

# **Modern Standard Arabic 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 Modern Standard Arabic Defense Language Proficiency Test 5 (MSA 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 of 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 measures ILR proficiency levels 3 - 4. Examinees will normally take the Lower-Range DLPT5; those who receive a score of 3 on this test may be eligible to take the upper-range test, depending on the policy of their institution. The DLPT5 will be used to make operational readiness, incentive pay, and training decisions for civilian and military language analysts in the United States government.

## Description of the Modern Standard Arabic DLPT5 in Multiple-Choice Format

### Lower-Range Test

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

- The Lower-Range Listening Test contains approximately 60 questions with about 40 authentic passages. Each passage has up to 2 questions with four answer choices per question. In the test, passages at the beginning will be played once. After a certain point in the test, examinees will hear the passages twice before having to answer the questions.
  - For research purposes, some questions are not scored. These questions do not count toward the final score the examinee receives. Examinees will not be told which questions are not scored.
  - Examinees have 3 hours to complete the Reading Test and 3 hours to complete the Listening Test. Approximately halfway through each test, examinees will be given a 15-minute break. The break does not count toward the test time. For the Listening Test, although the playing of the passages is controlled by the computer, examinees may take as much or as little time as they wish to answer the questions. Managing the time effectively is the examinee's responsibility, just as it is on the Reading Test.
- **Test Content**
    - The DLPT5 is designed to measure proficiency in the target language regardless of how it has been acquired. For this reason, and because of the broad proficiency orientation of the test, its content is not tied to any particular language-training program.
    - The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc.
    - The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.
  - **Test Format:** The test includes instructions on how to take the test, examples on how to answer the questions, and question sets containing the following parts:
    - **Orientation:** This is a short statement in English that appears before each passage. Its purpose is to identify the context from which the passage is taken.
    - **Passage:** This is the only element of the test that is in the target language being tested. The maximum length of a listening comprehension passage in the test is approximately 2 minutes. The maximum length of a reading

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

- **Question statement:** Each individual question is based on the passage, is written in English, and is posed in the form of a complete question or an incomplete statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally questions may ask about expressions that are used in the passage. The number of questions based on the passage is related to the length and complexity of the passage.
- **Answer choices:** Each question statement is followed by 4 answer choices, also written in English, only one of which is the best answer. Each answer choice is displayed on the screen with a button next to it that examinees will click to select that choice. Examinees can change their selection by clicking on a different button.

## Upper-Range Test

- **Test Design**

- The Upper-Range Reading Test contains approximately 36 questions with about 14 authentic passages. Each passage has up to 5 questions with four answer choices per question.
- The Upper-Range Listening Test contains approximately 36 questions with about 14 authentic passages. Each passage has up to 3 questions and four answer choices per question. All passages will be played twice.
- For research purposes, some questions are not scored. These questions do not count toward the final score the examinee receives. Examinees will not be told which questions are not scored.
- Examinees have 3 hours to complete the Reading Test and 3 hours to complete the Listening test. Approximately halfway through each test, examinees will be given a 15-minute break. The break does not count toward the test time. For the Listening Test, although the playing of the passages is controlled by the computer, examinees may take as much or as little time as they wish to answer the questions. Managing the time effectively is the examinee's responsibility, just as it is on the reading test.

- **Test Content**

- The test is designed to measure proficiency in the target language regardless of how it has been acquired. For this reason, and because of the broad proficiency orientation of the test, its content is not tied to any particular language-training program.
- The passages included in the test are sampled from authentic materials and real-life sources such as signs, publications, radio and television broadcasts, the Internet, etc.
- The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.
- **Test Format:** The test includes instructions on how to take the test, examples of how to answer the questions, and question sets containing the following parts:
  - **Orientation:** This is a short statement in English that appears before each passage. Its purpose is to identify the context from which the passage is taken.
  - **Passage:** This is the only element of the test that is in the target language. The maximum length of a listening comprehension passage in the test is approximately 2 minutes and 40 seconds. The maximum length of a reading comprehension passage is approximately 500 words.
  - **Question statement:** Each individual question is based on the passage, is written in English, and is posed in the form of a complete question or an incomplete statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally questions may ask about expressions that are used in the passage. The number of questions based on the passage is related to the length and complexity of the passage.
  - **Answer choices:** Each question statement is followed by 4 answer choices, also written in English, only one of which is the best answer. Each answer choice is displayed on the screen with a button next to it that examinees will click to select that choice. Examinees can change their selection by clicking on a different button.

