Japanese
Defense Language Proficiency
Test 5

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

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

DLPT5s in many languages include both a Lower-Range test and an Upper-Range test. The Lower-Range test measures ILR proficiency levels 0+ - 3, while the Upper-Range test measures ILR proficiency levels 3 - 4. Examinees will normally take the lower-range DLPT5; those who receive a score of 3 on this test may be eligible to take the upper-range test, depending on the policy of their institution. The DLPT5 will be used to make operational readiness, incentive pay, and training decisions for civilian and military language analysts in the United States government. The Japanese DLPT5 in multiple-choice format will be offered in the lower range only.

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

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

o The Lower-Range Listening Test contains approximately 60 questions with about 37 authentic passages. Each passage has up to 2 questions with four answer choices per question. In the test, passages at the beginning will be played once. After a certain point in the test, examinees will hear the passages twice before having to answer the questions.

o For research purposes, some questions are not scored. These questions do not count toward the final score the examinee receives. Examinees will not be told which questions are not scored.

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

- **Test Content**
  o 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.

  o 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.

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

- **Test Format**: The test includes instructions on how to take the test, examples on how to answer the questions, and question sets containing the following parts:

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

  o **Passage**: This is the only element of the test that is in the target language being tested. The maximum length of a listening comprehension passage

- **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 but is allowed for the Upper-Range test.

Instructions for taking the DLPT5

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

Test Procedures

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

At the beginning of the test session, the examinee logs on to the system using a Common Access Card (CAC) or a user ID and password that were provided when the examinee registered to take the test. The examinee must click on the [CAC Logon] or [Submit] button before moving to the next screen.

The next screen provides a list of tests for which the examinee is eligible; the examinee selects the appropriate test from the list.
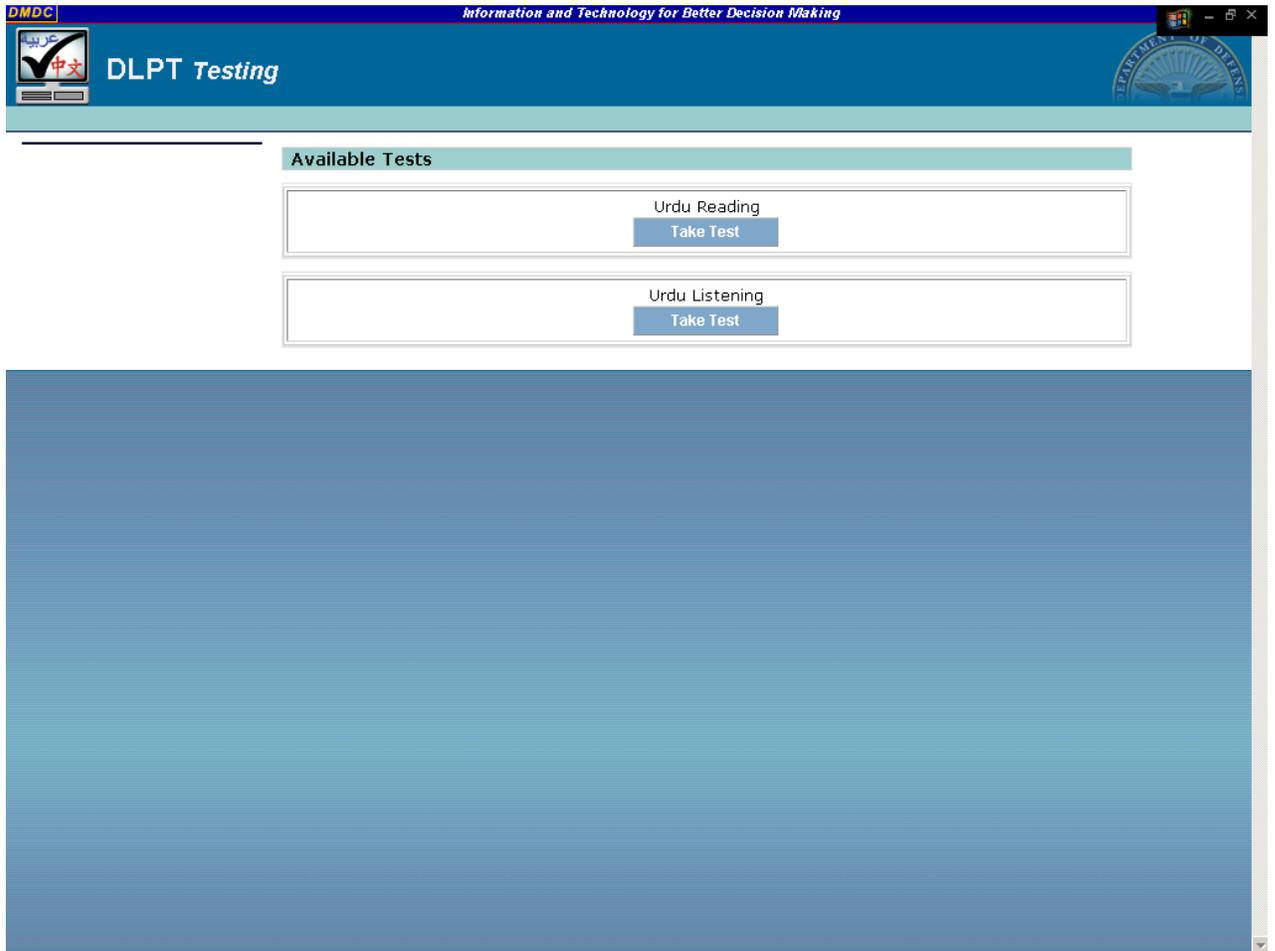
Once the test has been selected, a series of introductory screens appears. These screens contain the Privacy Act Statement, the Disclaimer for Defense language Institute Tests, the Test Administration Statement (of the examinee's ability to take the test at that time), and the Non-Disclosure Statement. The examinee must click on the indicated checkboxes under the Disclaimer and the Non-Disclosure Statement before moving to the next screen.

