

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

Modern Standard Arabic 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 Computer Adaptive (DLPT5-CA) 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 the 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 reading and listening passages with questions, answer choices, and explanations for each choice.

Overview of the DLPT5-CA 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, 2019¹ 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-CA will be used to make operational readiness, incentive pay, and training decisions for civilian and military language analysts in the United States government. The DLPT5-CA provides the same level of precision and accuracy in measuring examinees’ proficiency levels as the conventional DLPT5s.

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-CA in Multiple-Choice Format

- **Test Design**

Computer adaptive testing selects passages and questions adapted to the examinee's ability.

- The DLPT5-CA Reading Comprehension Test begins with a passage of medium difficulty. Depending on the examinee's answers to the questions posed for that first passage, the system selects the level of difficulty of the next passage and questions. Throughout the test, the selection of passages is dependent on the examinee's responses. A reading passage can have up to five questions, each with four answer choices. The reading test contains a minimum of 35 questions.
- The DLPT5-CA Listening Comprehension Test begins with a passage of medium difficulty. Depending on the examinee's answers to the questions posed for that first passage, the system selects the level of difficulty of the next passage and questions. Throughout the test, the selection of passages is dependent on the examinee's responses. A listening passage can have up to three questions, each with four answer choices. The listening test contains a minimum of 35 questions.
- Examinees have 3 hours to complete the Reading Comprehension Test and 3 hours to complete the Listening Comprehension Test. However, many examinees complete the DLPT5-CA in less than the allotted time. Examinees will **NOT** be prompted to take a break. **If an examinee would like a break at the 90-minute mark, an examinee can use the HELP button to request a 15-minute break.** For the Reading Comprehension Test, examinees may take as much or as little time as they wish to answer each question. 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 each question. Managing time effectively is the examinee's responsibility.
- Unlike conventional DLPT5s, DLPT5-CA does **NOT** allow examinees to skip questions, go back and forth in the test, or review or change previous answers at the end. **Examinees must answer the questions on the page they are presented in order to move forward in the test. The "NEXT" button (at bottom right) does not show up until after all the questions on the page are answered.**

- **Test Content**

- The DLPT5-CA 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.

- 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.
- The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific and technological, and military and security topics.
- Test content 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:
 - **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 Reading Comprehension passage in this test is approximately 500 words. The maximum length of a Listening Comprehension passage in this test is approximately 2.5 minutes.
 - **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.
 - **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.

DLPT5-CA 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. Possible scores are 0, 0+, 1, 1+, 2, 2+, 3, 3+ and 4. 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 circumstances (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. The best strategy is to answer all questions to the best of your ability.

Preparation for Taking the DLPT5-CA

The purpose of this publication is to familiarize prospective examinees with the DLPT5-CA 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-CA 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-CA

The purpose of this section is to familiarize prospective examinees with how to take the DLPT5-CA 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-CA 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.

DMDC Information and Technology for Better Decision Making

DLPT Testing

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="password"/>
	<input type="button" value="Submit"/>


The next screen provides a list of tests for which the examinee is registered; the examinee selects the appropriate test from the list.

The screenshot displays a web application titled "DLPT Testing" with a header bar containing the DMDC logo and the text "Information and Technology for Better Decision Making". Below the header, a section titled "Available Tests" lists two identical test options. Each option consists of a text box labeled "Language X" and a "Take Test" button. The bottom half of the screen is a large blue gradient area.

Available Tests	
Language X	Take Test
Language X	Take Test

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.

DLPT5 Reading Comprehension Test for Language X	
<p>DEPARTMENT OF DEFENSE</p> <p>Defense Language Proficiency Test</p> <p>Multiple Choice Format</p>  <p>Language X</p> <p>Language Code X</p> <p>Lower Range Reading Comprehension</p>	<p>If you have difficulty with the instructions or any functions of this test, click the Help button in the lower left corner.</p> <p>CONTROLLED UNCLASSIFIED INFORMATION</p> <p>Controlled Item (Test Material)</p> <p><small>Not to be shown to unauthorized persons Not to be reproduced without authority granted by the Commandant Defense Language Institute Foreign Language Center</small></p> <p>To begin the test, click the Next button below.</p>
<p>Help</p> <p>Introduction: Screen 1 of 5</p>	<p>Next</p>

Privacy Act Statement and Disclaimer:

DLPT5 Reading Comprehension Test for Language X	
<p>Privacy Act Statement:</p> <p>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.</p>	<p>Disclaimer for Defense Language Institute Tests:</p> <p>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.</p> <p><input type="checkbox"/> I, [REDACTED] confirm having read and understood both the Privacy Act Statement and the Disclaimer.</p> <p>Click on the checkbox above to confirm.</p>
<p>Help Introduction: Screen 2 of 5</p>	

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, [REDACTED], 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.

DLPT5 Reading Comprehension Test for Language X

Passage 1
From an article

(1) XXXXXXXX YYYYYX XXXXXXXXXXYYY XXXY YXXY
YYYYY XXXXXXXXXXYYY XXXY YXXY YYY Y. XX
XXXXY YXXYXXX XXXY YXXY YYYYY XXXXXXXXXX
XYY XXXY YXXY YYYYY XXXXXXXXXXYYY XXXY YXXY.
XXXX YXXY XXXXXXXXXXYYY XXXY YXXY YYYYY XXX
XXXXXXXYYY XXXY YXXY YYYYY XXXXXXXXXXYYY
XXXX YXXY.

(2) XY YYYYY XXXXXXXXXXYYY XXXY YXXY YYYYY
XX XX XXXXXXXXXXYYY XXXY YXXY. YYYYY XX
XXXXXXXYYY XYY XXXY YXXY YYYYY XXXXXXX
YXXYXXXYYY XXXY YXXY YYYYY XXXXXXXXXXYYY
XXXX YXXY YYYYY XXXXXXXXXXYYY XXXY YXXY.

(3) XXXYXXXYYY YXX XXXXXX XXXXX YXX YXX XXXX
YXX YYYYY XXXXXXXXXXYYY XXXY YXX.
XXXXXXXYYYXXX XXXY YXXY YYYYY XXX
XXXXXXXYYY XXXY YXXY YYYYY XXXXXXXXXXYYY
XXXX YXXY YYYYY XXXXXXXXXXYYY XXXY YXXY
YYYYY XXXXX XXXXXXYYY X Y XXXX YYYYY XX
XXXXXXXYYY XYY XXXY YXXY YYYYY XXXXXXX.

End of this passage

1. What does the author claim about his sources?
☐ They are 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 "XXXX YXXY YYYYY" 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

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 grey 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.

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

STATUS BAR
Help Questions 1-3 of up to 33 Test ends in: 09:49 Next
Question # Total # of questions Time remaining Go to: Next Passage

Note: The text and questions in these screens appear smaller than the text and questions on the actual test passages. The example text represents a generic foreign language; it is not meant to be intelligible.

Instructions screen for the Reading Comprehension Test:

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

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.
- Once you have answered ALL questions the [Next] button will appear at the bottom right of the screen.
- Click on the [Next] button to go to the next passage.
- When 'time remaining' shows 90:00, you may take a 15-minute break by clicking the HELP button to get the TA's attention

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 is a dark blue bar containing three buttons: "Help" on the left, "Introduction: Screen 5 of 5" in the center, and "Back" and "Next" on the right.

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

The screenshot displays the DLPT5 Reading Comprehension Test interface for Language X. The interface is divided into two main sections: a sample passage on the left and a question on the right. The sample passage is titled "Sample Passage" and is from the advice section of a magazine. It contains a paragraph in Spanish about leaving the faucet open while brushing teeth. Below the passage is a red line and the text "End of Sample Passage". The question is titled "S1. What advice is given in this passage?" and has four multiple-choice options. Below the question is a red line and the text "End of questions for this passage". At the bottom of the interface, there are three buttons: "Help", "Sample Passage 1 question", and "Back". The "Next" button is also visible on the right side.

DLPT5 Reading Comprehension Test for Language X

Sample Passage

From the advice section of a magazine

Dejar el grifo abierto mientras te lavas los dientes puede consumir mucha agua. Si solamente mojas el cepillo, te cepillas y después lo enjuagas, empleas sólo un litro.

End of Sample Passage

S1. What advice is given in this passage?

- ☐ How to improve water quality.
- ☐ How to avoid dehydration.
- ☐ How to maintain good oral hygiene.
- ☐ How to save on water.