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

## Scoring

Examinee scores are reported in terms of ILR levels, including “plus” ratings. Lower-Range tests are intended to cover ILR levels 0+ through 3. Possible scores are 0, 0+, 1, 1+, 2, 2+, and 3. Upper-Range tests are intended to cover ILR levels 3 through 4. Possible scores are 3, 3+, and 4. Separate scores are reported for reading and listening.

Scores on either type of test reflect current functional language proficiency in reading and listening as defined in the ILR Skill Level Descriptions (see Appendix A). Scores do not reflect proficiency in speaking or writing, nor do they reflect examinees’ job-related performance or ability to perform specific language-related tasks under special circumstance (e.g., reading or listening to a target language passage indefinitely many times with the aid of supplemental reference materials and information sources).

Scores on the test are based on the number of questions answered correctly. Since there is no penalty for incorrect answers, it is to the examinee’s advantage to attempt to answer every question, even if it involves guessing.

## Preparation for Taking the DLPT5

The purpose of this publication is to familiarize prospective examinees with the DLPT5 multiple-choice format and general testing procedures. Other than carefully reading this guide so that the test instructions and format are familiar, there is very little to be gained from “studying” for the test. The best preparation for the DLPT5 is the acquisition of a solid base of general proficiency in the target language, both through formal training, and language exposure and use in a variety of real-life language-use settings. Examinees should know that study aids (i.e., dictionaries, reference books, etc.) are not permitted for this test. Note-taking is 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 MSA DLPT5 multiple-choice Reading and Listening Tests. Screen shots of what examinees will see on the computer screen are provided along with some explanations and descriptions of these screens.



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 screenshot displays the 'DLPT Testing' application window. The title bar includes 'DMDC' and the tagline 'Information and Technology for Better Decision Making'. The interface features a blue header with the 'DLPT Testing' logo and the Department of Defense seal. Below the header, the 'Candidate Logon' section is active, showing a message: 'The Test Administrator has successfully logged in.' The logon options are presented in a table:

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


The bottom half of the window is a large, solid blue rectangular area.

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

The screenshot displays a web application titled "DLPT Testing" with a header bar containing the DMDC logo, the text "Information and Technology for Better Decision Making", and the Department of Defense seal. Below the header, a section titled "Available Tests" lists two options: "Urdu Reading" and "Urdu Listening". Each option has a corresponding "Take Test" button. The bottom half of the screen is a large blue rectangular area.

Available Tests	
Urdu Reading	<a href="#">Take Test</a>
Urdu Listening	<a href="#">Take Test</a>

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

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

Introduction: Screen 1 of 7

**Privacy Act Statement:**

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

**Disclaimer for Defense Language Institute Tests:**

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

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

Click on the checkbox above to confirm.

[Help](#)

Introduction: Screen 2 of 7

[<< Back](#)

**Test Administration Statement:**

I understand that I am not required to take the Dari Listening Comprehension Test at this time if there are extenuating circumstances, such as fatigue, illness, emotional distress, family or financial problems, etc., which may interfere with my performance on the test; and that the test will be administered at another time acceptable to me, the Test Administrator, and my unit commander.

**Non-Disclosure Statement:**

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

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

Click on the checkbox above to confirm.

[Help](#)

Introduction: Screen 3 of 7

[<< Back](#)[Next >>](#)

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

### Reading comprehension test

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

**DLPT 5 Lower Range Reading Comprehension Test for Russian Form A**

**Example of Screen Layout**

Familiarize yourself with the features of this screen now.

**ORIENTATION STATEMENT**

- \*explains source of passage in English.

**FOREIGN LANGUAGE PASSAGE**

- \* Paragraphs are marked 1, 2, etc
- \* If a question asks about a specific word or phrase it is highlighted in red in the text.
- (The text shown here represents a generic foreign language. It is not meant to be legible.)
- \* A red line indicates the end of the passage.
- \* To see the entire passage you may need to scroll.