DLPT5 Lower Range Reading Comprehension Test for Japanese

DEPARTMENT OF DEFENSE

Defense Language Proficiency Test 5

Multiple Choice Format

Japanese

Language Code JA

Lower Range Reading Comprehension Test

FOR OFFICIAL USE ONLY

Controlled Item (Test Material)

Not to be shown to unauthorized persons

Not to be reproduced without authority granted by the Commandant

Defense Language Institute Foreign Language Center

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.

To begin, click on the [Next] button below.

Help

Introduction: Screen 1 of 6

Next

Privacy Act Statement:

Disclosure of requested information is solicited under the authority of Title 10, United States Code 3012, Executive Order 9397 and Army Regulation 600-2 and is mandatory. Social Security Number is used as the personal identifier number of all personnel under control of the Department of Defense, and is used in connection with updating information in official records and training files. Use of Social Security Number provides for objective scoring of Defense Language Institute tests, as the examinee's Social Security Number is the only identifier so as to maintain confidentiality when reporting test scores to examinees. Failure to provide Social Security Number may result in misidentification and non-credit for tests, and/or inadequate counseling and guidance.

Disclaimer for Defense Language Institute Tests:

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

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

Click on the checkbox above to confirm.

Help   Introduction: Screen 2 of 6

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Test Administration Statement:

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.

Non-Disclosure Statement:

I understand that this test is FOR OFFICIAL USE ONLY and the unauthorized discussion, disclosure or possession of any part of this test is a violation of Article 92, Uniform Code of Military Justice, and will result in appropriate administrative action to fix responsibility for such unauthorized behavior with criminal sanctions of up to two years hard labor and dishonorable discharge for those involved. Such unauthorized discussion or disclosure refers to RELATING ANY ASPECT OF THIS TEST TO ANYONE, including an instructor, fellow service member, spouse, or class member.

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

Click on the checkbox above to confirm.

Help	Introduction: Screen 3 of 6

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The next few screens contain examples of the screen layout for examinees to familiarize themselves with the features of the test, instructions for taking the test and a sample test passage. The text and questions in these screens appear smaller than the text and questions on the actual test passages.

Reading comprehension test

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

Instructions screen for the reading comprehension test:

DLPT5 Lower Range Reading Comprehension Test for Japanese

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.

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

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

 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 test start screen.

Test Start Screen for the Reading Test

DLPT5 Lower Range Reading Comprehension Test for Japanese

End-of-Test Review Information

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

Help   End of Instructions

Start of Test

- 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.

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.

Test ends in: 180:00 minutes   Back   Start Test

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.

