

# **Korean 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+ through 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+ 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. The Korean DLPT5 in multiple-choice format will be offered in the lower range only.

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

- **Test Design**
  - The Lower-Range Reading Test contains approximately 60 questions with about 31 authentic passages. Each passage has up to 4 questions with four answer choices per question.
  - The Lower-Range Listening Test contains approximately 60 questions with about 38 authentic passages. Each passage has up to 2 questions with four answer choices per question. In the test, passages at the beginning will be played once. After a certain point in the test, examinees will hear the passages twice before having to answer the questions.

- For research purposes, some questions are not scored. These questions do not count toward the final score the examinee receives. Examinees will not be told which questions are not scored.
- Examinees have 3 hours to complete the Reading Test and 3 hours to complete the Listening Test. Approximately halfway through each test, examinees will be given a 15-minute break. The break does not count toward the test time. For the Listening Test, although the playing of the passages is controlled by the computer, examinees may take as much or as little time as they wish to answer the questions. Managing the time effectively is the examinee's responsibility, just as it is on the Reading Test.
- **Test Content**
  - The DLPT5 is designed to measure proficiency in the target language regardless of how it has been acquired. For this reason, and because of the broad proficiency orientation of the test, its content is not tied to any particular language-training program.
  - The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc. The Lower-Range Korean DLPT5 contains North-Korean-sourced passages and test items based on those passages. This is true for both the listening and the reading tests. In each of the test forms, 15-20% of the test items are based on passages that come from North Korean sources. North-Korean-based test items appear at levels 2 through 3. There are no North-Korean-based test items at levels 1 or 1+.
  - The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.
- **Test Format:** The test includes instructions on how to take the test, examples on how to answer the questions, and question sets containing the following parts:
  - **Orientation:** This is a short statement in English that appears before each passage. Its purpose is to identify the context from which the passage is taken.
  - **Passage:** This is the only element of the test that is in the target language being tested. The maximum length of a listening comprehension passage in the test is approximately 2 minutes. The maximum length of a reading comprehension passage is approximately 400 words. Most of the passages are much shorter than the maximum length.
  - **Question statement:** Each individual question is based on the passage, is written in English, and is posed in the form of a complete question or an incomplete

statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally questions may ask about expressions that are used in the passage. The number of questions based on the passage is related to the length and complexity of the passage.

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

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.

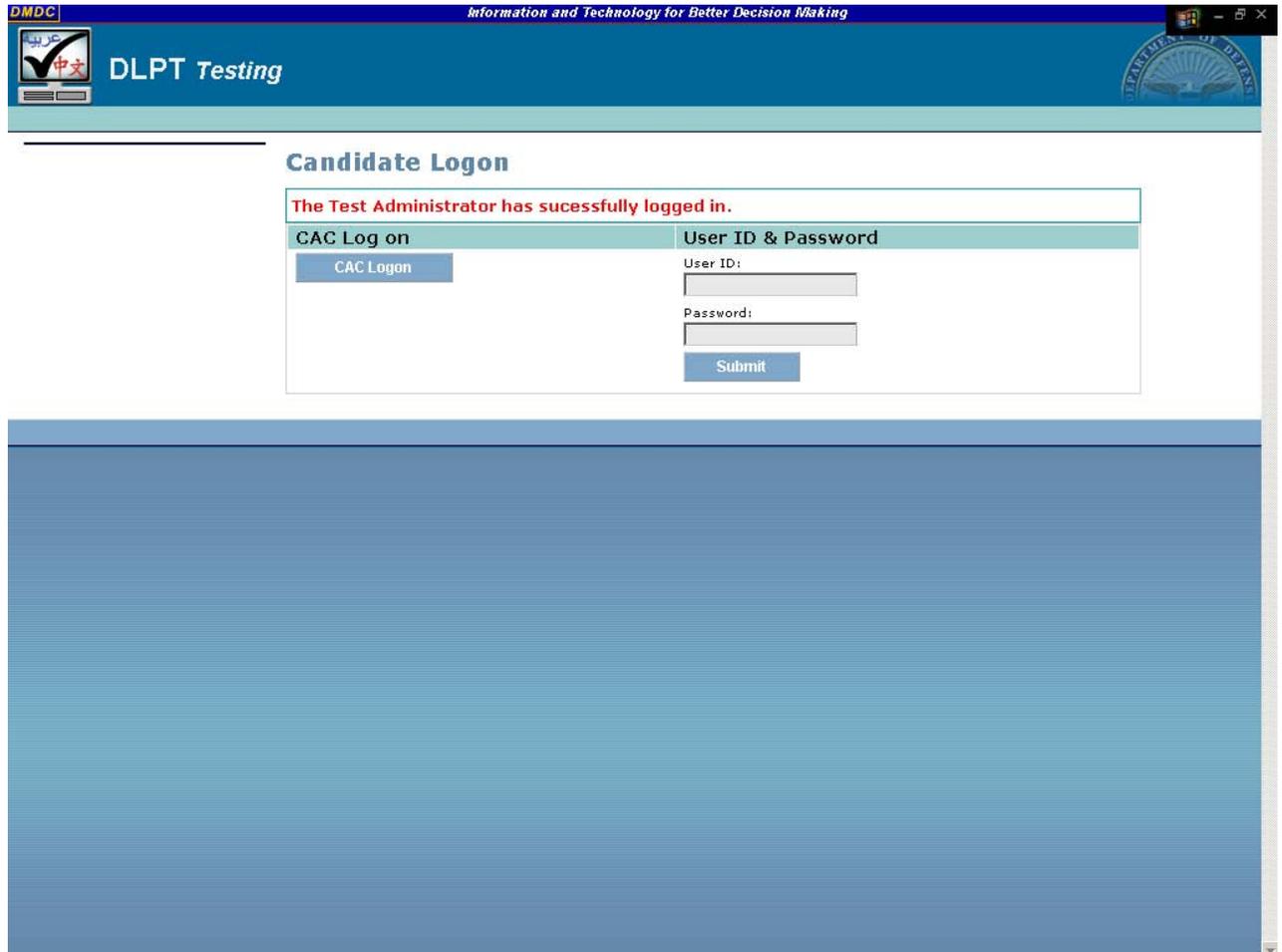
## **Instructions for taking the DLPT5**

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.

