

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

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 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.

Overview of the DLPT5 Multiple-Choice Test

The DLPT5 is a foreign language proficiency test that measures the listening comprehension and reading comprehension of an examinee who has learned a foreign language as a second language. The test is intended to be taken by U.S. government military or civilian employees. The DLPT5 tests measure proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions, levels 0+ through 4 (see Appendix A). All DLPT5s are delivered via 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+ through 3, while the Upper-Range test measures ILR proficiency levels 3 through 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 Hindi DLPT5 Lower-Range Test in Multiple-Choice Format

- **Test Design**
 - The Lower-Range Reading Test contains approximately 60 questions with about 36 passages. Each passage has up to 4 questions with four answer choices per question. Passages originate from authentic Hindi materials.
 - The Lower-Range Listening Test contains approximately 60 questions with about 37 passages. Each passage has up to 2 questions with four answer choices per question. Passages originate from authentic Hindi materials.
 - 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.

- The examinee has 3 hours to complete the Reading Test and 3 hours to complete the Listening Test. Approximately halfway through each test, the examinee 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, the examinee may take as much or as little time as desired 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.
 - The content of the test forms will be systematically updated.
- **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.

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 not permitted for the Lower-Range test.

Test Procedures and 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 Overview

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

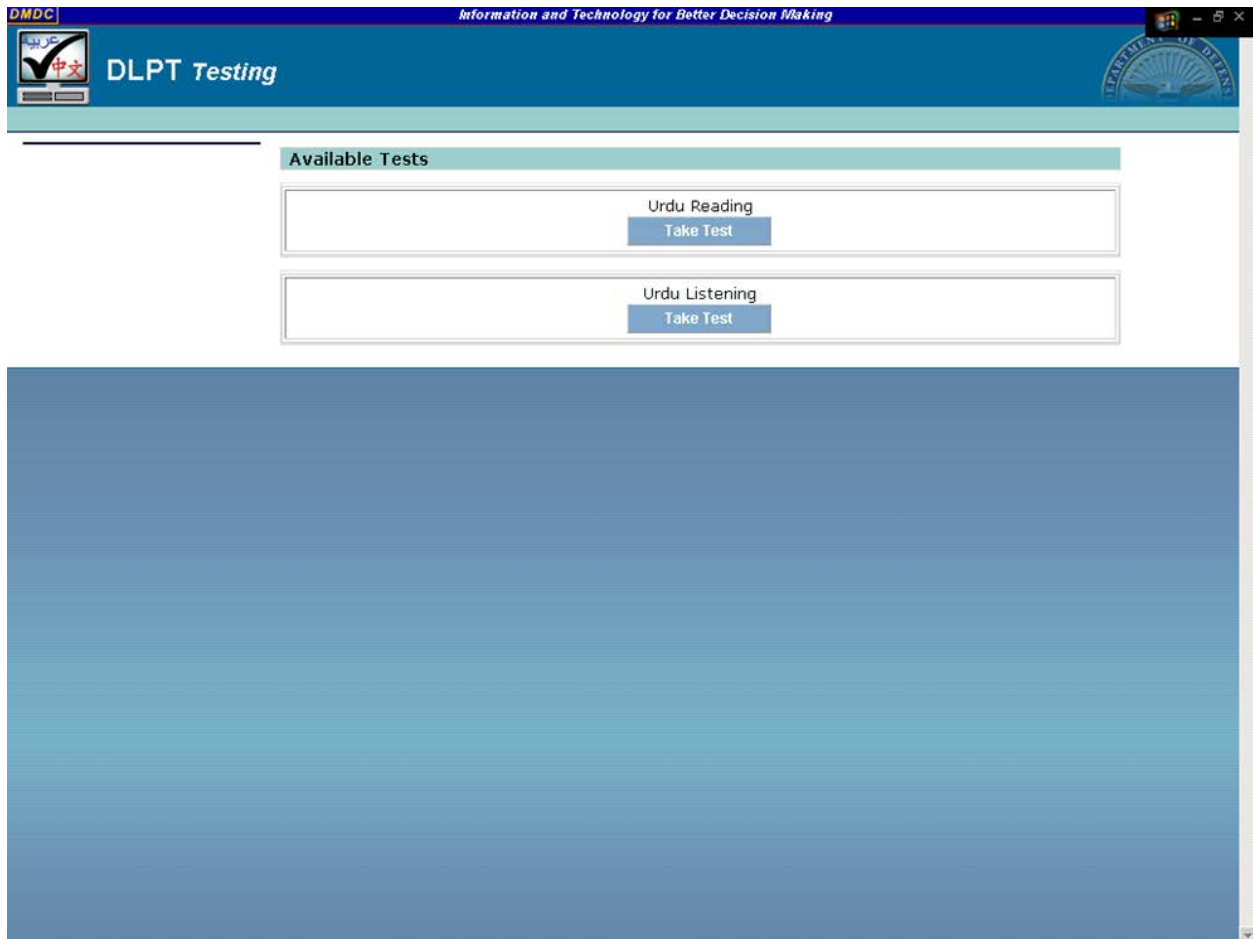
Candidate Logon

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"/>

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



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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 navigating to subsequent screens.

DLPT5 Lower Range Reading Comprehension Test for Japanese	
<p>DEPARTMENT OF DEFENSE</p> <p>Defense Language Proficiency Test 5</p> <p>Multiple Choice Format</p>  <p>Japanese</p> <p>Language Code JA</p> <p>Lower Range Reading Comprehension Test</p>	<p>FOR OFFICIAL USE ONLY</p> <p>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>If you have difficulty with the instructions or any functions of this test, click on the [Help] button in the lower left-hand corner of the screen.</p> <p>To begin, click on the [Next] button below.</p>
Help	Next

Privacy Act Statement and Disclaimer:

DLPT5 Lower Range Reading Comprehension Test for Japanese	