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 the Start of Test screen. Examinees should do their best to answer all questions on each screen because they will **NOT** be able to go back to previous passages.

Start of Test screen for the Reading Comprehension Test:

The screenshot shows the 'Start of Test' screen for the DLPT5 Reading Comprehension Test for Language X. The screen is divided into two main sections: a large empty box on the left and a text area on the right. The right section contains the title 'Start of Test' and a list of instructions. At the bottom, there is a navigation bar with buttons for 'Help', 'End of Instructions', 'Test ends in : 180:00', 'Back', and 'Start Test'.

DLPT5 Reading Comprehension Test for Language X

Start of Test

- This reading test contains:
between 35 - 38 questions.
- You are allowed 3 hours (180 minutes) to complete the test.
- To get the best score you must finish all the questions within the time limit. So, work accurately, but do not spend too much time on any one question.
- The test starts with a passage of medium difficulty. You might feel challenged initially because the test does not start with an easy passage. The selection of subsequent passages will depend on your responses to previous passages.
- After you select your answer and click the NEXT button, you CANNOT go back to change or review your answer.
- 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

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

Comments screen: At the end of the Reading Comprehension Test, examinees will have the option to leave comments about the test.

Your Name

Your results have been submitted.

We would appreciate your feedback on either the content of the test, environmental/technical issues during your test, or both areas. Please click Next to continue, or Log Off if you don't want to leave feedback. Thank you.

Next

Log Off

Please leave comments regarding test content issues and/or technical/environmental issues during the test.

Content Issues

I had issues with or would like to leave feedback about:

☐ Audio Quality (listening passage background noise, static, etc.)

☐ Foreign Language Passage

☐ English content or instructions

☐ Other

Please explain:

2000 characters left

Technical & Testing Environment Issues

I had the following technical issues or would like to leave feedback about: (Internet, headset, equipment problems, etc.) and/or issues with the testing environment (room temperature, distractions, breaks, etc.).

☐ Re-login due to test interruption

2000 characters left

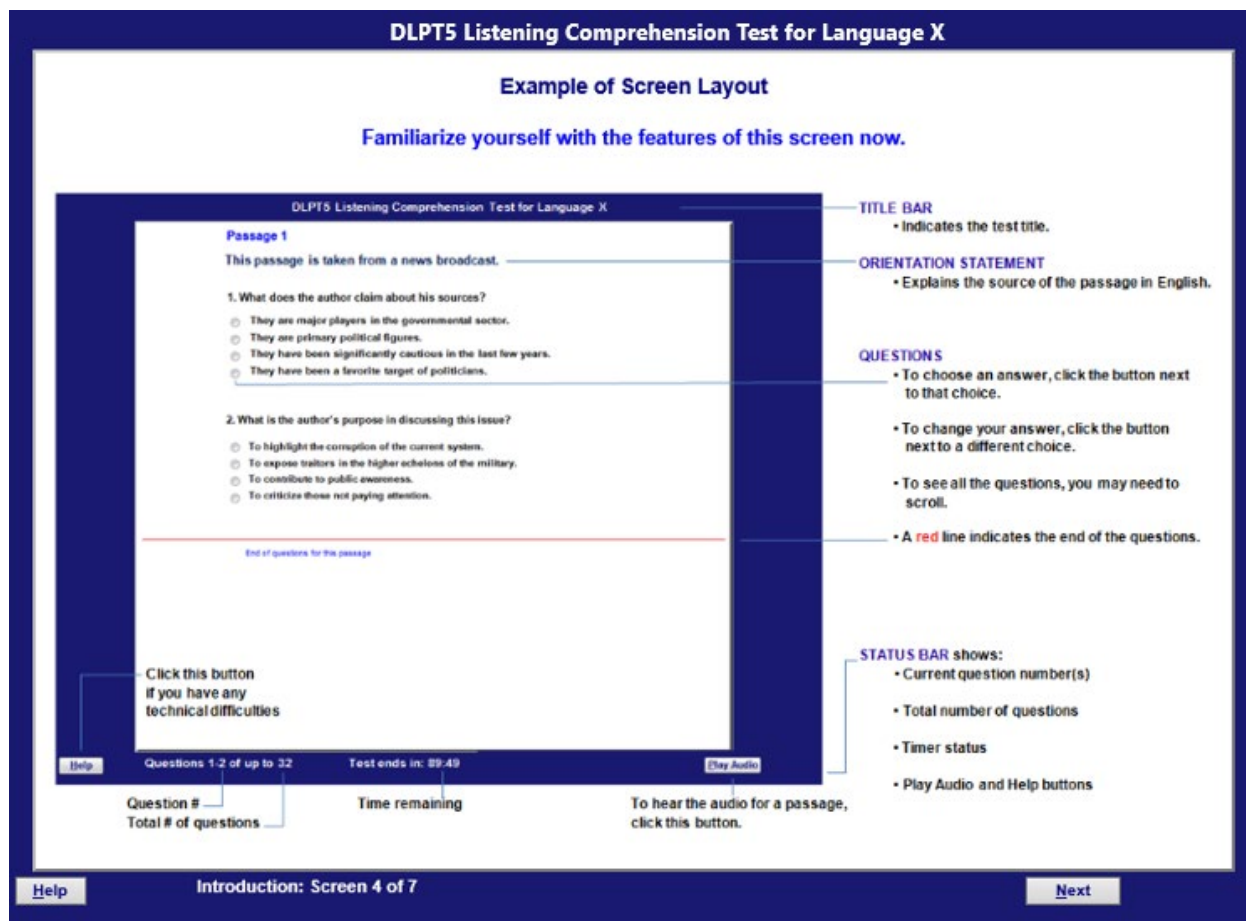
Submit

Log Off

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

Note-taking: A space for notetaking might be available for a few selected passages.

Example of Screen Layout

The screenshot shows the DLPT5 Listening Comprehension Test interface for Language X. The interface is divided into several sections:

- TITLE BAR:** Indicates the test title.
- ORIENTATION STATEMENT:** Explains the source of the passage in English.
- TEXT BLOCK:** Allows you to take notes while the audio is playing.
- QUESTIONS:**
 - To choose an answer, click the button next to that choice.
 - To change your answer, click the button next to a different choice.
 - To see all the questions, you may need to scroll.
 - A red line indicates the end of the questions.
- STATUS BAR:** Shows:
 - Current question number(s)
 - Total number of questions
 - Timer status
 - Play Audio and Help buttons

Below the main interface, there are additional labels for the status bar elements:

- Question #:** Total # of questions
- Time remaining:** Time remaining
- Play Audio:** To hear the audio for a passage, click this button.

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

DLPT5 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 AND you have answered all questions. When the audio finishes and you have answered all questions, the [Next] button will appear at the bottom right of the screen. Click the [Next] button when you are ready to move on to the next passage.
- 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).
- It is your responsibility to keep track of where you are in the test, and how much time is remaining.
- When 'time remaining' shows 90:00, you may take a 15-minute break by clicking the HELP button to get the TA's attention

BEFORE YOU PROCEED, adjust your volume.

Test Volume

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



Help

Introduction: Screen 6 of 7

Back

Instructions for the Listening Comprehension Test:

DLPT5 Listening Comprehension Test for Language X

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. Some passages will be played once and some will be played twice. When a passage is 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 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.

A sample passage follows on the next screen.

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

Help

Introduction: Screen 7 of 7

Audio Playing

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 Listening Comprehension Test for Language X

Sample Passage

This passage is from a conversation between two friends.

S1. What is the mother telling her friend?

- ☐ Her son decided to go to college.
- ☐ Her son visited friends in the city.
- ☐ Her son opened an office downtown.
- ☐ Her son found a new apartment.