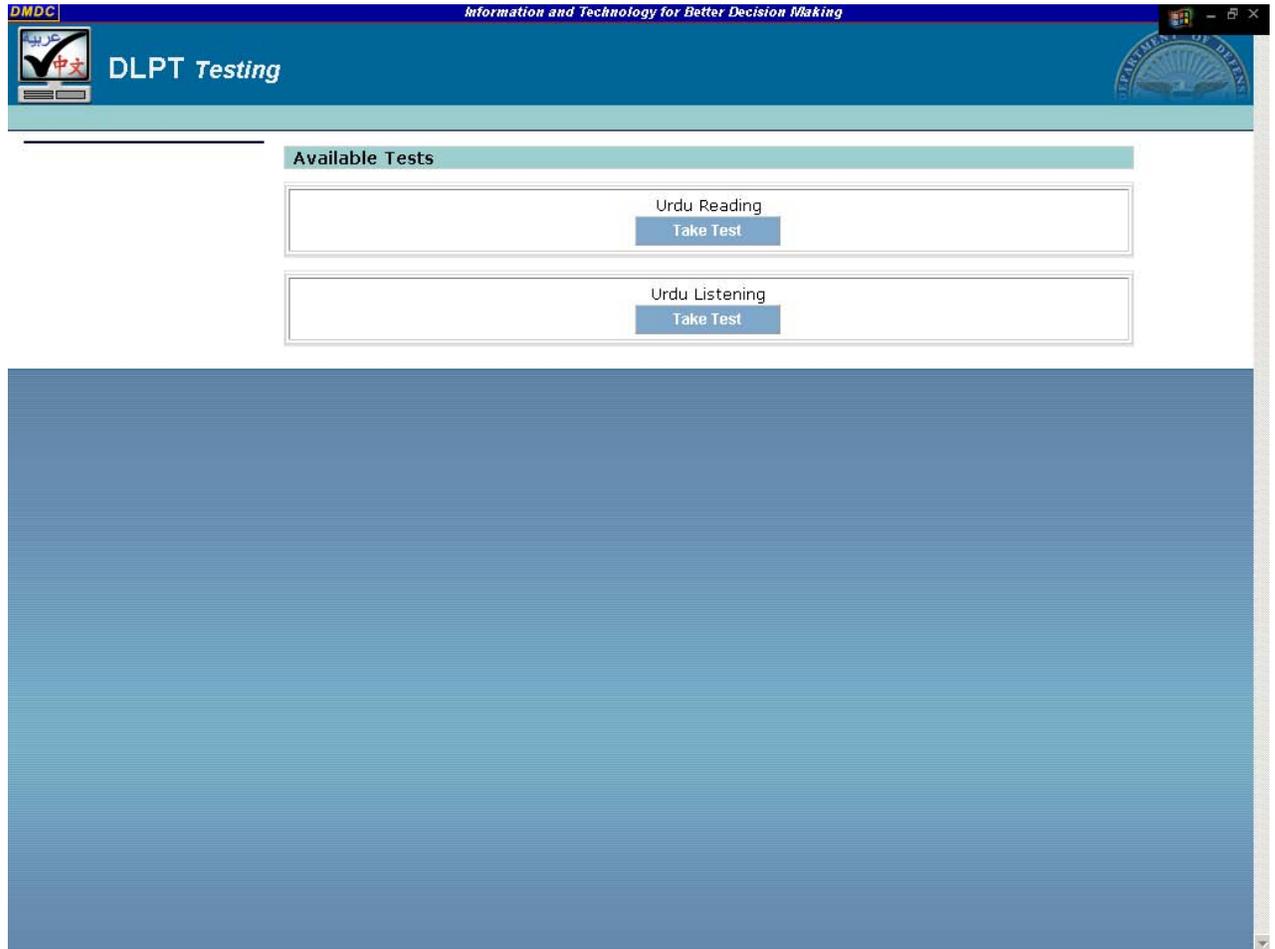
### **Test Procedures**

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

<p>DEPARTMENT OF DEFENSE</p> <p><b>Defense Language Proficiency Test 5</b> Multiple Choice Format</p>  <p><b>Japanese</b> Language Code JA</p> <p><b>Lower Range Reading Comprehension Test</b></p>	<p><b>FOR OFFICIAL USE ONLY</b></p> <p><b>Controlled Item (Test Material)</b></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><b>To begin, click on the [Next] button below.</b></p>
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Introduction: Screen 1 of 6

[Help](#) [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

**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

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 intended to be legible. Explanations of the parts of the screen are provided.

The screenshot displays the 'DLPT5 Lower Range Reading Comprehension Test for Japanese' interface. The main window is titled 'Example of Screen Layout' and contains a sample test screen. The sample screen is titled 'DLPT X Multiple Choice Test for Reading Comprehension Language X' and shows 'Passage #1' with two paragraphs of illegible text. To the right of the passage are three multiple-choice questions. The interface includes a 'Help' button, a status bar at the bottom showing 'Passage 1 of 5', '3 questions', and 'Test ends in: 37:39', and a 'Next' button. Annotations on the left and right sides explain various features: the orientation statement, foreign language passage, questions, and status bar.