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

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

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

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

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

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

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

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

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

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

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

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

Introduction: Screen 7 of 7   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**

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

DLPT5 Lower Range Listening Comprehension Test for Japanese	
End-of-Test Review Information	**Start of Test**
• 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.	• 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 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	*			20	Blank			38	*		55	*
3	3	*		18	21	*		28	39	*	37	56	*
4	4	*			22	*			40	*		57	*
5	5	*		19	23	*	X	29	41	*	38	58	*
6	6	*			24	*			42	*		59	*
7	7	*	X	20	25	*		30	43	*	39	60	*
8	8	*			26	*			44	*		61	*
9	9	*		21	27	*		31	45	*			
10	10	*			28	*			46	*			
11	11	*		22	29	*		32	47	*			
12	12	*			30	*		33	48	*			
13	13	*		23	31	*			49	*			
14	14	*		24	32	Blank		34	50	*			
15	15	*			33	*			51	*			
	16	*	X	25	34	*		35	52	*			
16	17	*	X	26	35	*			53	*			
	18	*			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

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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 – 4 in reading and listening taken from Japanese, 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 Passages

Level 1

Passage 1: 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。

1.What was the message about?

   (A) Mr. Mori wished Ms. Yamakawa a happy birthday.
   (B) Mr. Mori wanted Ms. Yamakawa to return his call today.
   (C) Tomorrow's meeting with Mr. Mori was cancelled.
   (D) Ms. Yamakawa was invited to a party tomorrow.

The best answer is (D).

The message is for Ms. Yamakawa about an invitation to Mr. Mori's birthday party tomorrow. Therefore (D) is the best answer. (A) is not the best answer because the message is not about Ms. Yamakawa's birthday but Mr. Mori's birthday party. (B) is not the best answer because the message did not mention that Ms. Yamakawa has to return Mr. Mori's call. (C) is not the best answer because the message is not about a meeting.

Level 2

Passage 2: From a newspaper

10日午後4時30分ごろ東京都杉並区の環状8号線井荻トンネル内で、大型トラックとダンプカーが正面衝突し、大型トラックが炎上、ダンプカーには後続のオートバイが追突した。この事故で、大型トラックとダンプカーの運転手が死亡。追突したオートバイに乗っていた男性（20)も負傷し、杉並区内の病院に運ばれたが、重症の模様。トンネル内は上下線とも通行止めになった。

2.What incident was reported?

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

The best answer is (A).

This passage is a report of a collision inside a tunnel; therefore, (A) is the best answer. (B) is not the best answer because there was no roadside fire, although the truck involved in the accident went up in flames. (C) is not the best answer because this accident was not a hit-and-run: both drivers mentioned died in the accident. (D) is not the best answer because there was no mention of an explosion.

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

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

The best answer is (D).

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

Level 3

Passage 3: From an editorial

「無い袖は振れない。経済の身の丈に合った制度にしなければ」「『カネがないから我慢してくれ』とは言えない、「骨太の方針」の決定を前に、医療費の抑制をめぐって経済財政諮問会議と厚生労働省の攻防が続いている。

　天井知らずの医療費を抑えるには経済全体に連動した抑制目標が欠かせない、というのが、諮問会議の主張だ。それに対して、厚生労働省は、目標の必要性は認めるが、経済状況に縛られては必要な医療が受けられなくなる、と譲らない。医療費は毎年1兆円余り増えており、国内総生産（GDP）の伸び率を上回る。いま32兆円の医療費が、20年後には69兆円に跳ね上がるという試算さえある。このままでは国庫負担を増やすか、保険料や自己負担分を引き上げるほかに道がなくなってしまう。

　医療費の抑制は、掛け声だけでは実現しない。何らかの分かりやすい目標を定め、それに沿って具体策を講じることが望ましい。とはいえ、伸び率を名目GDPに合わせるという諮問会議の民間議員の提案は、言い値にしても乱暴すぎる。

　医療費の膨張は、医者にかかることの多い高齢者が増えているのが主な原因だ。経済が冷え込んだからといって、お年寄りの医療を削れるだろうか。一方の厚労省が経済の動きを反映した抑制目標をかたくなに拒むのも理解に苦しむ。経済が低迷するなか、老後も医療保険で守られるのか、みんな不安に思っている。そうした懸念を解消するには、経済の実勢に合った医療制度に組み替えなくてはならないはずだ。

　一連の年金改革のなかで、厚労省は年金の総額の伸びと経済成長とを一致させた。4年前には、老人医療費の上限を高齢者の自然増や経済成長率をもとに設定する「伸び率管理」を提案している。なのに今回はなぜ及び腰なのか。医療にはまだまだムダが多い。必要もないのに入院する「社会的入院」はあちこちで目にする。元気なのに10種類を超す薬を飲んだり、毎日のように医者に通ったりするお年寄りもいる。

