native speakers of a standard dialect.

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is [sic] considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

These descriptions may be further specified by individual agencies to characterize those aspects of language-use performance which are of insufficient generality to be included here.

Interagency Language Roundtable Language Skill Level Descriptions: Listening

Listening 0 (No Proficiency)

No practical understanding of the spoken language. Understanding is limited to occasional isolated words with essentially no ability to comprehend communication. (Has been coded L-0 in some nonautomated applications. [Data Code 00])

Listening 0+ (Memorized Proficiency)

Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length understood but requires frequent long pauses between understood phrases and repeated requests on the listener's part for repetition. Understands with reasonable accuracy only when this involves short memorized utterances or formulae. Utterances understood are relatively short in length. Misunderstandings arise due to ignoring or inaccurately hearing sounds or word endings (both inflectional and non-inflectional), distorting the original meaning. Can understand only with difficulty even such people as teachers who are used to speaking with non-native speakers. Can understand best those statements where context strongly supports the utterance's meaning. Gets some main ideas. (Has been coded L-0+ in some nonautomated applications.) [Data Code 06]

Listening 1 (Elementary Proficiency)

Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements in areas of immediate need or on very familiar topics, can understand simple questions and answers, simple statements and very simple face-to-face conversations in a standard dialect. These must often be delivered more clearly than normal at a rate slower than normal with frequent repetitions or paraphrase (that is, by a native used to dealing with foreigners). Once learned, these sentences can be varied for similar level vocabulary and grammar and still be understood. In the majority of utterances, misunderstandings arise due to overlooked or misunderstood syntax and other grammatical clues. Comprehension vocabulary inadequate to understand anything but the most elementary needs. Strong interference from the candidate's native language occurs. Little precision in the information understood owing to the tentative state of passive grammar and lack of vocabulary. Comprehension areas include basic needs such as: meals, lodging, transportation, time and simple directions (including both route instructions and orders from customs officials, policemen, etc.). Understands main ideas. (Has been coded L-1 in some nonautomated applications.) [Data Code 10]

Listening 1+ (Elementary Proficiency, Plus)

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding is uneven. Limited vocabulary range

necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections) but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some nonautomated applications.) [Data Code 16]

Listening 2 (Limited Working Proficiency)

Sufficient comprehension to understand conversations on routine social demands and limited job requirements. Able to understand face-to-face speech in a standard dialect, delivered at a normal rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics, common personal and family news, well-known current events and routine office matters through descriptions and narration about current, past and future events; can follow essential points of discussion or speech at an elementary level on topics in his/her special professional field. Only understands occasional words and phrases of statements made in unfavorable conditions, for example through loudspeakers outdoors. Understands factual content. Native language causes less interference in listening comprehension. Able to understand facts; i.e., the lines but not between or beyond the lines. (Has been coded L-2 in some nonautomated applications.) [Data Code 20]

Listening 2+ (Limited Working Proficiency, Plus)

Sufficient comprehension to understand most routine social demands and most conversations on work requirements as well as some discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but under tension or pressure may break down. Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. Normally understands general vocabulary with some hesitant understanding of everyday vocabulary still evident. Can sometimes detect emotional overtones. Some ability to understand implications. (Has been Coded L-2+ in some nonautomated applications.) [Data Code 26]

Listening 3 (General Professional Proficiency)

Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral

reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers if they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some nonautomated applications.) [Data Code 30]

Listening 3+ (General Professional Proficiency, Plus)

Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. However, may miss some subtleties and nuances. Increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many distinctions in language tailored for different audiences. Increased ability to understand native speakers talking quickly, using nonstandard dialect or slang; however, comprehension is not complete. Can discern some relationships among sophisticated listening materials in the context of broad experience. Can follow some unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary material in subject matter areas directed to the general listener. (Has been coded L-3+ in some nonautomated applications.) [Data Code 36]

Listening 4 (Advanced Professional Proficiency)