<p>Privacy Act Statement:</p> <p>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 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 confirm having read and understood both the Privacy Act Statement and the Disclaimer.</p> <p>Click on the checkbox above to confirm.</p>
<div>Help Introduction: Screen 2 of 6</div>	

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Test Administration Statement and Non-Disclosure Statement:

DLPT5 Lower Range Reading Comprehension Test for Japanese	
<p>Test Administration Statement:</p> <p>I understand that I am not required to take the Japanese 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 Administrator, and my unit commander.</p>	<p>Non-Disclosure Statement:</p> <p>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.</p> <p><input type="checkbox"/> I confirm having read and understood both the Test Administration and the Non-Disclosure Statements.</p> <p>Click on the checkbox above to confirm.</p>
<p>Help Introduction: Screen 3 of 6</p>	

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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. *Note: 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:

Note: The example text represents a generic foreign language; it is not meant to be intelligible. Explanations of the parts of the screen are provided.

DLPT5 Lower Range Reading Comprehension Test for Japanese

Example of Screen Layout

Familiarize yourself with the features of this screen now.

ORIENTATION STATEMENT

- * explains the source of the passage in English.

FOREIGN LANGUAGE PASSAGE

- * Paragraphs may be marked ¶1, ¶2, etc.
- * If a question asks about a specific word or phrase, it is 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 a passage.
- * To see an entire passage, you may need to scroll.
- Click this button if you have any technical difficulties.

DLPT X Multiple Choice Test for Reading Comprehension Language X

Passage #1

From a magazine article

¶1 XXXXY YY XYXY XXXXY YY
XXXY YY XYXY XXXXY YY
XXXYYY XYXYXYXY XYXYXY
XXY XY XYXY XYXY XYXYXYXY.

¶2 XY XYXYXY XY XYXY XY
XYXY XYXYXYXY XYXYXYXY
XYXY XYXY XYXY XYXYXY
XYXY XYXY XYXY XYXYXY
XYXY XYXY XYXYXYXYXYXY XY
XYXYXY XYXY XYXY XYXY.

XXXYXY XYXYXY XYXY XYXY
XYXY XYXYXYXYXY XYXYXY XYXY
XYXYXY. XYXYXY XYXYXY XYXY
XYXYXY XYXYXY XYXYXY XYXY
XYXY.

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

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 « XYXYXY XYXY XYXY » 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

QUESTIONS

- * indicates the test title.
- * 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

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

Go to: Previous Passage Next Passage

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

Introduction: Screen 5 of 6

Note: On an actual reading comprehension test, if a question asks about a specific word or phrase, that word or phrase is highlighted in the text by appearing in red font OR by appearing with a grey background.