**DLPT 5 Multiple Choice Test for Reading Comprehension**

Language X Form x Section 1 of 3

from a magazine article

1. XXXXX YY XYXX XXXX YYX  
 XXXX YYX XXXX YYX XXXX YYX  
 XXXXXXXX XXXXXXXX XXXX  
 XX XX XYXX YYX XXXXXXXX.

2. XY XXXX XY XYXX XYX  
 XYXX XYXXXYXY XXXXXXXX  
 XXXX XY XYXY XYX XXXXX  
 XYXX XYXY XYX XXXXX  
 XYXY XYX XXXXXXXXXYXY XY  
 XXXXXXXX XYX XYXY XYX  
 XYX XXXXXXXX XYXX XYXY  
 XYXXXY. XYXY XYXX XYXY  
 XXXX XYXXXY XYXX XYX  
 XXX.

End of this passage

☐ Mark this passage for later consideration.

**TITLE BAR**

- \* indicates the test title and section.

**QUESTIONS**

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

**STATUS BAR**

Passage 2 of 5

3 questions

Test ends in: 37:39

Go to:

Previous Passage Next Passage

**NAVIGATION BUTTONS**

Passage #

Total # of Passages

# of Questions for this passage

Time remaining

Help

Introduction: Screen 5 of 6

Next >>

Instructions screen for the reading comprehension test:

The screenshot shows a software window titled "DLPT5 Lower Range Reading Comprehension Test for Russian". The main content area has a white background and is titled "INSTRUCTIONS" in bold. It contains a bulleted list of instructions. A red horizontal line separates the instructions from a concluding message. At the bottom of the window, there is a blue bar with a "Help" button on the left, the text "Introduction: Screen 6 of 6" in the center, and "Back" and "Next" buttons on the right.

**DLPT5 Lower Range Reading Comprehension Test for Russian**

**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:

DLPT 5 Lower Range Reading Comprehension Test for Russian Form A					
<p><b>Sample Passage</b></p> <p><i>An excerpt from a letter to the editor of a newspaper</i></p> <p>Я, как и многие москвичи, испытываю большие трудности в последнее время. В столице нелегко устроиться по специальности, особенно инженеру. Это всё потому, что институты и университеты каждый год выпускают тысячи специалистов, и каждый из них хочет остаться в Москве. Конкуренция очень высокая, и иногда нужны месяцы, чтобы найти работу.</p> <hr/> <p>End of this passage Mark this passage for later consideration. <input type="checkbox"/></p>	<p>S1. What is the writer concerned about?</p> <ul style="list-style-type: none"><li><input type="radio"/> Finding good employees nowadays in Moscow.</li><li><input type="radio"/> The cutthroat competition among university students.</li><li><input type="radio"/> The declining quality of teaching at many universities.</li><li><input type="radio"/> Securing employment in his field in Moscow.</li></ul> <hr/> <p>End of questions for Sample Passage</p>				
<table border="0"><tr><td><a href="#">Help</a></td><td>Sample Passage    1 question</td><td><a href="#">&lt;&lt; Back</a></td><td><a href="#">Next &gt;&gt;</a></td></tr></table>		<a href="#">Help</a>	Sample Passage    1 question	<a href="#">&lt;&lt; Back</a>	<a href="#">Next &gt;&gt;</a>
<a href="#">Help</a>	Sample Passage    1 question	<a href="#">&lt;&lt; Back</a>	<a href="#">Next &gt;&gt;</a>		



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

### Test Start Screen for the Reading Test

DLPT5 Lower Range Reading Comprehension Test for Language X Form A	
<p><b>End-of-Test Review Information</b></p> <ul style="list-style-type: none"><li>• After the last passage, <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 change any answer or respond to any questions you have not answered.</li><li>• Detailed instructions for this review will be given at the end of the test.</li></ul>	<p><b>Start of Test</b></p> <ul style="list-style-type: none"><li>• This reading test section contains: 43 passages and 61 questions.</li><li>• You are allowed 3 hours to complete the test.</li><li>• There will be a break after 90 minutes. The break does not count against your time.</li><li>• When you are ready, click the [Start Test] button below.</li><li>• The screen will move to Passage 1 and the clock will begin.</li></ul>
<a href="#">Help</a> End of Instructions	Test ends in: 180:00 minutes <a href="#">Back</a> <a href="#">Start Test</a>

## Listening comprehension test

Example of screen layout for the listening comprehension test:

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

**Example of Screen Layout**

Familiarize yourself with the features of this screen now.

**TITLE BAR**

- indicates the test title and form

**ORIENTATION STATEMENT**

- explains source of passage in English.