**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.

**TITLE BAR**  
 \* indicates the test title.

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

**STATUS BAR**

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

Introduction: Screen 5 of 6

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

HelpSample Passage 1 questionBackNext

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

### Start of Test 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.

#### 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.

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

## Listening Comprehension Test

Example of screen layout for the Listening Comprehension Test:

The screenshot shows the test interface with the following components and annotations:

- DLPT5 Lower Range Listening Comprehension Test for Japanese** (Top header)
- Example of Screen Layout** (Title)
- Familiarize yourself with the features of this screen now.** (Instruction)
- DLPT X Multiple Choice Test for Listening Comprehension Language X** (Title bar)
- Passage # 1** (Section header)
- This passage is taken from a news broadcast.** (Orientation statement)
- QUESTIONS** (Section header)
- 1. What does the author claim about his sources?** (Question 1)
- 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?** (Question 2)
- 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** (Text)
- Mark this passage for later consideration.**  (Text)
- Click this button if you have any technical difficulties** (Annotation pointing to the Help button)
- To hear the audio for a passage, click this button.** (Annotation pointing to the Play Audio button)
- STATUS BAR shows:** (Section header)
- Current passage number
  - Total number of passages
  - Number of questions for current passage
  - Timer status
  - Play Audio and Help buttons
- Help** (Button)
- Passage 1 of 40** (Text)
- 2 questions** (Text)
- Test Ends in: 178:02** (Text)
- Play Audio** (Button)
- Passage #** (Text)
- Total # of passages** (Text)
- # of Questions for this passage** (Text)
- Time Remaining** (Text)
- Introduction: Screen 5 of 7** (Page footer)
- Help** (Button)
- Next** (Button)

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**

<b>Test Sequence</b>	<b>The Clock</b>
<ul style="list-style-type: none"><li>• When a passage screen opens, you will see the passage number, orientation statement, and the question or questions with their answer choices.</li><li>• At the very bottom of the screen a [Help] button and a [Play Audio] button will be visible.</li><li>• 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. <i>If you experience technical difficulty when the [Help] button is not visible, raise your hand.</i></li><li>• You may answer questions at any time during the playing of the audio.</li><li>• 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.</li><li>• 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 <i>before</i> moving to the next passage.</li></ul>	<ul style="list-style-type: none"><li>• The amount of time allotted for this test is 180 minutes (3 hours).</li><li>• There is a break in the middle of the test. It does not count against your time.</li><li>• It is your responsibility to keep track of where you are in the test, and how much time is remaining.</li></ul> <hr/> <p style="text-align: center;"><b>BEFORE YOU PROCEED, test your volume.</b></p> <p style="text-align: center;"><a href="#">Test Volume</a></p> <p style="text-align: center;">Click on the [Test Volume] button to hear a short audio file.</p>

[Help](#) Introduction: Screen 6 of 7 [Back](#)

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

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

- When a passage screen opens, you will see a short statement in English that explains the context from which the passage was taken, and below that, the question or questions associated with the passage.
- When you are ready to hear the passage, click on the [Play Audio] button located at the bottom right corner of the screen.
- You will then hear the short statement in English followed by the passage. Passages at the beginning of the test will be played only once. After a certain point in the test, passages will be played twice. You will be told when you reach that point. There will be a short tone signal between the two playings.
- You do not have to wait until the passage has finished playing to begin answering the questions. After hearing the passage you will be reminded to answer the question or questions. Read each question and its answer choices carefully. Some questions may be in the form of an incomplete statement.
- Based on what you have heard in the passage, choose the best answer to each question from among the four answer choices. The answer to each question may be stated overtly in the passage or only implied.
- Click on the button next to the answer you have chosen. You may change your answer by clicking on a different button.
- Click on the [Next] button at the bottom right of the screen to go to the next passage.
- There is no penalty for guessing, so it is to your advantage to answer all of the questions.

---

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

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

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
<ul style="list-style-type: none"><li>• At the end of the test, <i>if there is still time on the clock</i>, you will have the opportunity to review your answers before submitting the test.</li><li>• From the review page you will be able to jump to any given passage.</li><li>• You will be able to respond to any questions you have not answered, or change an answer.</li><li>• You <b>will not hear</b> the audio again during this review period.</li><li>• Detailed instructions for this review will be given at the end of the test.</li></ul> <hr/>	<ul style="list-style-type: none"><li>• This listening test contains 39 passages and 61 questions.</li><li>• The test is 180 minutes (3 hours) long.</li><li>• There will be a 15-minute break after Passage 23. The break does not count against the total time allowed for the test.</li><li>• When you are ready, click on the [Start Test] button below.</li><li>• The screen will move to Passage 1 and the clock will begin. <b>You are about to RESUME your test. The test will move to the most recently viewed passage.</b></li></ul>

Test ends in 180:00

Help      End of Instructions      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									
1	1	*	17	19	*	27	37	*	36	54	*
2	2	*	20	20	Blank	28	38	*	37	55	*
3	3	*	18	21	*	29	39	*	38	56	*
4	4	*	22	22	*	30	40	*	39	57	*
5	5	*	19	23	*	31	41	*	38	58	*
6	6	*	24	24	*	32	42	*	39	59	*
7	7	*	20	25	*	33	43	*	39	60	*
8	8	*	26	26	*	34	44	*	61	*	
9	9	*	21	27	*	35	45	*			
10	10	*	28	28	*	36	46	*			
11	11	*	22	29	*	37	47	*			
12	12	*	23	30	*	38	48	*			
13	13	*	24	31	*	39	49	*			
14	14	*	24	32	Blank	40	50	*			
15	15	*	33	33	*	41	51	*			
16	16	*	25	34	*	42	52	*			
16	17	*	26	35	*	43	53	*			
18	18	*	36	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 with the levels and types of passages and their associated test items as they would appear in a DLPT 5 test in multiple-choice format. Below are some sample passages for ILR levels 1 through 3 in Reading and Listening taken from Korean-language sources, and their associated questions and answer choices. An explanation of the best answer choice (Justification) for each question is also provided. Examinees should know that the use of study aids (i.e., dictionaries, reference books, etc.) is not permitted during the test. Note-taking is also not permitted during the test.