　生活習慣病の予防に努める。病院を機能ごとに分け、連携を進めることで、入院日数を短くする。厚労省は新たな医療改革として、こうした方策を掲げている。目標を定めて取り組んでこそ実効も上がるし、その成果が確認できるというものだろう。決め方次第では、必要な医療が打ち切られるような副作用も出かねない。経済の伸びだけでなく高齢者の増加なども加味することで、国民が納得できるものにすることが不可欠だと思う。

4. According to the passage, what has been the primary cause of rising medical costs?

    (A) The long-term abuse of resources in medical facilities located in urban areas.
    (B) The increasing number of senior citizens needing medical treatment.
    (C) The lack of a central system to monitor medical expenditures.
    (D) The generous medical coverage for the unemployed.

The best answer is (B).

In paragraph 3, the author stated that the number of senior citizens needing frequent medical treatments is large and has caused medical expenditures to increase. Therefore, (B) is the best answer. (A) is not the best answer because the passage did not mention the abuse of medical resources. (C) is not the best answer because although the medical system as a whole has loopholes and allows medical resources to go to waste, the passage did not mention the lack of a system as the major reason for the increasing medical expenditures.. (D) is not the best answer because there is not mention of the type of medical coverage the unemployed are entitled to receive.

5. What did the author recommend be done regarding the problem discussed in the passage?
    (A) The government should create a policy that encompasses both social and economic concerns.
    (B) The government should make economic growth its first concern.
    (C) Local governments should be responsible for their share of medical expenses..
    (D) People should be informed about their rights and obligations in the new system.

The best answer is (A).

In the concluding paragraph, the author suggested that the government come up with a policy that takes account of both the aging population and the rate of economic growth; therefore, (A) is the best answer. (B) is not the best answer because the passage does not state that the government should consider economic growth as a means to solve the problem of high medical costs.. (C) is not the best answer because there is no mention of making local governments share the medical expenses. (D) is not the best answer because the passage does not suggest that the problem stems from people's ignorance of their rights and obligations.

6. What does "掛け声だけでは" as used in the phrase 掛け声だけでは実現しない **in paragraph 3 suggest?**

   (A) Empty words
   (B) A piece of bad advice.
   (C) A lack of focus.
   (D) False hopes.

The best answer is (A).

The word "掛け声", when standing along, means "a rallying cry or shout." However when it is put in the context of this phrase 掛け声だけでは実現しない, it refers to a lot of cheering among the group to accomplish something but no concrete actions; therefore, (A) is the best answer. (B) is not the best answer because it does not mean "a piece of advice" in the context of the phrase. (C) is not the best answer because it does not mean "a lack of focus" in the context of the phrase. (D) is not the best answer because it does not mean "false hopes" in the context of this phrase.

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

Level 1

Passage 1: This passage is a conversation between friends.

Transcript:
女1：田中さん、この週末、映画に行かない？　今、トム　クルーズの新しい映画やってるんだけど。
女2：あ、そう。でも、わたし、小学校の時の友達と会う約束があるんだ。だから、土曜日はだめだけど、日曜日ならいいわよ。
女1：じゃ、日曜日にしましょう。

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

    (A) Go to a movie with her.
    (B) Meet her friend this Saturday.
    (C) Visit a new theater in town.
    (D) Join a school friend for lunch.

The best answer is (A).

The woman asked Ms. Tanaka to go to the movies with her this weekend; therefore, (A) is the best answer. (B) is not the best answer because the woman did not ask Ms. Tanaka to meet her friend. (C) is not the best answer because there was no mention of a new theater in town. (D) is not the best answer because Ms.Tanaka, rather than the woman, will meet a school friend.

Level 2

Passage 2: This passage is a conversation between two friends.