**QUESTIONS**

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

**STATUS BAR shows:**

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

**Passage A5**  
*This passage is taken from a news broadcast.*

1. What does the author claim about his sources?

- ☐ They are a 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. ☐

**Passage 5 of 40**   **2 questions**   **Test ends in: 178:02**   **Play Audio**

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

**Help**   **Introduction: Screen 5 of 7**   **Next**

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

DLPT 5 Lower Range Listening Comprehension Test for Language X Form A	
<h3>Test Sequence</h3> <ul style="list-style-type: none"><li>• When a passage screen opens, you will see its passage number, orientation statement, and the question or questions with their answer choices.</li><li>• At the bottom of the screen is a [Play Audio] button. When you click it, the audio will begin. The phrase 'Audio Playing' will be displayed in the status bar.</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 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 appears at the end of the audio playing for each passage. If you need help concerning a passage, click the [Help] button before moving to the next passage.</li></ul>	<h3>The Clock</h3> <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>BEFORE YOU PROCEED, adjust your volume.</p> <p><a href="#">Test Volume</a></p> <p>Click the [Test Volume] button to hear a short audio file.</p>
<a href="#">Help</a>	<a href="#">Back</a>

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

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

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

---

**A sample passage follows on the next screen.**

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

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

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

Sample Passage S1

*This passage is a public announcement.*

1. What is one thing said about the event?

☐ It is open to the general public.

☐ It will have a tourism exhibit.

☐ It will offer a variety of goods at low prices.

☐ It features a variety of food stands.

End of questions for Sample Passage

Mark this passage for later consideration. ☐

Sample Passage 1 question

Play Audio

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

DLPT 5 Lower Range Listening Comprehension Test for Language X Form A	
<div><h3>End-of-Test Review Information</h3><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/></div>	<div><h3>Start of Test</h3><ul style="list-style-type: none"><li>• This listening test contains 40 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 22. The break does not count against the total time allowed for the test.</li><li>• When you are ready, click the [Start Test] button below.</li><li>• The screen will move to Passage 1 and the clock will begin.</li></ul></div>
<div><a href="#">Help</a></div>	<div><a href="#">Back</a> <a href="#">Start Test</a></div>

## End-of-Test Review Information

At the end of each test, a review screen appears for examinees to review their responses to the questions before submitting the test.

From the review page, examinees will be able to jump to any given passage.

They will be able to respond to any questions they have not answered, or they can change an answer.

The audio for the Listening Test will not be played again during this review period.

Example of the review screen:

DLPT 5 Lower Range Reading Comprehension Test for Russian Form A

### End of Reading Test

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

Passage	Q #	Answer
1	1	*
2	2	*
3	3	*
4	4	*
5	5	*
6	6	*
7	7	*
8	8	*
9	9	*
10	10	Blank
11	11	*
X 12	12	*
13	13	*
14	14	*
15	15	*
16	16	*

Passage	Q #	Answer
17	17	Blank
18	18	Blank
19	19	*
20	20	*
21	21	*
22	22	*
23	23	Blank
24	24	*
25	25	*
26	26	*
27	27	*
28	28	*
29	29	*
30	30	*
31	31	*
32	32	*

Passage	Q #	Answer
29	33	*
30	34	*
31	35	*
32	36	*
33	37	*
34	38	*
35	39	*
36	40	*
37	41	*
38	42	*
39	43	Blank
40	44	*
41	45	*
42	46	*
43	47	*

Passage	Q #	Answer
38	48	*
39	49	*
40	50	*
41	51	*
42	52	*
43	53	*
44	54	*
45	55	*
46	56	*
47	57	*
48	58	*
49	59	*
50	60	*
51	61	*

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

Review Answers

Test ends in: 176:56

Submit

## Sample Passages

The purpose of this section is to familiarize prospective examinees on the levels and types of passages as well as their associated questions that appear in the MSA DLPT 5 test in multiple-choice format. Below are some sample passages from ILR levels 1 – 4 in reading and listening, 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: From an ad in an Arab magazine

فنادق ومنتجعات كراون بلازا في الشرق الأوسط  
الآن

نُوفّر لكم فرصة قضاء عطلة عائلية رائعة في نهاية كلّ أسبوع

فنادق كراون بلازا في الشرق الأوسط نُوفّر لكم لنهاية الأسبوع عطلة جميلة تستمتعون فيها بالراحة والرفاهية وبخدمات ممتازة، وذلك بأسعار تبدأ بستين دولاراً فقط لليلة الواحدة، مما يجعل القيام بعطلات نهاية الأسبوع في فنادقنا أقلّ كلفة الآن من أيّ وقت مضى.