Because the operational forms of the Korean DLPT5 may contain test items based on materials from North Korea, this Familiarization Guide includes passages from North Korean-sourced materials. Passage 3 of the Reading passages is from a North Korean source, and among the Listening passages, Passage 3 is from a North Korean source. Among the Reading passages, Passage 4 has been provided courtesy of the Dong-A Ilbo. Listening Passage 4 is courtesy of Y.T.N. at [www.ytn.co.kr](http://www.ytn.co.kr).

For matters of Romanization of Korean names and words that appear in the Lower-Range Korean DLPT5, the guidelines of the National Institute of the Korean Language (국립국어원) were followed. The National Institute of the Korean Language was created on January 23, 1991 by Presidential Decree No. 13163 (November 14, 1990). The Institute is based in Seoul, South Korea. More information about the National Institute of the Korean Language is available at [www.korean.go.kr](http://www.korean.go.kr).

Please go on to the next page to begin reviewing sample Korean passages with test items.

## Reading Passages with Test Items

### Level 1

#### Passage 1

##### *An announcement on a municipal website*

저희 부산시에서는 어린이날을 맞아 어린이 그림 그리기 대회를 엽니다. 이번 그림 그리기 대회는 5월 5일 (수) 오전 9시부터 오후 1시까지 용두산 공원에서 열립니다. 부산시에 사는 초등학생은 누구나 참가할 수 있습니다. 참가하는 모든 어린이들에게는 간단한 점심과 음료수가 제공됩니다. 자세한 내용은 051-345-5000 으로 문의하시기 바랍니다.

1. What kind of event is announced on this website?
- (A) A contest at which local children will draw pictures.
  - (B) A Children's Day parade that starts at Yongdusan Park.
  - (C) An exhibition of children's art from city schools.
  - (D) A spring fair where children can receive special gifts.

The correct answer is (A).

Justification:

(A) is the correct answer. The announcement specifically states that the city is holding a picture-drawing contest for children.

(B) is **not** the correct answer, because although Children's Day is mentioned in the text, the city is not sponsoring a parade to commemorate the event.

(C) is **not** the correct answer, because the city is not announcing an exhibition of children's art created in city schools, but rather a children's drawing contest.

(D) is **not** the correct answer, because the event is Children's Day; there is no mention of a spring fair at which children will receive special gifts.

## Level 2

### Passage 2

#### *A news report from a Seoul newspaper*

월요일 밤과 화요일 아침 중부지방을 급습한 짙은 안개 때문에 한국의 아우토반인 자유로에서 기록적인 100 중 연쇄 추돌사고가 발생했다.

화요일 오전 7시부터 30 여분 동안 경기 고양시 일산구간 자유로 상하행선 5 곳과 파주시 구간에서 차량 100 여대가 연쇄 추돌, 출근길 교통대란을 빚었다. 이로 인해 일산 신도시에서 김포대교에 이르는 자유로 6km의 상하행선이 3 시간 정도 완전 마비됐으며 자유로로 연결되는 일산 신도시 주변도로도 큰 혼잡을 빚었다.

80 여대가 추돌한 고양시 구간에서는 3 명이 크게 다쳤고 20 여명은 가벼운 부상으로 인근 병원에서 치료를 받았다.

이날 사고는 월요일 밤부터 고양, 김포, 인천 등 수도권 서부지역에 가시거리가 10m도 안될 정도의 짙은 안개가 깔린데다 새벽 기온이 떨어지면서 녹던 눈이 다시 얼어 도로가 빙판을 이뤘기 때문에 일어났다.

#### 2. What is the subject of this article?

- (A) Increasing numbers of traffic accidents due to highway overcrowding.
- (B) Vehicle-related accidents that were caused by bad weather.
- (C) Widespread road closures as the result of heavy rainfall.
- (D) Reckless driving behavior that resulted in a series of fatalities.

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

Justification:

(A) is **not** the correct answer, because there is no mention of an increase in traffic accidents due to overcrowding on roadways, even though highways became congested as a result of the accidents.

(B) is the correct answer. The passage gives details in regard to a series of automobile accidents that were caused by heavy fog that appeared unexpectedly.

(C) is **not** the correct answer, because there is no mention in the passage of roads being closed over a wide geographical area and because fog, not rainfall, caused the traffic problems.

(D) is **not** the correct answer, because neither reckless driving behaviors nor fatalities are mentioned in terms of the accidents that happened.

3. What was one outcome of the situation described in the article?
- (A) Hospitals had difficulty dealing with the flood of injured travelers.
  - (B) Emergency workers from several cities were called to help restore order.
  - (C) Victims had to be airlifted to safety because highways were clogged.
  - (D) Some people were trapped on roadways for a considerable period of time.

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

Justification:

(A) is **not** the correct answer because, despite reference being made to taking some injured travelers to hospitals, there is no statement that the hospitals had problems caring for the injured.