End of questions for Sample Passage

Help Sample Passage 1 question Play Audio

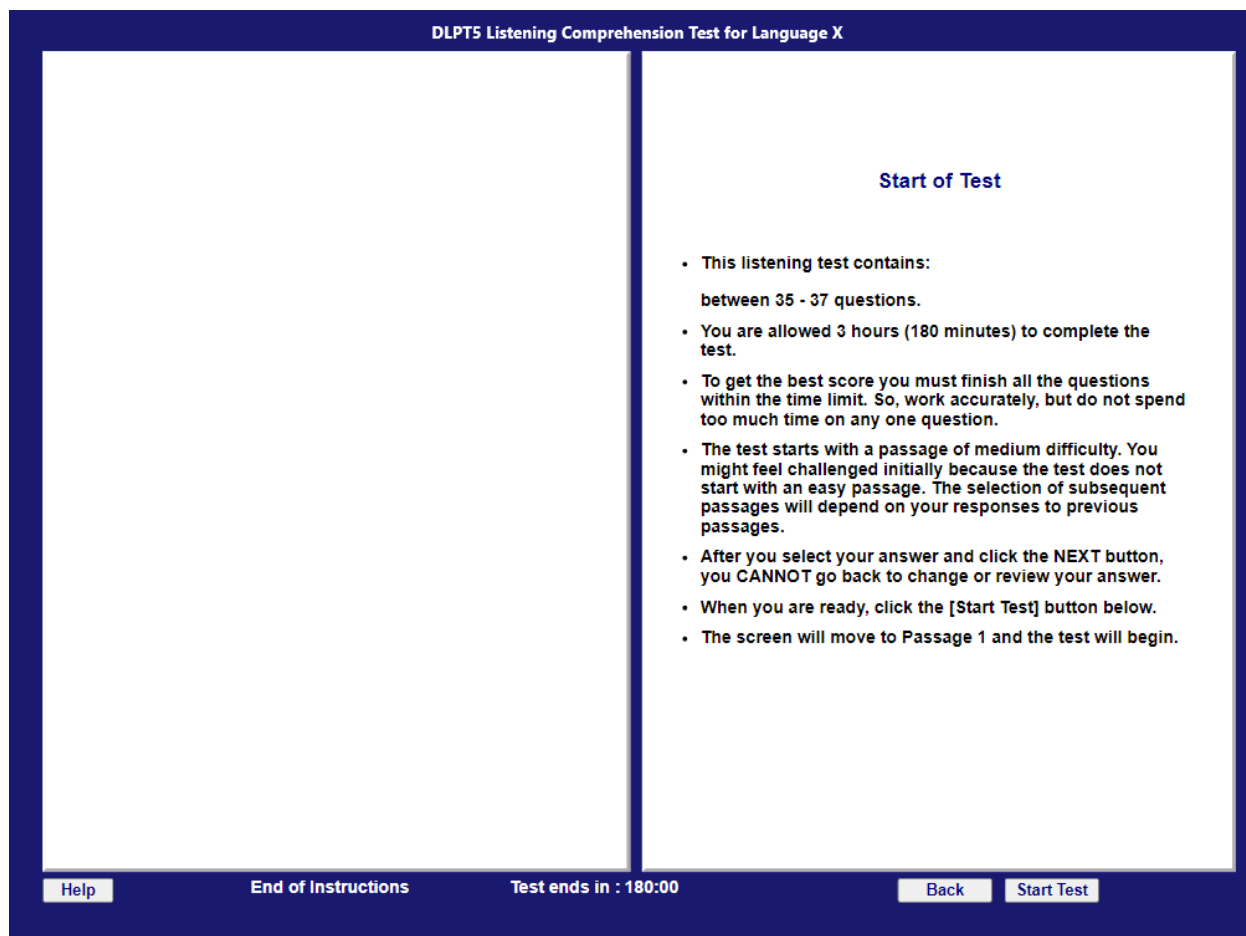
Note: After audio plays, the [Next] button will appear at the lower right of the screen.

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. Examinees should do their best to answer all questions on each screen because they will **NOT** be able to go back to previous passages.

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

Start of Test screen for the Listening Comprehension Test:



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

Comments screen: At the end of the Listening Comprehension Test, examinees will have the option to leave comments about the test.

Your Name

Your results have been submitted.

We would appreciate your feedback on either the content of the test, environmental/technical issues during your test, or both areas. Please click Next to continue, or Log Off if you don't want to leave feedback. Thank you.

Next

Log Off

Please leave comments regarding test content issues and/or technical/environmental issues during the test.

Content Issues

I had issues with or would like to leave feedback about:

☐ Audio Quality (listening passage background noise, static, etc.)

☐ Foreign Language Passage

☐ English content or instructions

☐ Other

Please explain:

2000 characters left

Technical & Testing Environment Issues

I had the following technical issues or would like to leave feedback about: (Internet, headset, equipment problems, etc.) and/or issues with the testing environment (room temperature, distractions, breaks, etc.).

☐ Re-login due to test interruption

2000 characters left

Submit

Log Off

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 DLPT5-CA test in multiple-choice format. Below are some sample passages from ILR levels 1–4 in reading and listening taken from Modern Standard Arabic, and their associated questions and answer choices. Explanations of the correct answer for each question are also provided.

Reading Comprehension Sample Passages

Sample Passage 1: ILR Level 1

From an ad in a magazine

فنادق ومنتجعات كراون بلازا في الشرق الأوسط
الآن
توفر لكم فرصة قضاء عطلة عائلية رائعة في نهاية كل أسبوع
فنادق كراون بلازا في الشرق الأوسط توفر لكم لنهاية الأسبوع عطلة جميلة تستمتعون فيها
بالراحة والرفاهية وبخدمات ممتازة، وذلك بأسعار تبدأ بستين دولاراً فقط لليلة الواحدة، مما يجعل
القيام بعطلات نهاية الأسبوع في فنادقنا أقل كلفة الآن من أي وقت مضى.

1. What special offer do Crowne Plaza Hotels provide?

- (A) Deals for long stays.
- (B) Meal-inclusive packages
- (C) Special weekend rates.
- (D) Discounts for families.

The correct answer is (C).

Justification:

(A) is **not** the correct answer. This option is incorrect because the passage does not mention anything about long stays. The focus is on weekend vacations.

(B) is **not** the correct answer. There is no mention of meal-inclusive packages in the passage. While it mentions "excellent services," this does not necessarily imply meal inclusivity.

(C) is the correct answer. The ad offers a weekend rate, accompanied with the adverb “only.” The rate is described as making the cost of a weekend at a Crowne Plaza hotel lower than it has ever been.

(D) is **not** the correct answer. Although the passage mentions a "family holiday," it does not explicitly state that the special offer is a discount specifically for families. The emphasis is on the weekend rates.

Sample Passage 2: ILR Level 2

From the local news section in an Arab newspaper

دمشق - ينتشر في الأسواق والأماكن العامة الشهيرة بدمشق، خاصة في المواقع التي يوجد بها السياح العرب ومنهم . على الأخص . الخليجيّون، باعة يحملون دلّة القهوة المرّة مع الفناجين ويوزعونها على المارة كيفيًّا. فمن يرغب يشرب ومن لا يريد يشكر البائع وينصرف. وهؤلاء الباعة لا يطلبون ثمنًا لفنجان القهوة المرّة، فإذا دفع الشارب أخذ البائع، وإذا لم يدفع مضى في حال سبيله.

وقال أحد البائعين، ويدعى أبو علي ويتواجد باستمرار أمام فندق الشام بمنطقة الفردوس بدمشق حيث يكثر السياح الخليجيّون: "جئت من حلب لأقدم القهوة المرّة لزوّار دمشق ولمن يرغب، حيث أتخصّص بصنع القهوة العربيّة التي تحتاج لطريقة خاصة في التحضير. وأنا، كما تلاحظ، ارتدي اللباس التقليدي الذي يعطي صورة عن منطقتي، حيث الشرّوال والبديسة والسلك، وهذا ضروري لمن يعمل في تقديم القهوة العربيّة. كما أنّنا لا نطلب ثمنًا للفنجان وإنّا نترك ذلك لتقدير الشخص الشارب، وهناك أشخاص يقولون لنا: أنتم تضيّفوننا، ولذلك لن ندفع. فنقول لهم: هنيئًا "

ويتابع أبو علي قائلاً: "وفي المقابل هناك أشخاص كثر، خاصة السياح الخليجيّين، يدفعون مبالغ جيدة ويعتبرونها ردًّا للجميل لأنّنا نضيّفهم القهوة العربيّة الأصيلة. ولذا فأنا وزملائي نعتبر عملنا في القهوة ليس مصلحة، بل كرمًا عربيًّا أصيلًا. ولذلك تتفاوت حصة ما نجمعه في اليوم الواحد من المال، فقد يكون المبلغ قليلاً وقد يكون جيّدًا في آخر النهار إذ يتراوح عادة ما بين 300 و1000 ليرة سوريّة. وأكثر زبائننا هم السياح العرب الخليجيّون والسكّان المحليّون وزوّار دمشق من المحافظات الأخرى. أمّا السياح الأجانب فيفضّلون شرب القهوة في المقاهي والكوفي شوب في الفنادق والمطاعم".