Transcript:
女1：週末どうだった？どこか行ったりした？
女2：うん、健二を連れて動物公園に行ってきたんだけど。落ち葉のプールっていう、ちょっとおもしろいのがあったわよ。冬の間も子供たちが遊べるように水の代わりにプールを落ち葉でいっぱいにしてあるの。
女1：へー。で、健二君どうだったって？
女2：ええ、楽しかったって。健二、はしゃいじゃって、すごかったわよ。飛び込んだり、もぐったりして。中は暖かかったって言ってたわ。
女1：そうなの。でもどういう目的なのかしらね。
女2：「都会の子供たちに自然を味わってもらおう」っていうことなんですって。ほら、最近の子って家でテレビを見たり、ゲームで遊んでばっかりいて自然の中で遊ぶなんてことなんてあんまりないじゃない？
女1：そうね、そういえば最近、外で遊ぶ子ってなんだかあまり見かけないわね。落ち葉のプールなんて、いい考えね。それ、いつまでやってるって？
女2：来月の半ばごろまでって。
女1：じゃ、わたしも子供たち連れて、行ってくるわね。

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

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

The best answer is (C).

According to the conversation, people are concerned that city children hardly play outside theses days. The zoo authorities provide a place for children to come into contact with nature while playing; therefore, (C) is the best answer. (A) is not the best answer because there is no mention of new exhibits at the zoo. (B) is not the best answer because the conversation does not mention plants native to the Tokyo region. (D) is not the best answer because the conversation does not mention how or where to obtain child-rearing information.

Level 3

Passage 3: This passage is from an interview on the radio.

Transcript:
聞き手(女)：また所得税の確定申告のシーズンがやってきましたが、サラリーマンの大半は確定申告をする必要がないせいか、あまり関心がないようですね。

話し手(男)：そうですね。サラリーマンの場合は月給から天引きのいわゆる源泉徴収と、暮れの年末調整ですませるケースがほとんどですからね。国としては、その方が確実に国民から税金をとりたてられる、人件費の削減にもなる、まあ一石二鳥というわけなんでしょうけど。

聞き手：国にとってはいいシステムだということですね。

話し手：ん〜、国にとっては都合のいいシステムかもしれないけど、なんせ 1940 年代に出来上がったもんですからね、いろいろ欠点もあるんですよ。

聞き手：例えば？

話し手：今の仕組みだと、すべて人任せ、結局サラリーマンの、自分が税金を収めているという自覚が欠如しちゃうんですよ。そんな風じゃ、納税者として、政治に参加しようという意欲がわいてくるわけないでしょ。それに、肩代わりせざるをえなくなった会社は、事務の負担がかさむ。社員だって色々な細かい個人情報まで会社に握られちゃうんですからね。それじゃ、個人の自立とプライバシーを重んじる今の時代にはそぐわないでしょ。もちろん、今すぐ制度を切り替えるのは難しいかもしれませんよ。戦後の社会にずっと定着してきたもんですから。でも、時代も変わってきたんだから、いつまでも古い制度にしがみついてないで、申告納税をサラリーマン層に広げる努力をしなきゃいけない時が来たんじゃないでしょうかね。

聞き手：その時代にあった制度に変えていくということは大切ですね。

話し手：「やがて大増税時代がやってくる」なんて騒ぐ前に、国民一人一人が自分たちの税金がどのように使われているのか、もっと関心を持たなきゃね。申告納税がもっとサラリーマン層に広がれば、税金を納めるということの重大さも身にしみて分かるようになるだろうし、もっと政治の動きに目を向けるようになるはずですよ。今まで受身だったサラリーマンが口やかましい納税者にかわることがすなわち民主主義の活性化にもつながるんじゃないかって思うんですよ。

3. What is one drawback of the current tax system discussed by the interviewee?

   (A) It is becoming more costly to manage.
   (B) It makes little allowance for tax adjustments.
   (C) It puts people at risk of becoming victims of identity theft.
   (D) It reinforces people's indifference to their rights as taxpayers.

The best answer is (D).

In this interview, it is stated that under the current system, since white-collar workers leave tax matters up to their employer, they lack any awareness that they are paying taxes. The interviewee thinks that, as a result, people are not motivated to participate in politics as taxpayers. Therefore, the best answer is (D). (A) is not the best answer because the passage states that the current system actually <u>reduces</u> some of the government's management costs. (B) is not the best answer because the passage states that there indeed exists an end-of-year adjustment. (C) is not the best answer because, although the passage states that employers have access to employees' personal information under the current system, this fact is cited as a drawback in terms of loss of privacy rather than risk of identity theft.

4. What suggestion was made to address concerns raised in the interview?

   (A) Make white-collar/certain workers file their own tax returns.
   (B) Enforce laws dealing with individual privacy issues.
   (C) Ensure that citizens are better informed about their civic duties.
   (D) Increase the number of tax brackets for white-collar/certain workers.