(B) is **not** the correct answer, because nothing is said about the matter of restoring order after the accidents occurred.

(C) is **not** the correct answer, because there is no mention of airlifting accident victims to safety from the highways clogged because of the accidents.

(D) is the correct answer. The passage states that as a result of the accidents described, traffic was immobilized on the Jayuro Expressway for three hours.

### Passage 3

#### *From a North Korean Internet source*

어느 한 전문기관에서 연구한데 의하면 사람이 하루 7시간 잠을 자는 경우 수명이 제일 길어진다고 한다. 연구과정에 어른에게 있어서 가장 이상적인 하루 잠자는 시간은 7시간이며 이것이 보장되면 사망률도 최소로 낮출수 있다는것을 발견하였다.

놀랍게도 하루 4시간정도의 잠을 자는 경우 남성들의 사망률에서는 큰 변화가 없었지만 여성들속에서는 수명이 현저히 줄어들었다.

한편 7시간이상 자는 여성들은 사망률이 높았다.

전문가들은 하루 4~5.5시간정도밖에 잠을 자지 않는 사람들속에서 기억력과 활동성의 부진, 당뇨병발생률이 현저히 증가될수 있다고 경고하였다.

최근 어느 한 나라 과학자들이 시험결과에 근거하여 잠이 창조적사유에 도움을 준다고 인정하였다.

그들은 잠을 잘 때 뇌가 저축된 정보들을 가공처리할수 있으며 나아가서 난문제들을 푸는데 도움을 준다고 추측하고있다.

실지 잠을 한번 푹 자고 나면 수백번 생각을 짜내도 풀리지 않던 문제가 척척 풀리는 경우를 체험한 사람들이 적지 않다.

**4. What is one major finding reported about sleep?**

- (A) Many people fail to get the recommended amount of sleep.**
- (B) Men generally require more sleep than women do.**
- (C) Women who sleep relatively little have a decreased lifespan.**
- (D) The longer people sleep, the greater the benefits they reap.**

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

Justification:

(A) is **not** the correct answer, because there is no discussion of how many people do or do not get seven hours of sleep, which is identified as being an ideal amount.

(B) is **not** the correct answer, because the passage is not comparing the general sleep requirements of men with the general sleep requirements of women.

(C) is the correct answer. According to the study cited in the passage, sleeping only four hours a day does not affect the mortality rate among men, but women who sleep only four hours a day have a significantly shortened lifespan.

(D) is **not** a correct answer. Although the passage discusses the benefits of sleeping, it does not address the issue of whether benefits increase with more sleep.

**5. What is one fact reported about sleep and its specific benefits?**

- (A) Sleep can help many people solve problems that have been puzzling them.**
- (B) Several short periods of sleep are more restorative than one long session.**
- (C) Sleep is an effective way to relieve stress for people with demanding jobs.**
- (D) A shorter-than-average sleep period helps people improve their memory faculties.**

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

Justification:

(A) is the correct answer. The passage states that scientists outside of North Korea presume that during sleep the brain processes accumulated information which helps in solving difficult problems and that the practical experience of many people confirms the correctness of this assumption.

(B) is **not** the correct answer, because the effect of several short periods of sleep compared to one long sleep session is not mentioned.

(C) is **not** the correct answer, because the passage neither mentions people with demanding jobs nor does it discuss sleep as a means to relieve stress.

(D) is **not** the correct answer, because the passage states that sleeping 4 to 5½ hours per day decreases a person's memory.

### Level 3

#### Passage 4

##### *Commentary from a major daily newspaper*

부산 서구는 도심 공동화 현상으로 1985년 22만 6800여 명이었던 인구가 올해 12만 5700여명으로 줄었지만 공무원 수는 425명에서 541명으로 늘었다. 2004년부터 2008년까지 5년 동안 인구는 줄었는데도 공무원 수는 되레 늘어난 지자체가 전국의 246곳 중에서 86곳이나 된다. 일단 정원은 늘리고 예산은 따내고 보자는 지방자치단체의 심보 앞에서 녹아나는 것은 세금이다.

해당 지자체들은 사회복지 같은 새 행정수요가 생겨 공무원 수를 늘린다고 주장하지만 수요가 없어진 분야의 공무원을 줄이지는 않는다. 이익을 내야 하는 민간기업은 새 업무가 생겼다고 해서 무작정 인원을 늘리지 않는다. 지자체는 중앙정부가 정원을 규제하니 서류상 정원은 그대로 두고 현원만 늘리는 편법도 동원한다. 정규직 증원이 막히면 비정규직을 늘린다. 그야말로 브레이크가 없는 지방권력이다.

중앙정부의 규제도 없고 내부 견제도 없는 지자체의 험뜯는 차마 눈 뜨고 보기 힘들 지경이다. 축제, 전시회, 체육대회 등 선심성 행사 비용이 천정부지로 늘어나고 자치구의 경우 특히 심해, 민간이전경비 비율이 평균 11%를 상회한다. 심지어는 전체 예산의 20% 이상을 민간단체에 주는 곳도 있다. 구청장이 세금으로 선거운동을 하고 다니는 셈이다. 62 지방선거에서 새로운 후보가 이러한 현직 프리미엄을 극복하고 공직에 진출하기는 정말 어려운 일이다.

우리나라 지자체는 재정을 중앙정부에 지나치게 의존하다보니 파산 가능성이 낮다고 하지만 안심할 일만은 아니다. 중앙정부 의존도가 낮아지면 미국 캘리포니아 주나 일본 유바리 시의 경우처럼 심각한 재정위기가 오지 말라는 법이 없다. 미국과 일본은 사후약방문이지만 지방재정 위기를 막으려고 조기경보시스템을 도입했다.