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Instructions screen for the reading comprehension test:

The screenshot shows a software interface for a reading comprehension test. It has a dark blue border. At the top, a title bar reads "DLPT5 Lower Range Reading Comprehension Test for Japanese". 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 is a dark blue bar containing three buttons: "Help" on the left, "Introduction: Screen 6 of 6" in the center, and "Back" and "Next" on the right.

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The next screen contains one sample passage with its associated question(s).

Example of a reading sample passage:

DLPT5 Lower Range Reading Comprehension Test for Japanese

Sample Passage

A message found on a desk

山川さん、

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

End of this passage

Mark this passage for later consideration. ☐

S1. What was the message about?

☐ Mr. Mori wished Ms. Yamakawa a happy birthday.

☐ Mr. Mori wanted Ms. Yamakawa to return his call today.

☐ Tomorrow's meeting with Mr. Mori was cancelled.

☐ Ms. Yamakawa was invited to a party tomorrow.

End of questions for Sample Passage

Help

Sample Passage 1 question

Back

Next

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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 reading comprehension test:

DLPT5 Lower Range Reading Comprehension Test for Japanese	
<p>End-of-Test Review Information</p> <ul style="list-style-type: none">• 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.	<p>Start of Test</p> <ul style="list-style-type: none">• This reading test contains 36 passages and 61 questions.• You are allowed 3 hours to complete the test.• There will be a break at approximately 90 minutes. The break does not count against your time.• When you are ready, click on the [Start Test] button below.• The screen will move to Passage 1 and the clock will begin. <p>You are about to RESUME your test. The clock will be restored to reflect remaining time. The test will move to the most recently viewed passage.</p>
<p>Help End of Instructions</p>	<p>Test ends in: 180:00 minutes Back Start Test</p>

Listening Comprehension Test

Example of screen layout for the listening comprehension test:

DLPT5 Lower Range Listening Comprehension Test for Japanese

Example of Screen Layout

Familiarize yourself with the features of this screen now.

DLPT X Multiple Choice Test for Listening Comprehension Language X

Passage # 1
this passage is taken from a news broadcast.

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.

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

Click this button if you have any technical difficulties

To hear the audio for a passage, click this button.

TITLE BAR

- indicates the test title.

ORIENTATION STATEMENT

- explains the source of the 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.
- To see all the questions, you may need to scroll.
- A **red line** indicates the end of the questions.

STATUS BAR shows:

- Current passage number
- Total number of passages
- Number of questions for current passage
- Timer status
- Play Audio and Help buttons

Help

Passage # 1 of 40

2 questions

Test Ends in: 178:02

Play Audio

Passage # Total # of passages

of Questions for this passage

Time Remaining

Help

Introduction: Screen 5 of 7

Next

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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.

DLPT5 Lower Range Listening Comprehension Test for Japanese

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 [Help] button and a [Play Audio] button will be visible.
- When you click on 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. The [Help] button will not be active while the audio is playing. *If you experience technical difficulty when the [Help] button is not visible, raise your hand.*
- 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 on it when you are ready to move on to the next passage. You will not be able to go back to previous passages until the end of the test.
- The [Help] button reappears at the end of the audio playing for each passage. If you need help concerning a passage, make sure that you click on the [Help] button *before* moving to the next passage.

The Clock

- 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.

BEFORE YOU PROCEED, test your volume.

Test Volume

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

Help

Introduction: Screen 6 of 7

Back

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Instructions for the listening comprehension test (continued):

DLPT5 Lower Range Listening Comprehension Test for Chinese-Mandarin

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

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

Help Introduction: Screen 6 of 6 Audio Playing

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

DLPT5 Lower Range Listening Comprehension Test for Japanese

Sample Passage

This passage is a conversation between friends.

S1. What does the woman ask Ms. Tanaka to do?

☐ Meet her friend this Saturday.

☐ Visit a new theater in town.

☐ Join a school friend for lunch.

☐ Go to a movie with her.

End of questions for Sample Passage

Mark this passage for later consideration. ☐

Sample Passage 1 question

Play Audio

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

DLPT5 Lower Range Listening Comprehension Test for Japanese

End-of-Test Review Information

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

Start of Test

- This listening test contains 39 passages and 61 questions.
- The test is 180 minutes (3 hours) long.
- There will be a 15-minute break after Passage 23. The break does not count against the total time allowed for the test.
- When you are ready, click on the [Start Test] button below.
- The screen will move to Passage 1 and the clock will begin.