Able to understand all forms and styles of speech pertinent to professional needs. Able to understand fully all speech with extensive and precise vocabulary, subtleties and nuances in all standard dialects on any subject relevant to professional needs within the range of his/her experience, including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and discourse. Understands language specifically tailored (including persuasion, representation, counseling and negotiating) to different audiences. Able to understand the essentials of speech in some non-standard dialects. Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavorable conditions, for example through bad loudspeakers outdoors. Can discern relationships among sophisticated listening materials in the context of broad experience. Can follow unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary material in any subject matter directed to the general listener. (Has been coded L-4 in some nonautomated applications.) [Data Code 40]

Listening 4+ (Advanced Professional Proficiency, Plus)

Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme nonstandard dialects and slang, as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is

close to that of the well-educated native listener but still not equivalent. (Has been coded L-4+ in some nonautomated applications.) [Data Code 46]

Listening 5 (Functionally Native Proficiency)

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech. (Has been coded L-5 in some nonautomated applications.) [Data Code 50]

Interagency Language Roundtable Language Skill Level Descriptions: Reading

R-0: Reading 0 (No Proficiency)

No practical ability to read the language. Consistently misunderstands or cannot comprehend at all. [Data Code 00]

R-0+: Reading 0+ (Memorized Proficiency)

Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or a character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office and shop designations. The above often interpreted inaccurately. Unable to read connected prose. [Data Code 06]

R-1: Reading 1 (Elementary Proficiency)

Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include descriptions of persons, places or things: and explanations of geography and government such as those simplified for tourists. Some misunderstandings possible on simple texts. Can get some main ideas and locate prominent items of professional significance in more complex texts. Can identify general subject matter in some authentic texts. [Data Code 10]

R-1+: Reading 1+ (Elementary Proficiency, Plus)

Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field.

In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding. [Data Code 16]

R-2: Reading 2 (Limited Working Proficiency)

Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read with some misunderstandings straightforward, familiar, factual material, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level. The individual can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence which aids the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical material written for the general reader. Generally the prose that can be read by the individual is predominantly in straightforward/high-frequency sentence patterns. The individual does not have a broad active vocabulary (that is, which he/she recognizes immediately on sight), but is able to use contextual and real-world cues to understand the text. Characteristically, however, the individual is quite slow in performing such a process. Is typically able to answer factual questions about authentic texts of the types described above. [Data Code 20]

R-2+: Reading 2+ (Limited Working Proficiency, Plus)

Sufficient comprehension to understand most factual material in non-technical prose as well as some discussions on concrete topics related to special professional interests. Is markedly more proficient at reading materials on a familiar topic. Is able to separate the main ideas and details from lesser ones and uses that distinction to advance understanding. The individual is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. Has a broad active reading vocabulary. The individual is able to get the gist of main and subsidiary ideas in texts which could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning. [Data Code 26]

R-3: Reading 3 (General Professional Proficiency)

Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or international news items in major periodicals, routine correspondence, general reports, and technical material in his/her professional field; all of these may include hypothesis, argumentation and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas and "read between the lines," (that is,

understand the writers' implicit intents in text of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms. [Data Code 30]

R-3+: Reading 3+ (General Professional Proficiency, Plus)

Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or rarely experiences difficulty relating ideas or making inferences. Able to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties. Able to comprehend a considerable range of intentionally complex structures, low frequency idioms, and uncommon connotative intentions, however, accuracy is not complete. The individual is typically able to read with facility, understand, and appreciate contemporary expository, technical or literary texts which do not rely heavily on slang and unusual items. [Data Code 36]

R-4: Reading 4 (Advanced Professional Proficiency)

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers' use of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader. [Data Code 40]

R-4+: Reading 4+ (Advanced Professional Proficiency, Plus)

Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent. [Data Code 46]

R-5: Reading 5 (Functionally Native Proficiency)

Reading proficiency is functionally equivalent to that of the well-educated native reader. Can read extremely difficult and abstract prose; for example, general legal and technical as well as highly colloquial writings. Able to read literary texts, typically including contemporary avant-garde prose, poetry and theatrical writing. Can read classical/archaic forms of literature with the same degree of facility as the well-educated, but non-specialist native. Reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references. With varying degrees of difficulty, can read all kinds of handwritten documents. Accuracy of comprehension is equivalent to that of a well-educated native reader. [Data Code 50]