2. What describes the practice discussed in the passage?

- (A) An everyday habit.
- (B) A social gathering.
- (C) An informal ritual.
- (D) A traditional activity.

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

Justification:

(A) is **not** the correct answer. While the vendors may offer coffee every day, this option does not fully capture the significance and cultural context of the practice.

(B) is **not** the correct answer. The passage does not describe a social gathering, but rather individual vendors offering coffee to passersby.

(C) is **not** the correct answer. This option is close, but “informal ritual” might imply a more structured or repetitive practice, whereas the passage describes a more casual and spontaneous offering of coffee.

(D) is the correct answer. According to the text, the serving of coffee is presented as an Arab tradition, requiring special preparation. The purpose of the practice is to offer people the original Arab coffee. Furthermore, the vendor wears traditional clothing while serving the coffee.

3. What does Abu Ali say about the coffee he serves?

(A) It requires a specific type of coffee beans.

(B) it is prepared in a distinct way.

(C) It needs to be served in special cups.

(D) It is priced according to time of day.

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

Justification:

(A) is **not** the correct answer. According to Abu Ali’s statement in the second paragraph, there is no mention of a specific type of coffee beans required to make it.

(B) is the correct answer. In the second paragraph, Abu Ali says that making Arab coffee requires a “special way of preparation.”

(C) is **not** the correct answer. The passage mentions that Abu Ali uses “small cups,” but it does not imply that these cups are special or required for serving the coffee.

(D) is **not** the correct answer. The passage does not mention anything about pricing, let alone pricing according to time of day.

4. What does Abu Ali say about his patrons?

- (A) Visitors from the countryside pay the least.**
- (B) Local people show little interest.**
- (C) Visitors from the Gulf are the most appreciative.**
- (D) Western tourists are bewildered.**

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

Justification:

(A) is **not** the correct answer. The passage does not mention anything about visitors from the countryside or their payment habits.

(B) is **not** the correct answer. The passage actually mentions that “local people” are among Abu Ali’s customers, but it does not state or imply that they show little interest.

(C) is the correct answer. According to Abu Ali, many people pay generously for coffee. He points specifically to those from the Gulf, saying that they “pay good money” to show their gratitude and their appreciation to Abu Ali for his coffee.

(D) is **not** the correct answer. Abu Ali indicates that “foreign” tourists, meaning non-Arab tourists, are not among his patrons. These tourists prefer the coffee served in coffee shops and restaurants.

Sample Passage 3: ILR Level 3

From a commentary in an Egyptian newspaper

(١١1) حذرت لجنة حقوق الإنسان التابعة للأمم المتحدة من العواقب الوخيمة لاستغلال ما يسمى بالحرب ضد الإرهاب في الإساءة إلى الحقوق المدنية. وأعرب كثير من الاتحادات والمنظمات الدولية عن قلقها لما يرتكب من جرائم ضد الإنسانية بدعوى الرد على أحداث سبتمبر. وهناك أسباب قوية تدعو فعلا إلى القلق الشديد، مصدرها الولايات المتحدة الأمريكية نفسها.. بعد أن أعلنت واشنطن عن خطط لاستجواب أكثر من ثلاثة آلاف شخص من المقيمين في أمريكا معظمهم من العرب والمسلمين، وبدأت بالفعل حملة مطاردة واسعة النطاق، وداهمت أجهزة أمنية أمريكية مكاتب ومنازل ومقار ١٤ منظمة وجمعية وشخصية إسلامية.. وجرى تفتيش واحتجاز عشرات الأشخاص استنادا إلى أسس عرقية ودينية فيما يشبه حملة مطاردة وحرق السحرة المعروفة في التاريخ الأمريكي والتي كان من المفروض أن يكون المجتمع الأمريكي قد تجاوزها إلى غير رجعة.

(١١2) وقد شكت المنظمات الإسلامية التي خضعت طوال الأشهر الستة الماضية لأكبر قدر من التضييق والتحقيق والمداهمة، من أن الأجهزة الأمريكية لا تملك أية أدلة أو قرائن. وبلغ من تضارب وتخطب هذه الأجهزة أنها شملت شخصيات إسلامية وقفت إلى جانب الحملة الأمريكية ضد الإرهاب. ومن بينهم الدكتور طه علواني الذي شارك في إصدار فتوى تبيح للجنود الأمريكيين المسلمين خوض الحرب ضد الإرهاب دفاعا عن الوطن. وهو ما يدل على أن الحملة الأمريكية بدأت تتقلب على أهدافها، وتتأصب العداء بصورة صريحة للمسلمين على عكس ما تعهد به الرئيس بوش في البداية.

(١١3) وإذا كانت إدارة بوش تسعى الآن لتوسيع نطاق وجودها العسكري في أنحاء متفرقة من العالم بدعوى مكافحة الإرهاب، فإنها في الوقت نفسه لا تتردد في الانضمام إلى الممارسات القمعية المعروفة في دول العالم الثالث، بإقرار نظام قضائي عسكري يسمح بإنشاء محاكم عسكرية ذات طبيعة خاصة لمحاكمة الأشخاص الذين يشتبه في ارتكابهم أعمالا إرهابية.

- (١١٤) وقد يبدو هذا النوع من العدالة مدعاة للتباهي من جانب بعض المعلقين العرب، الذين سارعوا إلى الإشادة بمناقب المحاكمات العسكرية والعمل بنظمها في بعض الدول العربية باعتبارها سبقا يستحق التتويه. ولكن ما يغيب عن الأذهان أن مثل هذه المحاكمات العسكرية لا تطبق على المواطنين الأمريكيين، بل هي مفصلة على مقاس المشتبه فيهم من الجنسيات الأخرى، وبالأخص من الدول العربية والإسلامية، لأن معظم الدول الأوروبية التي لها مواطنون في أيدي أجهزة الأمن الأمريكية بتهمة الانتساب إلى تنظيم القاعدة، تدخلت لضمان محاكمتهم محاكمة عادلة في المحاكم العادية.
- (١١٥) وهكذا يبدو أن عصر الحريات المدنية الذي كان مفخرة للديمقراطية الأمريكية ونموذجاً رائداً للعالم يؤذن الآن بزوال. والمشكلة الحقيقية هي أن حالات الطوارئ التي تطبق فيها القوانين الاستثنائية في الغرب، سرعان ما تستيقظ القوى الديمقراطية لمواجهتها ووضع حد لها. بينما تستمر في دول العالم الثالث عقوداً طويلة بدون نهاية، وتتحوّل الشعوب في ظلّه إلى جسم هلامي يستحيل إصلاحه!

5. In the first paragraph, what is implied about the security measures taken by the US?

- (A) They are unprecedented in the history of the US.
- (B) They are causing serious concerns in American society.
- (C) They are doubting the US commitment to human rights.
- (D) They are intended to be temporary measures.

The correct answer is (C).

Justification:

(A) is **not** the correct answer. Toward the end of the paragraph, the commentator refers to American history, labeling the current security measures as a “witch hunt,” therefore implying that these types of operations have, indeed, occurred in the past.

(B) is **not** the correct answer. The first paragraph focuses on the concerns of the international community about the effect of US actions on human rights around the world. There is no indication in the paragraph that American society is also concerned.

(C) is the correct answer. The first paragraph opens with the explicit statement that the UNHRC is concerned about the use of the “War on Terror” as a pretext to violate civil rights around the world. The paragraph goes on to say that the primary point of concern is the US itself, because of the interrogation of Muslims living in the US. The paragraph also describes the actions taken by US security agencies such as searching and detaining individuals on the basis of their ethnicity or religious affiliation. The implication is that these types of actions do not go along with US commitment to human rights.

(D) is **not** the correct answer. The passage does not mention anything about the security measures being temporary, so this option provides a plausible but incorrect answer that requires test-takers to carefully consider the passage’s content.

6. What point does the commentator make in the second paragraph about the US anti-terrorism campaign?

- (A) It is inadvertently destroying its own efforts.**
- (B) It is inconsistently applying its declared principles.**
- (C) It is overly reliant on foreign intelligence.**
- (D) It is successfully disrupting terrorist networks.**

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

Justification:

(A) is **not** the correct answer. It is inadvertently destroying its own efforts: While the passage does suggest that the US campaign may be counterproductive, it does not explicitly state that it is destroying its own efforts.

(B) is the correct answer. Among the US’s declared principles is that every citizen deserves a fair trial, including the right to be presumed innocent until proven guilty, legal representation, and a public, impartial hearing. The commentator is implying that the US is contradicting these declared principles.