You are about to **RESUME** your test.
The test will move to the most recently viewed passage.

[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 Comprehension Test will not be played again during this review period.

Example of the review screen:

DLPT5 Lower Range Listening Comprehension Test for Japanese

End of Listening 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 in the chart which corresponds to the question number.

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

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

[Review Answers](#)
[Test ends in: 78:26](#)
[Submit](#)

Sample Passages

The purpose of this section is to familiarize prospective examinees on the levels and types of passages as well as their associated questions that appear in a given DLPT 5 test in multiple-choice format. Below are some sample passages from ILR levels 1 – 3 in reading and listening taken from Hindi, 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. Note taking is also not permitted during the test.

Reading Comprehension Sample Passages

Sample Passage: ILR Level 1

An ad from a local newspaper

चांदनी चौक में दो कमरों का मकान उपलब्ध है। दूसरी मंज़िल, नयी रसोई और लकड़ी की फर्निशिंग, बस स्टॉप से ५ मिनट पैदल की दूरी पर, शांत और स्वच्छ जगह, पार्किंग के पास। हर महीने किराया रु ७००० (पानी के साथ)। अगर रुचि है तो संपर्क करें ९८१०२४९२११ पर।

1. For what purpose was this ad placed?

- (A) To sell office furniture.
- (B) To post a job opportunity.
- (C) To rent an apartment.
- (D) To promote a new business.

The correct answer is (C).

Justification:

- (A) is **not** the correct answer, because although wood furnishing is mentioned in the text, there is no mention of office furniture for sale.
- (B) is **not** the correct answer, because nothing is said about job openings. The passage gives details related to a place for rent.
- (C) is the correct answer.
The advertisement specifically states that the two-room apartment is available for rent monthly.

(D) is **not** the correct answer, because the advertisement is not about a new business. There is no mention in the passage of opening a new business.

Sample Passage: ILR Level 2

A report in a daily newspaper

नई दिल्ली: पश्चिमी दिल्ली के मायापुरी औद्योगिक इलाके में स्थित जूते बनाने वाली एक फैक्टरी में रविवार सुबह तड़के अचानक आग लग गई। जिसमें लगभग एक करोड़ रुपए का सामान खाक हो गया। फायर ब्रिगेड की 17 गाड़ियों ने मौके पर पहुंचकर सात घंटे की मशक्कत के बाद आग पर काबू पाया।

गनीमत रही कि आग बेकाबू होने से पहले ही कर्मचारियों को बाहर निकाल लिया गया। घटना में किसी के हताहत होने की सूचना नहीं है। आग का कारण शॉर्ट सर्किट माना जा रहा है। घटना मायापुरी फेज टू-ए ब्लॉक में स्थित औद्योगिक क्षेत्र में हुई। यहां प्लॉट नंबर 4/2 में स्थित जूते की फैक्टरी में अचानक आग की लपटें उठने लगीं।

सूचना पाकर सुबह करीब 5.18 बजे मौके पर पहुँचीं फायर विभाग की आधा दर्जन गाड़ियों ने आग पर काबू पाने की असफल कोशिश की। लेकिन आग बेकाबू होते देख मौके पर 11 गाड़ियां और भेजी गईं। उसके बाद दोपहर लगभग दो बजे काबू पाया जा सका।

फैक्टरी के मालिक सतविंदर सिंह मदान के अनुसार घटना के वक्त अंदर करीब आधा दर्जन कर्मचारी काम कर रहे थे, लेकिन आग की लपटें देखकर सभी बाहर निकल गए। आग से लगभग एक करोड़ का नुकसान हुआ है।

1. What incident is reported?

- (A) A fire at a manufacturing plant destroyed merchandise.
- (B) An arsonist set fire to several warehouses in an industrial park.
- (C) A firefighter was badly injured during a training exercise.

(D) A fire spread due to improper disposal of flammable products.

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

Justification:

(A) is the correct answer.

The passage specifically states that as a result of the fire in a shoe-making factory, merchandise worth one crore rupees was destroyed.