The best answer is (A).

The interviewee pointed out that the current tax system is out-of-date and that it is time for the system to change so that white-collar workers file their own tax returns. Therefore, (A) is the best answer. (B) is not the best answer because, although the issue of individual privacy was mentioned, no laws concerning this issue were discussed. (C) is not the best answer because, although taxpayers' greater involvement in politics was discussed as a desirable goal, there was no mention of informing them of this goal directly. (D) is not the best answer because the issue of tax brackets was never discussed in the interview.

Appendix A: Interagency Language Roundtable 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.

Interagency Language Roundtable Language Skill Level Descriptions: Listening

Listening 0 (No Proficiency)

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

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

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

Listening 1+ (Elementary Proficiency, Plus)
Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding is uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections) but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete

utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some nonautomated applications.)   [Data Code 16]

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

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

Listening 3 (General Professional Proficiency)
Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers it they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some nonautomated applications.) [Data Code 30]

Listening 3+ (General Professional Proficiency, Plus)

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

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

Listening 4+ (Advanced Professional Proficiency, Plus)
Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme nonstandard dialects and slang, as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of the well-educated native listener but still not equivalent. (Has been coded L-4+ in some nonautomated applications.) [Data Code 46]

Listening 5 (Functionally Native Proficiency)
Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as

they create discourse. Able to understand extremely difficult and abstract speech. (Has been coded L-5 in some nonautomated applications.) [Data Code 50]

Interagency Language Roundtable Language Skill Level Descriptions: Reading

R-0: Reading 0 (No Proficiency)
No practical ability to read the language. Consistently misunderstands or cannot comprehend at all. [Data Code 00]

R-0+: Reading 0+ (Memorized Proficiency)
Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or a character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office and shop designations. The above often interpreted inaccurately. Unable to read connected prose. [Data Code 06]

R-1: Reading 1 (Elementary Proficiency)
Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include descriptions of persons, places or things: and explanations of geography and government such as those simplified for tourists. Some misunderstandings possible on simple texts. Can get some main ideas and locate prominent items of professional significance in more complex texts. Can identify general subject matter in some authentic texts. [Data Code 10]

R-1+: Reading 1+ (Elementary Proficiency, Plus)
Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field.
In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding. [Data Code 16]

R-2: Reading 2 (Limited Working Proficiency)
Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read with some misunderstandings straightforward, familiar, factual material, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level. The individual can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence which aids the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical material written for the general reader. Generally the prose that can be read by the individual is predominantly in straightforward/high-frequency sentence patterns. The individual does not have a broad active vocabulary (that is, which he/she recognizes immediately on sight), but is able to use contextual and real-world cues to understand the text. Characteristically, however, the individual is quite slow in performing such a process. Is typically able to answer factual questions about authentic texts of the types described above. [Data Code 20]

R-2+: Reading 2+ (Limited Working Proficiency, Plus)
Sufficient comprehension to understand most factual material in non-technical prose as well as some discussions on concrete topics related to special professional interests. Is markedly more proficient at reading materials on a familiar topic. Is able to separate the main ideas and details from lesser ones and uses that distinction to advance understanding. The individual is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. Has a broad active reading vocabulary. The individual is able to get the gist of main and subsidiary ideas in texts which could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning. [Data Code 26]

R-3: Reading 3 (General Professional Proficiency)
Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or international news items in major periodicals, routine correspondence, general reports, and technical material in his/her professional field; all of these may include hypothesis,

argumentation and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas and "read between the lines," (that is, understand the writers' implicit intents in text of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms. [Data Code 30]

R-3+: Reading 3+ (General Professional Proficiency, Plus)
Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or rarely experiences difficulty relating ideas or making inferences. Able to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties. Able to comprehend a considerable range of intentionally complex structures, low frequency idioms, and uncommon connotative intentions, however, accuracy is not complete. The individual is typically able to read with facility, understand, and appreciate contemporary expository, technical or literary texts which do not rely heavily on slang and unusual items. [Data Code 36]

R-4: Reading 4 (Advanced Professional Proficiency)
Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers' use of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader. [Data Code 40]

R-4+: Reading 4+ (Advanced Professional Proficiency, Plus)
Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment) is nearly that of a well-read or well-educated native

reader. Accuracy is close to that of the well-educated native reader, but not equivalent. [Data Code 46]

R-5: Reading 5 (Functionally Native Proficiency)

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