지자체장들이 견제 받지 않는 권력을 마음껏 휘두르는 동안 지방재정은 더욱 열악해져 한계에 이르렀다. 지방권력을 대대적으로 수술할 때다. 그리스는 공공부문의 방만한 운영과 포퓰리즘을 막지 못해 재정위기에 빠졌다. 공공부문의 개혁을 미루다가 국제통화기금에 손을 벌리고 강제로 긴축당하는 **수모를 겪고 있는 것이다**. 우리가 그런 꼴을 당하지 않으려면 지금부터 미리 손을 써야 한다.

6. Which of the following best describes the writer's opinion of the local government organizations under discussion?
- (A) They are providing substandard support to the public as a result of their outsourcing of many jobs.
  - (B) They are engaging in practices that are unjustifiable given the current demand for their services.
  - (C) They have become ineffective in their work because their areas of authority too often overlap.
  - (D) They have deceived the public about their ability to tackle the most urgent projects facing them.

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

Justification:

(A) is **not** the correct answer, because the writer does not comment on the quality of government services provided and the jobs that are mentioned are not being outsourced.

(B) is the correct answer. The passage states that roughly one-third of all provincial and municipal governments have embarked on the practice of increasing the size of their staffs, solely for the purpose of getting increased funding and in spite of the fact that populations are declining and there is a reduced demand for their services. The passage also notes that when the demand for services shifts from one type to another, these organizations increase staffing to provide the demanded service without cutting back in an area where a service is no longer required.

(C) is **not** the correct answer, because the writer discusses neither the effectiveness of the government agencies' work nor the matter of overlapping areas of authority.

(D) is **not** the correct answer because, even though the passage states that some government agencies may have resorted to deception, the deception had to do with hiring practices not with the agencies' ability to deal with the problems facing them.

7. **What is one criticism that the writer is making of the heads of some local government organizations?**
- (A) **They fail to declare all of the campaign contributions they receive.**
  - (B) **They spend more time away from the office than they do working for citizens.**
  - (C) **They use their positions as a way to get lucrative jobs later in private firms.**
  - (D) **They divert public funds for the purpose of maintaining their power.**

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

Justification:

(A) is **not** the correct answer, because the writer does not mention the matter of declaring campaign contributions received.

(B) is **not** the correct answer, because there is no mention in the passage of government agency heads ignoring their duties because they are absent from the office.

(C) is **not** the correct answer. The references in the passage to the private sector have nothing to do with the matter of government officials' potentially seeking employment there.

(D) is the correct answer. The writer states that the heads of some government agencies have transferred a substantial portion of their budgets to the private sector to fund pork barrel projects; the intent of this action is to gain private sector support for the agency heads' reelection.

8. What idea about local government organizations is the writer putting forward by making reference to the US and Japan?
- (A) These organizations should not make promises to citizens that cannot be kept.
  - (B) Korea should get citizens involved in the way these organizations spend their funds.
  - (C) Korea should take steps to protect the fiscal stability of these organizations.
  - (D) These organizations should plan for growth in the communities that they serve.

The correct answer is (C).

Justification:

(A) is **not** the correct answer, because the writer says nothing about government organizations making promises to citizens and/or keeping them.

(B) is **not** the correct answer because, in referring to the US and Japan, the writer is not suggesting that citizens should become involved in the way local governments spend their monies.

(C) is the correct answer. The writer worries that Korea's provincial and municipal governments may face a future funding crisis similar to those faced in California and the city of Yubari, Japan. In referring to systems now in place in California and Japan that can warn of impending fiscal crisis, the writer implies that Korea would benefit from doing something similar in a timely fashion.

(D) is **not** the correct answer, because the passage says nothing about local governments planning for growth in the communities they serve.

9. Which of the following ideas is correctly associated with the phrase “수모를 겪고 있는 것이다” as it is used in paragraph 5?

- (A) Being humiliated.
- (B) Prolonging a crisis.
- (C) Declining in influence.
- (D) Feeling overwhelmed.

The correct answer is (A).

Justification:

(A) is the correct answer because the highlighted phrase has the meaning of “suffering a humiliation” and is a correct meaning in this context.

(B) is **not** the correct answer because, despite the fact that the economic situations discussed in the last two paragraphs have the potential to be crises, the highlighted phrase has no meaning related to prolonging any crisis.

(C) is **not** the correct answer, because it does not represent the correct meaning. The highlighted phrase refers to the indignity Greece is faced with, not the fact that Greece’s influence may decline because of its fiscal difficulties.

(D) is **not** the correct meaning in this context, because the highlighted phrase concerns coping with humiliation, even though the fiscal problems discussed at the end of the passage may leave some governments feeling overwhelmed.

## Sample Listening Passages with Test Items

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

### Level 1

#### Passage 1

***This passage is a phone conversation between a man and an employee of a campground.***

Transcript:

남: 안녕하세요. 제가 다음 달에 거기 캠핑을 가게 될 것 같은데요. 궁금한 게 좀 있어서요.

여: 네, 무엇을 도와 드릴까요?

남: 다음 달 9 일에 캠핑을 갈 예정인데요. 캠핑장에 몇시부터 들어갈 수 있나요?

여: 네, 9 일이면 목요일이네요. 보통 오후 3 시 이후부터 들어 오실 수 있는데요, 수요일이나 목요일에는 별로 손님들이 많지 않아서 좀 일찍 도착하셔도 돼요.

남: 아, 그렇군요. 감사합니다.

#### 1. What does the man want to find out?

- (A) If he can reserve a campsite for a stay next month.
- (B) What is the best way to get to the campground.
- (C) When he should plan to arrive at the campground.
- (D) Whether the campsite rates are lower mid-week.