(B) is **not** the correct answer, because nothing is said about an arsonist setting fire. The passage gives details related to a fire that broke out in a factory due to a short circuit.

(C) is **not** the correct answer, because the passage neither mentions a training exercise nor does it say anything about a firefighter who was injured from the training.

(D) is **not** the correct answer, because although a fire is mentioned in the text, there is no mention of improper disposal of flammable products.

2. What is reported about the workers?

(A) They lacked proper employment eligibility documents.

(B) They were able to leave the warehouse unharmed.

(C) They were able to give authorities a description of the suspect.

(D) They lacked training in the handling of dangerous substances.

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

Justification:

(A) is **not** the correct answer, because nothing is said about workers' employment eligibility documents in the passage

(B) is the correct answer.

According to the report, the workers were taken out of the factory without any injuries before the fire became uncontrollable.

(C) is **not** the correct answer, because there is no mention of workers giving authorities a description of the suspect. The passage gives details in regard to where the fire started and how it was brought under control.

(D) is **not** the correct answer, because the passage does not state anything about workers' lack of training in the handling of dangerous substances.

Sample Passage: ILR Level 3***A discussion of international relations***

भारत-चीन राजनयिक रिश्तों की साठवीं सालगिरह पर चीनी प्रधानमंत्री वानच्या पाओ की भारत यात्रा उतनी नाटकीय नहीं रही, जितनी विदेशी राष्ट्राध्यक्षों की भारत यात्राएं अक्सर हो जाती हैं। विश्लेषकों का नजरिया भी इस संबंध में कुछ ढीला सा ही रहा, जो वान च्या पाओ से सीमा विवाद, पाकिस्तान और यू एन सिक्युरिटी काउंसिल में भारत की जगह को लेकर किसी ठोस बयान की उम्मीद कर रहे थे।

एशिया के दोनों बड़े पड़ोसियों के कूटनीतिक रिश्तों का इतिहास देखते हुए फिलहाल ऐसी उम्मीद बेमानी ही कही जा सकती थी। इसमें कोई शक नहीं कि पिछले दो-तीन सालों से भारत-चीन संबंध एक ठंडे दौर से गुजर रहा है, लेकिन इसमें लगातार गिरावट या खतरनाक मोड़ लेने जैसी कोई बात नहीं है।

पारंपरिक रूप से चीन अपने शक्ति परीक्षण का दायरा पूरब में यानी जापान और बरास्ते ताइवान कुछ हद तक अमेरिका से जोड़कर ही देखता आया है। अचानक अपने दक्षिण में भारत के रूप में एक बड़ी एटमी ताकत के उदय ने उसे चौंका दिया है। अरुणाचल प्रदेश और जम्मू-कश्मीर के इर्द-गिर्द उसकी कूटनीतिक और सामरिक सक्रियता को उसकी चौकन्नी प्रतिक्रिया भर माना जा सकता है। लेकिन रिश्तों का दूसरा पक्ष यह है कि पिछले दस वर्षों में दोनों देशों का आपसी व्यापार बीस गुना बढ़ गया है। आज चीन भारत का सबसे बड़ा व्यापारिक सहभागी है और दोनों देशों की सरकारें बहुत उत्साह न दिखाएं तो भी उनके व्यापारिक रिश्ते आने वाले दिनों में नई ऊंचाइयां चढ़ते जाएंगे।

यह दुनिया में अपनी धमक जाहिर कर रहे दो बड़े पड़ोसियों और दो प्राचीन सभ्यताओं का स्वाभाविक रूप से करीब आना है। चीनी प्रधानमंत्री की यात्रा में

जिन छह समझौतों पर हस्ताक्षर हुए हैं, उनमें मीडिया, बैंकिंग और सूचना प्रौद्योगिकी में नजदीकी बढ़ाने की बात सबसे खास है। व्यापार का पलड़ा अभी चीन की तरफ ज्यादा झुका है क्योंकि भारत उसे ज्यादातर खनिज और कच्चे माल बेचता है, जबकि वह भारत को तैयार शुदा चीजें सप्लाई करता है।