(C) is **not** the correct answer. The commentator implies that the US is failing to properly appreciate the assistance offered by key players in the American Muslim community. But he does not say that the US is overly or heavily reliant on foreign intelligence.

(D) is **not** the correct answer. The passage actually suggests that the US campaign is being criticized for its treatment of certain individuals and groups, but it does not mention anything about successfully disrupting terrorist networks.

7. In the fourth paragraph, what does the commentator imply about some Arab commentators?

- (A) They are eager to offer their expertise in dealing with terrorists.**
- (B) They are tolerant of the US government's excessive measures.**
- (C) They are exploiting the situation to justify their countries' dictatorial practices.**
- (D) They are missing the point that military tribunals are limited to extreme cases.**

The correct answer is (C).

Justification:

(A) is **not** the correct answer. The commentator makes no allusion to the willingness of Arab commentators to offer their expertise. He only alludes to their support for military tribunals.

(B) is **not** the correct answer. According to the commentator, the commentators do not see the American initiatives as being “excessive,” but rather normal. Consequently, the word “lenient” becomes irrelevant.

(C) is the correct answer. According to the commentator, some Arab commentators have been quick to point out the advantages and qualities of military tribunals, thus presenting their use in Arab countries as a precedent of which to be proud. The creation of these tribunals in the US gives these commentators an opportunity to brag about having them on their own countries, where tribunals are used against the citizens as part of the repressive methods of dictatorship.

(D) is **not** the correct answer. There is no mention of “extreme cases.” The tribunals are meant for noncitizens, which Arab commentators overlook because in Arab countries, the tribunals are meant for citizens.

8. In the fourth paragraph, what point does the commentator make in referring to European countries?

- (A) The US military tribunals are considered to be ineffective.**
- (B) The US military tribunals are mainly intended for non-Europeans.**
- (C) The US military tribunal system is inherently unjust.**
- (D) The US military tribunal system is accepted by Arab countries.**

The correct answer is (C).

Justification:

(A) is **not** the correct answer. There is no mention of the effectiveness of military tribunals. On the contrary, the expression “made-to-order” suggests that these tribunals may be effective for their intended purpose.

(B) is **not** the correct answer. According to the commentator, the tribunals are mainly intended for non-US citizens or foreign nationals. The European countries intervened to have their

nationals exempted from these courts, which confirms that, in terms of status, the tribunals can apply to European citizens.

(C) is the correct answer. According to the commentator, European countries intervened to ensure their citizens a “just trial before ordinary court,” which implies that the Europeans do not consider the newly created military tribunals as providing a just process.

(D) is **not** the correct answer. The passage suggests that European countries have intervened to ensure fair trials in regular courts, but it does not mention anything about Arab countries accepting the military tribunal system.

9. What prediction is implied in the last paragraph?

- (A) The Americans’ overconfidence in their democracy will cause its decline.**
- (B) The US will eventually cease being a world leader in democracy.**
- (C) The US situation will awaken alternative forms of democracy elsewhere.**
- (D) The Americans will ultimately make their democracy prevail.**

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

Justification:

(A) is **not** the correct answer. The last paragraph focuses on civil rights in the US. In the first sentence, it mentions that civil rights have been the pride of American democracy. The paragraph warns against the danger of losing these rights and, thus, the moral superiority they gave Americans. There is a danger of “decline,” but the paragraph links this danger to civil rights and does not make it the consequence of American “overconfidence” in its democracy. On the contrary, the paragraph implies that the attachment of Americans to their democracy will overcome the dangers threatening their civil rights.

(B) is **not** the correct answer. In the first sentence, the commentator warns against the prospect of the US ceasing to serve as a model in terms of civil rights. (The model of democracy it is offering the world may cease, but this would not eliminate its leadership.) In his argument, this prospect should prompt Americans to react by eliminating the loopholes created by the new measures. He is confident American democratic forces will do just that, thus upholding the values of American democracy. This prediction is the opposite of the one mentioned in option B.

(C) is **not** the correct answer. The commentator predicts the “awakening” of American democratic forces to stand up against the dangers threatening their civil liberties, and not the awakening of democracy in other parts of the world.

(D) is the correct answer. The commentator makes the argument that unlike developing countries, Westerners (i.e. Americans) will not tolerate violations of their civil rights and personal freedoms for very long. In the West, the “forces of democracy” (civil society, institutions, governmental mechanisms, and political culture) stand up quickly to such violations to stop them. He implies that the “forces of democracy” in the US will respond strongly, thereby enabling democracy to prevail over the threats it currently faces.

Sample Passage 4: ILR Level 4

From a book review in an Arab newspaper

(٢١) أعظم خدمة تقدمها للدول النامية أن تبحث معها عن أساليب المواءمة بين نظمها التقليدية الديمقراطية، ومن هذا المنظور، فإن كتاب إيليا حريق «الديمقراطية وتحديات الحداثة بين الشرق والغرب» يكتسب أهمية استثنائية لأنه يحاول بدأب أكاديمي مشهود أن يقدم تلك الخدمة الضرورية في تحديث النظم السياسية الشرقية التي تناصب الديمقراطية العداء إخلاصا لتراث الاستعباد والاستبداد الشرقي. ومع أن كلمة الإسلام لا ترد في العنوان، فإن ثلث الكتاب تقريبا عن تعامل التيارات الإسلامية التحديثية والتقليدية مع الديمقراطية، وربما لم يجد المؤلف ضرورة منهجية لزج الإسلام بالعنوان معتقدا أن كلمة الشرق وحدها تكفي، فالدول الإسلامية جميعها في الهم شرق.

(٢٢) ولأن هذا الأكاديمي الحصيف يدرك حساسية أن يدرس واحد اسمه إيليا الظاهرة الإسلامية في تعقيداتها العديدة مع الديمقراطية والنظم السياسية فقد بالغ في الاحتياط، وأكثر من الاستشهاد بالمفكرين والكتاب المسلمين المعاصرين في مقدمة كل فصل، وكان للدكتور يوسف القرضاوي نصيب الأسد في النصوص والهوامش والمقدمات لذا ترى إيليا حريق يبتدئ الفصل الأول من كتابه عن الديمقراطية وعملية الموائمة بنص القرضاوي من كتاب «من فقه الدولة في الإسلام» وهو «ولا حجر على البشرية وعلى مفكرها وقادتها أن تفكر في صيغ وأساليب أخرى لعلها تهتدي إلى ما هو أوفى وأمثل، لكن إلى أن يتيسر ذلك ويتحقق في واقع الناس نرى لزاما علينا أن نقتبس من أساليب الديمقراطية ما لا بد منه لتحقيق العدل والشورى واحترام حقوق الإنسان والوقوف في وجه طغيان السلاطين العالين في الأرض». وهذا النص للشيخ القرضاوي من فورة التنظير الشبابية فهو هذه الأيام أآثر انتقائية في اختيار ألفاظه وخصوصا حين يتعلق الأمر بالسلاطين العالين.

(٢٣) ويتعجب إيليا حريق على لسان رضوان السيد ويتساءل: لماذا يستطيع فقيه من القرن الخامس عشر أن يعتبر كل عدل في منزلة الشرع، بينما يريد بعض المعاصرين أن ينفي كل عدل غير وارد في النص؟ والمقصود بفقيه القرن الخامس عشر ابن قيم الجوزية

الذي يؤثر عنه قوله: «أي طريق استخرج بها العدل والقسط فهي من الدين ليست مخالفة له» وقد أشرنا إلى هذا الاستشهاد للتأكيد على اهتمام المؤلف بنظرية العدالة أيضا، فالديمقراطية لا يمكن أن يتم بحثها بمعزل عن العدل الاجتماعي وهذا ما يعطي لجهود إيليا حريق أهمية مضاعفة، فقلة من الباحثين المتعمقين تدرك ذلك الترابط وتلح عليه في أبحاثها. ولعل أمتع فصول هذا الكتاب الصادر حديثا عن دار الساقى - وكله ممتع ومفيد - هو الفصل الثامن الخاص بالديمقراطية والأيديولوجيات الدينية، فمع الأديان يعتقد المؤلف أنك تبحث عن الديمقراطية خارج مهدها على اعتبار أنها ولدت في حضن الفلسفة السياسية. وأشهد أنها مهمة صعبة أن تبحث في مسؤولية الأديان عن انتكاسات الديمقراطية في بعض المناطق والبلدان، وقد قام إيليا حريق بهذه المهمة خير قيام وكتب فصلا مكثفا ليثبت أن الذهنية الإسلامية ومسالكتها ليست خالية تماما من المزايا المتجانسة مع الديمقراطية، وتوصل إلى القول بأن الحضارة الإسلامية مركبة الأبعاد وواسعة الآفاق وهي بذلك أشبه ما تكون بجعبة طبيب تحتوي غالبا على ما يقتضيه الطلب والممارسة.