#### 1. What do Crowne Plaza Hotels offer in this ad?

- (A) New summer deals.
- (B) Special vacation packages.
- (C) New weekend rates.
- (D) Discounts for families.

The best answer is (C).

#### Explanation:

- A. Although there is reference to new deals, there is no mention of summer. Therefore, A is not the best answer.
- B. Although the Arabic word used for weekend could also mean “vacation”, option B is incorrect because there are no “vacation packages” in the ad.
- C. The word “now”, repeated twice in the ad, means that something new is announced. The ad offers a weekend rate, accompanied with the adverb “only”, and presented as making the cost of a weekend at one of Crown Plaza hotels less than anytime before. Therefore, C is the best answer.
- D. Although the ad mentions “family”, the rate mentioned is not a discount given to families, but the weekend rate of a room at any of Crown Plaza hotels for all customers. Therefore, D is not the best answer.

## Level 2

### Passage 2: From the local news section in an Arab newspaper

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

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

ويتابع أبو علي قائلاً: "وفي المقابل هناك أشخاص كثير، خاصة السياح الخليجيين، يدفعون مبالغ جيدة ويعتبرونها ردًا للجميل لأننا نضيفهم القهوة العربيّة الأصيلة. ولذا فأنا وزملائي نعتبر عملنا في القهوة ليس مصلحة بل كرمًا عربيًا أصيلًا. ولذلك تتفاوت حصيلة ما نجمعه في اليوم الواحد من المال، فقد يكون المبلغ قليلاً وقد يكون جيّدًا في آخر النهار إذ يتراوح عادة ما بين 300 و1000 ليرة سورية. وأكثر زبائننا هم السياح العرب الخليجيون والسكان المحليون وزوّار دمشق من المحافظات الأخرى. أمّا السياح الأجانب فيفضلون شرب القهوة في المقاهي والكوفي شوب في الفنادق والمطاعم".

**2. According to the text, which of the following best describes the practice discussed in the passage?**

- (A) A marketing device.
- (B) A seasonal occupation.
- (C) A tourist attraction.
- (D) A traditional activity.

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

### **Explanation:**

- (A) There is no mention in the passage of any person or business using the vendors' services as a marketing tool. Therefore, A is not the best answer.
- (B) There is no mention in the passage of the coffee service being a seasonal occupation. Therefore, B is not best answer.

- (C) While the text says that the coffee vendor stays near tourist areas, there is no indication that the activity is limited to tourists, nor that it is aimed at attracting tourists. Therefore, C is not the best answer.
- (D) According to the text, the serving of coffee is presented as an Arab tradition, requiring special preparation. Its purpose is to offer people the original Arab coffee. Furthermore, the vendor wears traditional clothing while serving the coffee. Therefore, D is the best answer.

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

- (A) It is priced affordably.
- (B) It requires a special recipe to make it.
- (C) It requires special cups for serving it.
- (D) It is offered according to a ritual.

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

**Explanation:**

- A. According to Abu Ali's statement in the second paragraph, there is no price on the coffee. It is offered freely, and the decision whether to pay, as well as the amount, are left to the discretion of the individual. Therefore, A is not the best answer.
- B. In the second paragraph, Abu Ali says that making Arab coffee requires specialization and the use of a specific recipe. Therefore, B is the best answer.
- C. While serving the Arab coffee is usually done in special cups, there is no mention of specific cups in Abu Ali's statement. Therefore, C is not the best answer.
- D. Abu Ali indicates that he wears the traditional attire of his region, but this does not constitute a ritual for serving the coffee itself. Therefore, D is not the best answer.

**4. What does Abu Ali say about his patrons?**

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

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

**Explanation:**

- A. There is no mention in Abu Ali's statements of what people from the countryside pay to vendors. Therefore, A is not the best answer.
- B. There is no mention of the reaction of locals in the text. Therefore, B is not the best answer.
- C. According to Abu Ali, many people pay generously for the coffee. He points specifically to those from the Gulf, saying that they "pay good money" to show their gratitude and their appreciation to Abu Ali for his coffee. Therefore, C is the best answer.
- D. Abu Ali indicates that "foreign" tourists, meaning non-Arab tourists, are not among his patrons. These tourists prefer the coffee served in coffee shops and restaurants. Therefore, D is not the best answer.