बैंकिंग, आईटी और मीडिया, तीनों ही क्षेत्रों में भारत के पास चीन को बेचने के लिए काफी कुछ है और ये तीनों ही कारोबार कूटनीति से ऊपर उठकर आम आदमी के स्तर पर भारत और चीन के जुड़ाव की जमीन तैयार करेंगे। नेताओं का आना-जाना अभी भले मशीनी हो लेकिन दोनों देशों के समाज जुड़ेंगे तो भावना के लिए भी कुछ न कुछ जगह जरूर निकल आएगी।

1. According to the author, what made the visit of the Chinese leader less remarkable than expected?

- (A) Participants ignored issues of national importance.**
- (B) The Chinese refused to compromise in their stance.**
- (C) The Chinese officials declined many invitations.**
- (D) Leaders expressed concern over a nuclear India.**

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

Justification:

(A) is the correct answer.

The passage states that the Chinese Prime Minister's visit was not as dramatic as the visits of other foreign heads of state. The passage also notes that Prime Minister Wan Chya Pao did not give any firm statement on any of the important issues, such as the border dispute, Pakistan, or the UN Security Council seat for India.

(B) is **not** the correct answer, because even though the unfavorable relationship between China and India over the past two to three years is mentioned in the passage, nothing is said specifically about the Chinese refusing to compromise in their stance.

(C) is **not** the correct answer, because there is no mention in the passage of the Chinese officials declining any invitations.

(D) is **not** the correct answer, because although India as a nuclear power is mentioned in the text, there is no mention of leaders expressing concern over that issue.

2. For what reason does the author mention Arunachal Pradesh and Jammu-Kashmir?

- (A) To illustrate that geography would not act as protection from potential nuclear attacks.**
- (B) To show that Chinese activity in these areas is in response to India's nuclear weapons.**
- (C) To suggest that China continues to stereotype some groups based on past conflicts.**
- (D) To convey that economic cooperation does not ensure diplomatic political relations.**

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

Justification:

- (A) is *not* the correct answer**, because nothing is said about potential nuclear attacks around Arunachal Pradesh and Jammu-Kashmir and their geographical weaknesses.
- (B) is the correct answer.**
The passage states that the sudden emergence of India's large atomic power has greatly surprised China and the author mentions two Indian states, Arunachal Pradesh and Jammu-Kashmir, as where China focuses most of its diplomatic activities in India.
- (C) is *not* the correct answer.** The references in the passage to the two Indian states have nothing to do with the reason for why China is stereotyping some groups.
- (D) is *not* the correct answer**, because the author in fact mentions two Indian states for the opposite reason; India and China's commercial relationship will continue to scale new heights in the coming days.

3. In the last paragraph, what prediction does the author make about the India-China relationship?

- (A) The two sides will foster stronger political relations so that they can fully commit economically.**
- (B) Past events will be forgiven so that the two nations can move forward without resentment.**
- (C) The relationship will improve as the Chinese become more experienced with Indian-style diplomacy.**
- (D) The relationship will become more cordial once the people of the two nations work together.**

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

Justification:

- (A) is **not** the correct answer, because the author in fact predicts the opposite in the third paragraph; a strong relationship based on economic exchanges will bring the political relationship between India and China to higher levels.
- (B) is **not** the correct answer, because the author does not predict that past events between two nations will be forgiven so that the two nations can move forward.
- (C) is **not** the correct answer, because the passage says nothing about Indian-style diplomacy. Although the possibility of an improved relationship between India and China is mentioned in the text, the author does not state that more experience with Indian-style diplomacy will improve the relationship.
- (D) is the correct answer.
The author predicts in the last sentence that if the people of the two countries connect, then some space will emerge for emotions; an emotion-based relationship between the two nations will become possible.

Listening Comprehension Sample Passages

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

Sample Passage: ILR Level 1

This passage is a radio announcement.