(١١٤) وفي فصل مسألة المعرفة والحداثة والعلمنة في الظاهرة الإسلامية لم يستطع مؤلف ذلك الكتاب الهام أن يتحاشى المقولة الأساسية التي تحاشاها رواد التنوير الإسلامي في أواخر القرن التاسع عشر وهي إمكانية فصل الدين عن الدولة في النظم الإسلامية، فناقش آراء جميع من تعرضوا لهذه القضية نقاشا محايدا، واختلف مع الذين يقولون بعدم وجود مؤسسات كهنوتية في الإسلام وهو بحث معقد وطويل قد نعود إليه في وقت آخر.

10. In the first paragraph, what does the reviewer suggest regarding the importance of Hariq's book?

- (A) The book highlights the difficulties encountered by developing countries in applying the principles of democracy.
- (B) The book introduces a theoretical framework for the democratization of the regimes in developing countries.
- (C) It underscores the developing countries' need to modernize their cultural traditions in order to join the developed world.
- (D) It provides a systematic approach for the modernization of traditional political systems in developing countries.

The correct answer is (D).

Justification:

The question addresses the importance of the topic of the book. The answer is limited to the first paragraph.

(A) is **not** the correct answer. The first paragraph does not address any attempts on the part of developing countries to apply the principles of democracy. On the contrary, it discusses the reasons why these countries are hostile toward democracy.

(B) is **not** the correct answer. According to the reviewer, the focus of Harik's book is not on democratizing the regimes of the developing world, but rather on how to find a reasonable compromise between the traditional systems of the developing world and democracy. According to Harik's analysis, the two must find a practical compromise for coexistence.

(C) is **not** the correct answer. There is no mention of cultural traditions in the first paragraph. The book concentrates on how to modernize political systems. Cultural traditions cannot be modernized and still remain traditions.

(D) is the correct answer. Throughout the first paragraph, the book reviewer emphasizes that the importance of Hariq's book lies in its discussion of how developing countries can modernize their political systems. Modernization is defined as reaching a compromise between traditional political systems and democracy. Furthermore, the reviewer characterized Hariq's approach to his analysis as undeniably academic, which in this context means methodical or systematic. D is the only answer choice that discusses the modernization of political systems in terms of a systemic approach.

11. What evaluation does the reviewer provide of Hariq's writing strategy?

- (A) The author uses too many references, thus hoping to gain credibility as a researcher.**
- (B) The author is too neutral, thus avoiding taking positions on the key issues he examines.**
- (C) The author quotes too many Muslim writers in order to demonstrate the extent of his knowledge.**
- (D) The author is very cautious due to his vulnerability to the accusation of being prejudiced.**

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

Justification:

The question focuses on the reviewer's interpretation of Hariq's reliance on Islamic sources in his analysis.

(A) is **not** the correct answer. Although the reviewer mentions the use of numerous references in the book, he does not judge this as a way to gain credibility as a researcher. On the contrary, the reviewer takes Hariq's researching ability for granted. Therefore, A is not the best answer.

(B) is **not** the correct answer. The reviewer never mentions that Hariq is neutral. Nor does he say that Hariq avoids taking positions. The reviewer characterizes Hariq as cautious, not neutral. Therefore, B is not the best answer.

(C) is **not** the correct answer. Although the reviewer indicates the use of numerous citations in the book, he does not judge this as aiming at demonstrating Hariq's knowledge. In fact, the reviewer's underscoring of Hariq's academic competence rules out such an interpretation the book's heavy reliance on Islamic sources.

(D) is the correct answer. The reviewer points out that the author is Christian, which may place him at a disadvantage in addressing Islamic issues. As a result, Hariq's use of numerous citations from Islamic scholars is interpreted as a strategy to forestall criticism or suspicion. The reviewer therefore characterizes Hariq as excessively cautious. Therefore, D is the best answer.

12. What point is implied in the quotation in the second paragraph (¶2)?

- (A) The rejection of foreign cultures by Muslim societies is a pretext to maintain oppression.**
- (B) Muslims should find their own way to apply the principles of democracy.**
- (C) Muslims can benefit from adapting foreign avenues to achieve an ideal Islamic society.**
- (D) The reality of today's world requires Muslims to invent novel ways to implement Islam.**

The correct answer is (C).

Justification:

The question focuses on the meaning of the quotation. It addresses the acceptability of using outside avenues to achieve society's ideals. The question is limited to the quotation presented in the second paragraph.

(A) is **not** the correct answer. Although the notion represented by answer choice A is found in Muslim writing, it is not addressed in this quotation. The quotation refers to borrowing from the governmental methods of other societies as a means of combating the oppression of local rulers.

(B) is **not** the correct answer. While the citation implies that Muslims can find their own way to build an ideal society, it recommends that they adapt democratic practices or mechanisms (not principles) from the outside to meet their goals. They should continue to do this so long as they are unable to invent their own mechanisms.

(C) is the correct answer. According to the citation, it is permissible and recommended for Muslims to borrow from non-Muslims in order achieve an ideal that is in accordance with Islamic objectives and values. The values enumerated in the citation are typical of those found in Islamic philosophy and literature. The mention of democratic methods is a reference to non-Muslim means that can be adapted to fit Muslim objectives.

(D) is **not** the correct answer. Inventing new ways to implement Islam is not the focus of the citation. The citation is about adapting existing, non-Muslim methods in order to meet Islamic goals.

13. In the third paragraph (¶3), what position concerning justice does the reviewer derive from the book?

- (A) Islam recognizes the legitimacy of achieving justice through independent thinking.**
- (B) Religion provides a solid foundation for the achievement of justice.**
- (C) The establishment of democracy is conditioned upon attaining justice.**
- (D) There is a correlation between democracy and justice, though they are distinct concepts.**

The correct answer is (A).

Justification:

The question focuses on how justice, religion, and democracy relate to each other. The answer to the question is limited to the third paragraph.

(A) is the correct answer. The citation presented in the paragraph imply that obtaining justice does not necessarily have to be done on the basis of religious sources. Achieving justice, whether through religion or through other avenues (i.e. independent thinking), is not incompatible with *al-shar* [divine law]. In the first sentence of the paragraph, the reviewer indicates Hariq’s indirect criticism of those who rule out any form of justice not explicitly defined in Islamic scriptures.

(B) is **not** the correct answer. The focus in the third paragraph is the idea that religious foundations are not essential for achieving justice. Furthermore, in the third paragraph, the reviewer does not characterize the religious foundations of justice.

(C) is **not** the correct answer. In the third paragraph, the reviewer does not establish an order of precedence between justice and democracy. He states that one cannot be discussed without considering the other.

(D) is **not** the correct answer. In the third paragraph, the reviewer states that there is a link between “social justice” (i.e. entitlements and services provided by the government) and democracy, but he does not establish a correlation between the concept of justice and the concept of democracy.

14. Which of the following best reflects the reviewer’s judgment about the book in the fourth paragraph (¶4)?

- (A) He is surprised at the choice of comparison the author uses to illustrate the complexity of Islamic culture.**
- (B) He is impressed with the author’s ability to refute a common belief about Islamic culture.**
- (C) He disagrees with the author’s suggestion that religious ideologies are responsible for democracy’s setbacks.**
- (D) He supports the author’s idea that democracy is a political rather than a religious issue.**

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

Justification:

The question focuses on the relationship between religion and democracy and whether religion presents an obstacle to democracy. The answer is limited to the fourth paragraph.

(A) is **not** the correct answer. The paragraph ends with the comparison between Islamic culture and a doctor’s medical bag, highlighting the flexibility of the culture in meeting various needs. However, there is no surprise expressed by the reviewer. The way in which the comparison is presented indicates the reviewer’s endorsement.

(B) is the correct answer. The reviewer is impressed with the author’s ability to refute a common belief about Islamic culture.

(C) is **not** the correct answer. The focus of the fourth paragraph is to show Harik’s ability to demonstrate that religion is not responsible for the difficulties faced by democracy.