The correct answer is (C).

Justification:

(A) is **not** the correct answer, because he does not ask about making a reservation, even though the man is planning to visit the campground next month.

(B) is **not** the correct answer, because the man does not ask about directions to the campground.

(C) is the correct answer because the man specifically asks at what time he is allowed to enter the campground.

(D) is **not** the correct answer, because the man does not ask if rates are lower on Wednesdays and Thursdays, although he does mention those two days.

## Level 2

### **Passage 2**

***This passage is from an interview heard on the Internet.***

Transcript:

여: 안녕하세요. 오늘 저희 JBN TV 에서는요 경비행의 세계에 대해 이야기 나눠보도록 하겠습니다. 경비행기가 위험하지는 않습니까?

남: 그 사람들이 생각하고 있는 경비행기에 대한 편견중에 하나가 경비행기는 무조건 위험하다 그렇게 생각하시는 분들이 많은데 외려 통계적으로 볼때는요 어떤 운송수단보다도 안전한 걸로 지금 나와있거든요. 이 경비행기가 위험하다고 생각되는 거는 한번 사고날 때마다 그게 엄청나게 큰 뉴스가 되기 때문에 사람들이 볼 때 마다 아, 위험하구나 그렇게 생각을 하는데, 사람들이 알고 있는 것만큼 그렇게 위험하지는 않습니다.

여: 음, 혹시 갑작스런 기상변화로 인해서 고생하신 적은 있습니까?

남: 어찌다 보면은 나쁜 기상을 만나는 경우가 있어요. 예측하지 못한 기상을. 특히 인제 경비행기는 작고 가볍기 때문에 기류에 상당히 민감하거든요. 그래서 그런 기류를 만나가지고 진짜 조종하는 저까지 떨미를 할 정도로 고생한 적도 있고요. 어떤 때는 또 비가 많이 쏟아지거나 안개가 끼가지고 내려야 할 데를 공항에 못내리고 다른 곳으로 회항하는 경우도 있고. 그런 경우가 종종 있습니다.

**2. What is one point the man makes about light aircraft?**

- (A) People are more concerned about flying in them than they ought to be.**
- (B) Recent advancements have greatly increased their efficiency and reliability.**
- (C) Studies show that the most dangerous variable concerning them is pilot training.**
- (D) People have increasingly become attracted to them as a form of recreation.**

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

Justification:

(A) is the correct answer. The man states that an accident involving a light airplane becomes big news that reinforces the general belief that these aircraft are unsafe, but statistics show that these aircraft are actually the safest form of transportation.

(B) is **not** the correct answer, because no reference is made to any kind of advancement resulting in changed efficiency or reliability.

(C) is **not** the correct answer, because the man does not mention pilot training.

(D) is **not** the correct answer, because the man makes no mention of people's attraction to flying light aircraft for recreation.

**3. What is the man talking about in his second set of comments?**

- (A) Some of the reactions that passengers have had while flying with him.**
- (B) Some of the things that made him decide to become a pilot.**
- (C) Some of the things that pilots must do before they take off.**
- (D) Some of the experiences that he has had while piloting an airplane.**

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

Justification:

(A) is **not** the correct answer, because the man does not mention anything about passengers who might have flown with him.

(B) is **not** the correct answer, because the man does not discuss his reasons for deciding to become a pilot.

(C) is **not** the correct answer, because the man says nothing about the procedures pilots follow before taking off.

(D) is the correct answer. Answering the woman's question about weather-related experiences the man has had, he describes situations in which he flew in turbulent atmospheric conditions and in bad weather.

### Passage 3

*This passage is from a North Korean news broadcast.*

Transcript:

교통이 고도로 발전된 오늘, 축구 애호가들은 월드컵경기대회를 보기위해서 대륙과 대륙을 넘어 경기장으로 모여들고 있습니다. 경기장으로 가자면 관람권을 꼭 지참해야 하는데 관람권은 경기장 출입을 통제하고 안전을 보장하는 데서 필수적입니다. 지난 시기에는 좌석번호를 경기장 구역별로 갈라서 주었지만 오늘날에는 모든 관람권에 개별 좌석번호를 주고 있습니다.

또한 축구 애호가들이 경기를 더욱 흥미진진하게 보게하기위해서 경기일정표도 제공해 주고 있습니다. 최초의 경기일정표는 단지 한 장의 종이로 참가팀을 알려주는 것에 불과했지만 오늘날에는 감독들의 말, 선수들의 사진과 경력을 비롯한 많은 자료들을 보충해서 소개합니다.

날을 따라 더욱 높아지는 축구에 대한 사람들의 관심, 이 관심은 오늘날 축구기술 발전을 주동하는 힘있는 수단인 하나로 되고 있습니다.

#### 4. What is one thing that is mentioned about soccer matches?

- (A) Tickets now have high-tech security features that make stadiums safer.
- (B) Fans get a program with a game schedule and other information.
- (C) Local transport zones help fans get to soccer games more easily.
- (D) Fans can buy officially licensed souvenirs at stadium stores.

The correct answer is (B).

Justification:

(A) is **not** the correct answer. Although the passage states that tickets help secure stadiums by controlling people's movement, nothing is said about the tickets' having high-tech security features that contribute to stadium safety.

(B) is the correct answer. The passage clearly states that fans attending soccer matches receive printed material that includes a schedule of games and information about coaches and players.

(C) is **not** the correct answer, because no mention is made of local transit zones that facilitate fans' getting to soccer matches.