Transcription:

राजधानी दिल्ली और आसपास के इलाकों में, शीत लहर जारी है। आज सुबह का न्यूनतम तापमान, पिछले दस वर्षों का निम्नतम दर्ज किया गया। पारे में आगे और गिरावट का पूर्वानुमान है। कड़ाके की, ठंड के मौसम के कारण सभी विद्यालय आज से, एक सप्ताह के लिए बंद रहेंगे। आने वाले रविवार को शिक्षण संस्थानों के, खुलने या बंद रहने की घोषणा की जाएगी।

1. What is one detail mentioned about schools in Delhi?

- (A) Schools will serve as shelters during severe weather.**
- (B) Schools will have shortened hours before the holiday.**
- (C) Schools will install heaters starting next Sunday.**
- (D) Schools will close down for at least a week.**

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

Justification:

- (A) is **not** the correct answer, because although severe weather is mentioned in the announcement, there is no mention of schools serving as shelters.
- (B) is **not** the correct answer, because nothing is said about holiday school hours in the passage. The announcement gives details related to the cold weather and the school closures.
- (C) is **not** the correct answer, because the announcement is not about installing heaters. There is no mention in the passage of installing heaters in schools.
- (D) is the correct answer.
The announcement specifically states that all schools will be closed for a week from today due to severe weather.

Sample Passage: Level 2

This passage is an Internet news report.

Transcription:

बिहार में, जमुई जिले में माओवादियों द्वारा, एक निजी निर्माण कंपनी के अपहरण किये गये, पंद्रह कर्मचारियों का पता लगाने के लिए, व्यापक अभियान जारी है। हमारे पटना संवाददाता ने खबर दी है कि कोबरा बटालियन, सीआरपीएफ, सीमा सुरक्षा बल और विशेष कार्य बल के जवान, अपहृत कर्मचारियों का पता लगाने के लिए, चरका पाथर वन क्षेत्र में तलाशी अभियान में जुटे हैं। वन क्षेत्र से बाहर जाने के सभी रास्ते बंद कर दिये गये हैं। राज्य के पुलिस महानिदेशक, अभय आनंद सिंह ने बताया कि अगर जरूरत पड़ी, तो हेलिकॉप्टर की भी मदद ली जाएगी। जमुई जिले से जुड़े मुंगेर और बांका जिले में, नक्सलियों की गतिविधियों पर कड़ी नजर रखी जा रही है। जमुई जिले से जुड़ी, बिहार-झारखंड सीमा सील कर दी गई है। माओवादियों ने सोमवार को देर रात, बलथार घाट के पास से, इस निर्माण कंपनी के कर्मचारियों का अपहरण कर लिया था। यह कंपनी बरनार नदी पर पुल बना रही है।

1. According to the report, what is the purpose of the ongoing operation?

- (A) To find a missing border patrol agent.
- (B) To rescue an ambushed task force.
- (C) To locate a group of kidnapped people.
- (D) To recover a crashed rescue helicopter.

The correct answer is (C).

Justification:

- (A) is **not** the correct answer, because the passage does not mention anything about a missing border patrol agent. Although the border area is mentioned in the text, no reference is made to finding a missing border patrol agent.
- (B) is **not** the correct answer, because nothing is said about rescuing an ambushed task force. The passage mentions various task forces that are engaged in locating the kidnapped people.
- (C) is the correct answer.
The passage specifically states that an extensive operation is continuing to trace the kidnapped employees of a private construction company.

(D) is **not** the correct answer, because there is no mention of a helicopter crash in the passage.

2. What is one detail reported about the Charka Pathar forest area?

- (A) The forest was a suspected training ground for Maoist forces.**
- (B) The forest was closed off during the course of a police action.**
- (C) The forest lies outside the control of the Jamui police district.**
- (D) The forest trails are difficult to navigate with land vehicles.**

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

Justification:

(A) is **not** the correct answer. Although Maoist forces are mentioned in the passage as suspects in a kidnapping, nothing is said about the Charka Pathar forest area being used as their training ground.

(B) is the correct answer.

The passage clearly states that all outlets from the forest area have been closed during the search operation.

(C) is **not** the correct answer, because there is no mention of the jurisdiction of the Jamui district police in the passage.

(D) is **not** the correct answer, because the passage does not say anything about the difficulties in navigating the forest with land vehicles.

Sample Passage: Level 3

This passage is from a news interview.

Transcription:

Male 1: सरकार ने इस सप्ताह बताया कि उसने कृषि क्षेत्र को फिर मज़बूत करने और किसानों की हालत सुधारने के लिए अनेक उपाय किए हैं। राज्य सभा में कृषि मंत्री शरद पवार ने कहा कि कृषि और सम्बंधित क्षेत्रों में अद्वारह खरब रूपए निवेश किए गए थे। वर्तमान मूल्यों के अनुसार इसे बढ़ा कर इक्कीस खरब रूपए किया गया। देश के विभिन्न भागों में वर्षा में कमी को देखते हुए सरकार ने बीजों और डीज़ल पर सब्सिडी बढ़ाने का फैसला किया। वर्तमान परिस्थिति में कृषि क्षेत्र की क्या स्थिति आप देखते हैं?