(D) is **not** the correct answer. According to the first sentence of the paragraph, religion is not the source of democracy. Democracy is a construct of political philosophy. The reviewer presents this idea as Harik’s belief; he does not pass any judgment on it or take any responsibility for it.

15. What does the reviewer imply in the last paragraph regarding the author of the book?

- (A) The author is braver than other Arab scholars in his approach to secularism in Islamic countries.**
- (B) The author is innovative in his approach to the issue of clerical institutions in Islam.**
- (C) The author is more comprehensive than previous researchers in studying Islamic regimes.**
- (D) The author is tactful in discussing the relationship between government and religion under Islam.**

The correct answer is (A).

Justification:

The question focuses on issue of secularism and Islam. The answer is limited to the last paragraph.

(A) is the correct answer. The reviewer sees Harik as braver than other Arab scholars because, unlike the others, he presents the possibility of separating religion from the state, even in Islamic countries. Other scholars have lacked the courage to address the issue so forthrightly.

(B) is **not** the correct answer. There is no characterization of the author’s approach in the paragraph, and therefore no “innovation”. According to the paragraph, Harik simply disagreed with those who denied the existence of clerical institutions in Islam.

(C) is **not** the correct answer. The reviewer underscores the comprehensive aspect of Harik’s research. The work is comprehensive in that it encompasses all opinions about the relationship between government and religion. The paragraph does not discuss studying Islamic regimes as such.

(D) is **not** the correct answer. To characterize Harik's analysis of government and religion as “tactful” is incorrect. The text does say that he addresses the issue in a neutral and objective way. This is not the same as a “tactful” approach.

Listening Comprehension Sample Passages

Note: Examinees will not see passage transcripts in an actual DLPT5-CA Listening Test.

Sample Passage1: ILR Level 1

This passage is from a message left on an answering machine.

Transcription:

ر: هنا عيادة الدكتور مجدي بشارة. نعلمكم أننا أبلغنا الصيدليّة بتمديد دواء التهاب الأذن لابنتكم سلوى. لا تنسوا أن تعطوها الدواء مرتين في اليوم صباحًا ومساءً، مع وجبة خفيفة. ومن الأفضل أن تستمرّ في الامتناع عن السباحة حتّى يراها الطبيب في المرّة القادمة بعد أسبوعين، وشكرًا .

1. What does the message inform the family concerning Salwa?

- (A) She has to continue with her diet for two more days.**
- (B) She has been diagnosed with an ear infection.**
- (C) The pharmacy has requested the refill of her medicine.**
- (D) The doctor expects to see her in two weeks.**

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

Justification:

(A) is **not** the correct answer. The message recommends that Salwa eat light meals with her medicine but does not specify what diet she is supposed to follow, and the message indicates that Salwa's treatment will last two weeks and not two days.

(B) is **not** the correct answer. The message refers to Salwa's ear infection as a previous condition already known by Salwa's parents and does not mention any diagnosis or new development in Salwa's health.

(C) is **not** the correct answer. The message is from Salwa's doctor and not from the pharmacy, and the doctor informs Salwa's parents that the refill has been authorized.

(D) is the correct answer. The message says that the doctor will see Salwa in two weeks.

Sample Passage 2: ILR Level 2

This passage is from a May 2003 BBC news broadcast from Baghdad.

Transcription:

ر: تقع حديقة الحيوان في زاوية من منتزه وارف فسيح يطلق عليه الزوراء، يتوسطه مجمع ترفيهي حيث يمكن للأسر بكبارها وصغارها قضاء أوقات هادئة في أحضان الطبيعة بنباتها وطيورها ودوابها. ورغم أن المنتزه لا توجد به أشجار كثيفة ويعد مكشوفاً للسماء إلا أنني شاهدت مدافع ثقيلة مدمرة وعربات محترقة لتوجيه بطاريات الصواريخ وذخائر حية من أنواع شتى ما تزال متناثرة هنا وهناك مما كان له مضاعفات كارثية. وكانت حديقة الحيوان تضم أكثر من ستمائة وخمسين نوعاً من الحيوانات النادرة والطيور والأسماك لم ينج منها سوى نسبة تقل كثيراً عن عشرة بالمئة. المخربون حطموا أبواب الحيوانات المفترسة فتجولت طليقة وسط أجواء قتالية. الأمريكيون أطلقوا النار على أربعة أسود منها فأردوها قتلى، أما الطيور فقد فقدت جميعها عن بكرة أبيها. ولم تكن أوضاع أسماك الزينة في أحواضها الزجاجية أفضل شأنًا، عند التجول بداخلها يصادفك مشهد لا يأتي إلا من أفلام الخيال التصويري، علاء كريم عبد الحسن المشرف عليها يقول: ما أمكن حمله نهب وما صعب هشم. واستمعنا خلال وجودنا إلى رواية تفيد بأن صفقة للحيوان من السودان تصادف وصولها مع العمليات العسكرية ف وقعت في أيدي سكان وقيل إن بعضها ذبح والبعض الآخر مازال على قيد الحياة ينتظر الإنقاذ، ومنها نعامة وزرافة.

2. What is one thing the reporter observed in the zoo?

- (A) Evidence of ongoing military activities.
- (B) The disastrous effects of military operations.
- (C) The rescue of injured animals by soldiers.
- (D) Apparent relief over the reopening of the zoo.

The correct answer is (B).

Justification:

(A) is **not** the correct answer. The reporter describes the effects of a military attack. He mentions several pieces of damaged and abandoned military hardware, indicating that military activity has ceased, and thus, is not ongoing.

(B) is the correct answer. The description given indicates a great deal of damage to the zoo caused by military attacks. The reporter mentions damaged military hardware, evidence of bombing, and destroyed cages.

(C) is **not** the correct answer. There is no description of soldiers rescuing animals. On the contrary, American soldiers killed four lions.

(D) is **not** the correct answer. There is no indication in the passage that the zoo has reopened. The reference to recreation areas for families is not what the reporter saw but is part of the background information he provides.

3. What did the supervisor, Mr. Abdul Hassan, report?

- (A) The zoo lost most of its wild animal species.**
- (B) Rare birds were taken.**
- (C) A new shipment of animals was stolen.**
- (D) Fish tanks were destroyed.**

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

Justification:

(A) is **not** the correct answer. It is true that the zoo lost many of its animals. But the question specifically asks what Mr. Abdul Hassan, the keeper of the fish tanks, reports. The information about the zoo animals is presented by the reporter and does not refer to the fish tanks.

(B) is **not** the correct answer. It is true that rare birds were taken, but this is part of the reporter's observations; it is not reported by Mr. Hassan, the keeper of the fish tanks. This option has nothing to do with Mr. Hassan's area.

(C) is **not** the correct answer. It is true that a shipment of animals was taken, but this was not reported by Mr. Hassan. It is attributed to other eyewitnesses.

(D) is the correct answer. Mr. Hassan, the keeper of the fish tanks, reports that what was too heavy to be taken was smashed. He is referring to the fish tanks.

Sample Passage 3: Level 3

This passage is from a BBC interview with a Palestinian activist.

Transcription:

المذيع: إذا مضى محمود عباس وحكومته قدما في هذا المطلب الإسرائيلي والذي يبدو أنه ليس إسرائيليا فقط بكبح جماح الجماعات الفلسطينية المسلحة وأنتم منها، ماذا أنتم فاعلون؟

الناشط: أنا أولا أعتقد أن أحدا... يعني، لن يقبل أبدا بوقف المقاومة طالما أن الاحتلال موجود. هذا أمر مستهجن جدا. ولكن إذا كان هذه الفرضية التي لا تتماشى مع المنطق ولا مع العقل هي السائدة، عندئذ المقاومة خيار شعبي والشعب الفلسطيني سيحمي هذه المقاومة. فبالتالي، يعني، لا نتوقع أن حكومة في العالم... يعني، تتصدى إلى أمانى وطموحات الشعب الفلسطيني، وهذا ما لا نتوقعه أيضا من الحكومة القادمة.

المذيع: لو بدأ السير بالفعل في خطوات عملية لتنفيذ خارطة الطريق، هل برأيكم إن هذا، يعني، نوع من المؤشر الطيب الذي قد يجعلكم، يعني، تبتعدون عن العمليات المسلحة ضد الإسرائيليين؟

الناشط: خارطة الطريق عبارة عن خطة أمنية مرفوضة تماما من حركة المقاومة الإسلامية حماس ومرفوضة من كافة الأطر والقوى الوطنية الفلسطينية، بل أنها...

المذيع: ولكنها البديل الوحيد المطروح الآن.