**5. The underlined word in the first paragraph كيفية is closest in meaning to**

- (A) arbitrarily.
- (B) freely.
- (C) casually.
- (D) randomly.

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

**Explanation:**

- A. The underlined word in the first paragraph can mean "arbitrarily," but not in this context. The coffee is being offered for the purpose of obtaining some form of reward, be it monetary or the satisfaction of the giver. While the coffee is offered to all passersby, it is targeted to tourists and visitors from the Gulf states in particular. Therefore, A is not the best answer.
- B. The underlined word in the first paragraph is closest in meaning to the word "freely." The coffee is offered freely to passersby in two senses. First, it is offered without soliciting money. Secondly, the decision whether or not to accept the coffee and/or pay for it is left to each person's discretion. In this context, B is the best answer.
- C. The underlined word in the first paragraph may mean "casually," but not in this context. The described activity is obviously well thought-out and carefully executed. Therefore, C is not the best answer.
- D. The underlined word in the first paragraph can mean "randomly," but not in this context. There is no indication in the first paragraph that the coffee is offered to some

people and not others for some formulated reason. It is offered to all passersby. Therefore, D is not the best answer.

### Level 3

#### Passage 3: From a 2002 commentary in an Egyptian newspaper

حذرت لجنة حقوق الإنسان التابعة للأمم المتحدة من العواقب الوخيمة لاستغلال ما يسمى بالحرب ضد الإرهاب في الإساءة إلى الحقوق المدنية. وأعرب كثير من الاتحادات والمنظمات الدولية عن قلقها لما يرتكب من جرائم ضد الإنسانية بدعوى الرد على أحداث سبتمبر. وهناك أسباب قوية تدعو فعلا إلى القلق الشديد، مصدرها الولايات المتحدة الأمريكية نفسها.. بعد أن أعلنت واشنطن عن خطط لاستجواب أكثر من ثلاثة آلاف شخص من المقيمين في أمريكا معظمهم من العرب والمسلمين، وبدأت بالفعل حملة مطاردة واسعة النطاق، وداهمت أجهزة أمنية أمريكية مكاتب ومنازل ومقار 14 منظمة وجمعية وشخصية إسلامية.. وجرى تفتيش واحتجاز عشرات الأشخاص استنادا إلى أسس عرقية ودينية فيما يشبه حملة مطاردة وحرق السحرة المعروفة في التاريخ الأمريكي والتي كان من المفروض أن يكون المجتمع الأمريكي قد تجاوزها إلى غير رجعة.

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

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

وقد يبدو هذا النوع من العدالة مدعاة للتباهي من جانب بعض المعلقين العرب، الذين سارعوا إلى الإشادة بمناقب المحاكمات العسكرية والعمل بنظمها في بعض الدول العربية باعتبارها سبقا يستحق التتويه. ولكن ما يغيب عن الأذهان أن مثل هذه المحاكمات العسكرية لا تطبق على المواطنين الأمريكيين، بل هي مفصلة على مقاس المشتبه فيهم من الجنسيات الأخرى، وبالأخص من الدول العربية والإسلامية، لأن معظم الدول الأوروبية التي لها مواطنون في أيدي أجهزة الأمن الأمريكية بتهمة الانتساب إلى تنظيم القاعدة، تدخلت لضمان محاكمتهم محاكمة عادلة في المحاكم العادية.

وهكذا يبدو أن عصر الحريات المدنية الذي كان مفخرة للديمقراطية الأمريكية ونموذجاً رائداً للعالم يؤذن الآن بزوال. والمشكلة الحقيقية هي أن حالات الطوارئ التي تطبق فيها القوانين الاستثنائية في الغرب، سرعان ما تستيقظ القوى الديمقراطية لمواجهتها ووضع حد لها. بينما تستمر في دول العالم الثالث عقود طويلة بدون نهاية، وتحول الشعوب في ظلها إلى جسم هلامي يستحيل إصلاحه!

**6. In the first paragraph, what is implied about the security measures taken by the U.S.?**

- (A) They are unprecedented in the history of the U.S.
- (B) They are causing serious concerns in American society.
- (C) They are casting doubt on the U.S. commitment to human rights.
- (D) They are in contradiction to values represented by American society.