Male 2: देखिये, जो इन्वेस्टमेंट की हम लोग बात कर रहे हैं, जितना बड़ा हमारा कृषि क्षेत्र है, उसकी जो ज़रूरत है, उसके हिसाब से ये इन्वेस्टमेंट काफी कम है, और अगर आप लगातार देखेंगे, जो हमारा जीडीपी की ग्रोथ है, या जो उपलब्ध संसाधन हैं, उन में जो अनुपात के हिसाब से हम देखें कृषि क्षेत्र को जितने संसाधन मिलने चाहियें, जितना आबंटन होना चाहिए वो नहीं मिल पा रहा है। दूसरे, कि ये एक तरीके से ये कहें कि बहुत छोटे स्तर पर उस तरीके से ये पैसा जाता है। किसानों को बीज के लिए किट आपने दे दिया है या फिर जैसा अभी सूखा राहत का अभी बात हो रही है, अभी तो सूखा राहत का बाद में पता लगेगा। डीज़ल के लिए अभी नोर्म्स वगैरह उस तरह से तो आए नहीं हैं। किस तरह सब्सिडी मिलेगी, सो ये तात्कालिक राहत की तरह से हैं। जो दीर्घकालिक चीज़ें हैं, उस में अगर हम निवेश जब तक नहीं करेंगे, ढांचागत सुविधाओं में निवेश नहीं करेंगे। वो सिंचाई की सुविधाएँ हों या जो नयी वैराइटीज़ का डेवलपमेंट हो, उस पर हम काम नहीं करेंगे, या खास तौर से जो मार्केटिंग वाला जो हिस्सा, वो काफी कमज़ोर है। उसके ऊपर सब से ज्यादा काम करने की ज़रूरत है। उस में काम सरकार को ही करना पड़ेगा, किसानों को साथ में लेना पड़ेगा।

1. What criticism of the government does the interviewee make by mentioning the GDP?

- (A) Dependence on foreign oil endangers the country's food stability.**
- (B) Government policy undervalues the role of farming in the economy.**
- (C) Plans to shift the economy away from an agricultural focus are premature.**
- (D) Officials fail to understand the impact that floods have on the food supply.**

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

Justification:

(A) is **not** the correct answer, because the interviewee makes no reference to dependence on foreign oil and the food stability issue.

(B) is the correct answer.

The interviewee states that agriculture is not receiving the proper distribution of funds when considering the ratio of the agriculture sector to country's GDP growth.

(C) is **not** the correct answer, because the interviewee says nothing about government's plans to shift the focus of economy from agriculture. In the beginning of the interview, the interviewer mentions that the government has implemented many solutions to re-strengthen the agricultural sector.

(D) is **not** the correct answer, because there is no mention of officials having problems in understanding the impact of floods on the food supply.

2. What is the interviewee's opinion of subsidies?

- (A) Subsidies are ineffective at helping farmers increase yields.**
- (B) Subsidies are not effective because farmers pay high taxes.**
- (C) Subsidies are unfairly distributed among the country's farmers.**
- (D) Subsidies are not a substitute for long-term solutions.**

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

Justification:

(A) is **not** the correct answer, although the interviewee mentions that the subsidies are distributed at a very small scale, he did not say that the subsidies are ineffective in increasing farmers' yields.

(B) is **not** the correct answer, because no mention is made about farmers paying high taxes during the interview.

(C) is **not** the correct answer, because there is no mention of unfair distribution of subsidies among farmers. The interviewee says that the portion of the government's subsidies is very small and the agriculture sector is not receiving enough funds.

(D) is the correct answer.

The interviewee states the subsidies are short-term relief and the government should invest in improving infrastructure as a long-term solution such as irrigation facilities, development of new varieties of seeds and the area of marketing of crops as long-term solutions.

Appendix:

Interagency Language Roundtable (ILR) Language Skill Level Descriptions

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.

ILR 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]

ILR 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]