الناشط: هذا البديل المطروح من الصهاينة، لكن نحن لنا بدائلنا التي نطرحها، ويجب أن نطرحها بقوة ونتمسك بها...

المذيع: والقيادة الفلسطينية الحالية تقبل بها.

الناشط: أنا أعتقد أنه القيادة الفلسطينية يجب أن تحترم رأي الشارع ورأي الشعب، لا يعقل أنه القيادة الفلسطينية لا تقيم وزنا للشارع الفلسطيني وقواه العاملة التي تمثل في حقيقة الأمر الشارع الفلسطيني.

4. What can be inferred from the interviewer’s questions and comments about the Palestinian armed resistance?

- (A) Its continuation is threatened by mounting pressures.**
- (B) Its relevance is challenged by the implementation of the peace initiative.**
- (C) Its influence is challenged by recent shifts in public opinion.**
- (D) Its resilience is put to the test by difficult choices.**

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

Justification:

(A) is the correct answer. The interviewer opens by asking the activist about eventual Palestinian compliance with Israeli demands to curb violence. He alludes to the fact that the demands are not solely those of Israel. The reporter also mentions the US proposed Road Map to Peace that would presumably do away with the need for violence. He indicates that the Palestinian leadership has accepted it. Thus, the premise of the interviewer’s questions is that the continuation of the armed resistance is threatened due to national and international pressures.

(B) is **not** the correct answer. The relevance of the armed resistance is not yet an issue since no peace initiative has been implemented. The reporter’s question is purely hypothetical. In addition, the host refers directly to the Road Map, which is not a peace initiative as such.

(C) is **not** the correct answer. The interviewer does not mention public opinion. All of the questions are focused on the potential response of the armed resistance to a peace plan. The only reference to public opinion is made by the interviewee.

(D) is **not** the correct answer. The reporter does not frame his questions in terms of difficult choices currently facing armed resistance. He is asking a hypothetical question about how the armed resistance would redirect or alter its actions if a peace plan were to be implemented at some future date. There is no indication that the resilience of the armed resistance is being tested.

5. What is the basis for the interviewee’s confidence?

- (A) He expects the Palestinian leadership to reject the new proposals.**
- (B) He believes the government will submit to the will of the people.**
- (C) He thinks the government is unwilling to crack down on the resistance.**
- (D) He trusts the Palestinian people’s determination to fight the occupation.**

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

Justification:

(A) is **not** the correct answer. The activist does not deny the Palestinian leadership’s support for the Road Map, which are the “new proposals.”

(B) is the correct answer. The activist repeatedly refers to the popular support of the Palestinian public for armed resistance groups, as well as the unlikelihood that any Palestinian government would counter the will of the people. He emphasizes this support in answering the interviewer's first and last questions. For the activist, there is no difference between the objectives of the armed resistance and the popular will of the Palestinian people. In his final comment, he reiterates that no Palestinian government would crack down on armed resistance groups, because it is inconceivable that the government would fail to respect the will of the people.

(C) is **not** the correct answer. The interviewee implicitly recognizes that the Palestinian leadership has accepted the Road Map (which calls for halting armed resistance). Thus, it is illogical that he would base his confidence on the Palestinian government's unwillingness to crack down. He is counting on the support of the people to fend off any attempts to crack down.

(D) is **not** the correct answer. The whole interview is focused on what the resistance groups will do if the Palestinian government agrees to crack down on them as part of the implementation of the Road Map. The only role given to the people by the interviewee is to support the armed resistance. He is quite certain that the Palestinian people will continue to support the armed resistance against the Israeli occupation so long as the occupation continues. He does not mention the people themselves fighting the occupation nor does he expect them to do so.

Sample Passage 4: Level 4

This passage is from a book review broadcast on TV.

Transcription:

ر: يعني عندما نتناول الترابي من خلال... نتناول الموضوع، موضوع العلاقة بين الديني والسياسي، من خلال القيم أو الأسس التي أقامها الترابي أو أسس عليها مثل قيمة الاجتهاد، أو مفهوم الاجتهاد، والاجتهاد عنده ليس هو عمل النخبة وإنما هو عمل المجتمع، فلكل إنسان حظه من الاجتهاد. وبالتالي فينزع فكرة وجود مؤسسة دينية من مثل الكنيسة وما إليه ليضع السلطة، في الحقيقة، سلطة فهم النص الديني... يعيدها إلى الشارع، يعيدها إلى الأمة. وبالتالي، فهنا لا نجد أنفسنا إلا أمام... لا حل لهذا الموضوع إلا عن طريق آلية الإجماع. عندما، يعني، يُنزع عن الاجتهاد الصفة الخصوصية لمؤسسة ونضع الأمر بيد الأمة، عندئذ، يعني، استمرار الشورى سيعني حواراً بين النص وبين الواقع، حواراً بين الناس، بين العلماء فيما بينهم وبين عامة الناس، في النهاية هذا من شأنه أن يولد إجماعاً. فالسلطة في النهاية، السلطة السياسية، تتأسس على قيمة الحرية، وعمل الحرية من خلال الشورى يفضي إلى الإجماع. وبالتالي، يعني، نحن نعبر هنا في الحقيقة، نعبر بلغة إسلامية عن الفكر السياسي المعاصر الذي أقام الدولة، أقام سلطة الدولة على الجماعة، على المجتمع، ولكن من... يعني، وصل إلى هذه النتيجة من خلال الفكر والآليات والقيم الإسلامية .

6. Which of the following best reflects the significance of al-Turabi's book?

- (A) He derives a modern political system from well-established Islamic traditions.
- (B) He reconciles Islam with modernity through the reinterpretation of Islamic notions.
- (C) He calls for the revival of Islamic values in order to meet the challenges of modernity.
- (D) He realizes the modernization of Islam through borrowing from democratic practices.

The correct answer is (B).

Justification:

(A) is **not** the correct answer. According to the speaker, al-Turabi is not developing any political system based on well-established Islamic traditions. There is no reference to traditions in the speaker's discourse, only to values and concepts. According to the speaker, al-Turabi is constructing his system on the basis of Islamic concepts.

(B) is the correct answer. According to the speaker, al-Turabi has reinterpreted the Islamic notion of *Ijtihad*. *Ijtihad* was originally a concept limited to the elite: those trained in jurisprudence, science, religion, etc. This elite instructed the public. For al-Turabi, *Ijtihad* is a notion that is now open to all people. He does the same with Shura. Rather than viewing it according to its original definition as consultation between the government and the religious and intellectual elite, he sees it as multifaceted dialogues in which all parts of society would participate. Thus, through his reinterpretation of these notions, he brings Islam closer to the modern concepts of government.

(C) is **not** the correct answer. The reference to the revival of the values upon which al-Turabi bases his analysis is contradictory, since it implies that they were dead and needed to be resurrected. These values are an inherent part of Islam, and he is reinterpreting and combining them to fit modern needs.

(D) is **not** the correct answer. The values presented by al-Turabi and explained by the speaker are not borrowed from the outside but are inherent to Islam.

7. According to the speaker, which of the following best reflects the method used by al-Turabi in his book?

- (A) Blending together contrasting ideas to build a personal philosophy.**
- (B) Developing a progressive sequence of logical causes and effects.**
- (C) Combining distinct concepts to construct a coherent ideology.**
- (D) Drawing new concepts from an examination of customary practices.**

The correct answer is (C).

Justification:

(A) is **not** the correct answer. According to the speaker, al-Turabi does not blend completely unrelated ideas, nor is he developing a personal philosophy. He is constructing a modern political system for government based on distinct, but compatible, Islamic concepts.

(B) is **not** the correct answer. According to the speaker, the political system developed by al-Turabi is not a progressive, linear sequence of concepts, but rather a mutually dependent association of concepts (i.e., each concept interacts with the others in a continuous cycle).

(C) is the correct answer. According to the speaker, al-Turabi builds a system around compatible, though distinct, Islamic notions that were not previously intended to constitute a comprehensive political system. His interpretation of the notion of *ijtihad* as open to the participation of all takes him to the notion of *Shura* (interpreted as continuous dialogue), leading to *ijma'*.

(interpreted as a general consensus reached through the use of dialogue). Thus, he constructs a coherent, political system rooted in Islam.

(D) is **not** the correct answer. According to the speaker, al-Turabi does not draw on new concepts; he draws on fundamental Islamic concepts by reinterpreting them. He is not examining customary practices. There is no reference to such practices in the speaker's discourse, only to values and concepts.