(D) is **not** the correct answer, because the passage makes reference only to the game schedules containing coaches' remarks and players' photographs and profiles. There is no mention made of souvenirs or of shops in stadiums that sell such items.

5. What point is made about soccer fans?

- (A) Their interest in the game has promoted the development of soccer skills.
- (B) Their passion for their sport sometimes results in violent confrontations.
- (C) They have formed fan clubs to share news about players and coaches.
- (D) They compete among themselves in collecting soccer memorabilia.

The correct answer is (A).

Justification:

(A) is the correct answer. The passage clearly states that people's increased interest in soccer as reflected by soccer fans has resulted in the development of soccer-playing abilities.

(B) is **not** the correct answer, because there is no mention that the passion that soccer fans have for their sport results in violent confrontations.

(C) is **not** the correct answer. Although the passage mentions the game schedules containing coaches' remarks and players' photographs and profiles, the passage says nothing about fans forming clubs to share news about soccer figures.

(D) is **not** the correct answer, because no mention is made about fans competing with each other to collect such material, even though the passage mentions programs handed out at games.

### Level 3

#### Passage 4

***This passage is from a talk-show interview with a candidate in an upcoming election.***

Transcript:

남 1: 네, 한나라당 오세훈 민주당, 한명숙 후보가 서울 시장 후보로 확정된 데 이어서 자유민주당 지상욱 후보도 서울시장 후보로 확정이 됐습니다. 지후보는 백년을 내다보는 서울을 설계하겠다는 출사표를 던졌는데요. 오늘 지상욱 후보와 자리 함께 했습니다. 자, 먼저 서울시장 후보로 나서게 된 이유부터 간단히 좀 설명해 주시죠.

남 2: 지금 보면 정치가 보수정치 개파정치로 나뉘어져서 그 서울 시장이라는 자리가 정치적인 자리로 변질이 됐습니다. 대권을 가기 위한 어떤 징검다리가 됐다던지 중앙정치에서 독립되지 못하고 시민을 위하는 그런 시장자리가 아니라, 각 계파의 대변을 하는, 이익을 대변하는 그런 장치로 지금 시장자리가 변질이 됐거든요. 저는 공학을 공부한 사람입니다. 제일 중요한 것은 시장이라는 자리는 어떤 정파에 속한 것이 아니라 서울 시민의 어려운 점, 애환, 가려운 점을 긁어주고 다독여 주는 것이 가장 중요하다고 생각해서 나왔습니다.

남 1: 네, 조금전에 말씀을 잠깐 하셨습니다만 건축하고 토목을 전공하셨죠?

남 2: 네.

남 1: 공학을 전공하셨는데요. 정치와 공학이 잘 맞는지 모르겠습니다.

남 2: 전 잘 맞는다고 생각합니다. 토목공학은 옛날에 중국에서부터 제왕학이었습니다. 그러니까 나라를 다스리기 위해서 백성들을 치산치수해서 안전하게 다루는, 또 보호하는 그런 것부터 시작을 한 거거든요. 지금보면 우리나라는 그동안 개발주의 시대로 많이 달려왔습니다. 인제는 공학마인드를 가진 사람이 그동안 달려온 이 시점 한 번 점검하고 관리하고 지나가는 그런 시대가 됐다라고 생각을 하거든요. 그 공학도의 마인드가 실사구시를 통해서 사람들에게 허언이나 그런 것이 아니라 실질적인 데이터, 계획, 설계를 가지고 다가갈 수 있기 때문에 저는 공학도가 서울 시장으로서 가장 적합한 자리고, 해방이후에 처음이죠, 공학도 출신이 서울 시장이 된다는 게. 그렇습니다.

6. What is Mr. Chi's point of view concerning the political office that he seeks?
- (A) It has suffered in the eyes of the public because of a series of corrupt incumbents.
  - (B) It is losing its importance for politicians as a steppingstone to higher office.
  - (C) It has degenerated into a position that serves only the political parties.
  - (D) It is held hostage by uncontrolled spending demands that it cannot fund.

The correct answer is (C).

Justification:

- (A) is **not** the correct answer, because the candidate being interviewed makes no reference to corrupt incumbents in the mayor's office.
- (B) is **not** the correct answer, because the candidate says that the office of mayor is a means to achieve greater power.
- (C) is the correct answer. The candidate being interviewed says that the office of mayor of Seoul, for which he is running, has changed for the worse into a position that serves only the major political parties rather than the citizens of Seoul.
- (D) is **not** the correct answer, because the candidate says nothing about problems in the mayoral office that exist because of unfunded budgetary demands.

7. What is one point that Mr. Chi makes about himself as a candidate?

- (A) His background is a good match for the tasks that need to be accomplished.
- (B) His lack of political ties will allow him to clean up government corruption.
- (C) He will ask scientists like himself to help set priorities for his administration.
- (D) He wants to break ground by refusing campaign funds from powerful groups.

The correct answer is (A).

Justification:

(A) is the correct answer. The candidate being interviewed speaks of times long past when leaders were engineers and used such skills to manage the nation and protect its citizens. He further states that today a person like an engineer with the skill to use data to bring constructive change is needed as mayor. Since the candidate is himself an engineer, his argument demonstrates that he feels his background matches well with the needs of the job.

(B) is **not** the correct answer, because he makes no reference to government corruption, even though the candidate likely has limited political ties and is not beholden to political interests.

(C) is **not** the correct answer, because the candidate says nothing about seeking help from other engineers or scientists for the purpose of setting priorities for his administration.

(D) is **not** the correct answer, because the candidate says nothing about the way in which he intends to fund his campaign.

## 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 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 nonstandard 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 nontechnical 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 writer’s implicit intent 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 nonprofessional 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]