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

**Explanation:**

- (A) Toward the end of the paragraph, the writer makes reference to American history, labeling the current security measures as a “witch hunt,” therefore implying that these types of operations have, indeed, occurred in the past. Therefore, A is not the best answer.
- (B) The first paragraph focuses on the concerns of the international community about the effect of U.S. actions on human rights around the world. There is no indication in the paragraph that American society is also concerned. Therefore, B is not the best answer.
- (C) There is no implication in the first paragraph that international organizations are in doubt over the U.S. commitment to human rights. There is no evidence presented in the paragraph that the U.S. is cutting funding for human rights organizations or refusing to participate in these organizations. Therefore, the C is not the best answer.
- (D) The first paragraph opens with the explicit statement that the UNHRC is concerned about the use of the “War on Terror” as a pretext to violate civil rights around the world. The paragraph goes on to say that the primary point of concern is the U.S. itself, because of the interrogation of Muslims living in the US. The paragraph also describes the actions taken by US security agencies such as searching and detaining individuals on the basis of their ethnicity or religious affiliation. The implication is that these types of actions are in contradiction to the values inherent to democratic societies (i.e. the American society). Therefore, D is the best answer.

**7. What point does the writer make in the second paragraph about the U.S. anti-terrorism campaign?**

- (A) It is inadvertently destroying its own efforts.
- (B) It is inconsistently applying its declared principles.
- (C) It is unwisely neglecting the participation of key players.
- (D) It is mistakenly arresting innocent people.

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

### **Explanation**

- (A) The writer explains in the second paragraph that the U.S. dragnet operation even targeted those Muslim Americans who were trying to help in the “War on Terror.” The writer concludes the paragraph with an explicit comment on how the American anti-terror campaign is running counter to its goals, thus defeating its purposes. Therefore, A is the best answer.
- (B) The writer says that the functioning of American agencies is in a state of confusion, resulting in their pursuit of those Muslims who support the anti-terrorism efforts. This is inconsistent with the goals of the anti-terrorism campaign. The writer means that these agencies are consistent in their indiscriminate targeting of American Muslims. There is no mention of “declared principles.” There is only an allusion to the President’s pledge not to show hostility towards Islam. But this pledge does not constitute a “declared principle” of the “War on Terror” as such. Therefore, B is not the best answer.
- (C) The writer implies that the U.S. is failing to properly appreciate the assistance offered by key players in the American Muslim community. But he does not say that the U.S. is neglecting their participation, nor does he judge the treatment given to the American Muslim figures as being unwise. Therefore, C is not the best answer.
- (D) There is no mention in the second paragraph of innocent people being “arrested,” nor does the writer characterize the actions mentioned as being done “mistakenly.” Therefore, D is not the best answer.

### **8. What does the writer imply about some Arab commentators in the fourth paragraph?**

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

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

### **Explanation**

- (A) The writer makes no allusion to the willingness of Arab commentators to offer their expertise. He only alludes to their support for military tribunals. Therefore, A is not the best answer.



- (B) According to the writer, the commentators do not see the American initiatives as being “excessive,” but rather normal; consequently, the word “lenient” becomes irrelevant. Therefore, B is not the best answer.
- (C) According to the writer, some Arab commentators have been quick to point out the advantages and qualities of military tribunals, thus presenting their use in Arab countries as a precedent of which to be proud. The creation of these tribunals in the U.S. gives these commentators an opportunity to brag about having them in their own countries, where tribunals are used against the citizens as part of the repressive methods of dictatorship. Therefore, C is the best answer.
- (D) There is no mention of “extreme cases.” The tribunals are meant for non-citizens, which Arab commentators overlook because in Arab countries, the tribunals are meant for citizens. Therefore, D is not the best answer.

**9. What point does the writer make in referring to European countries in the fourth paragraph?**

- (A) The U.S. military tribunals are considered to be ineffective.
- (B) The U.S. military tribunals are mainly intended for non-Europeans.
- (C) The U.S. military tribunal system is inherently unjust.
- (D) The U.S. military tribunal system has triggered protests from Europeans.

The best answer is (C).

**Explanation:**

- (A) There is no mention of the effectiveness of military tribunals; on the contrary, the expression “made-to-order” suggests that these tribunals may be effective for their intended purpose. Therefore, A is not the best answer.
- (B) According to the writer, the tribunals are mainly intended for non-U.S. citizens or foreign nationals. The European countries intervened to have their nationals exempted from these courts, which confirms that, in terms of status, the tribunals can apply to European citizens. Therefore, B is not the best answer.
- (C) According to the writer, European countries intervened to ensure their citizens a “just trial before ordinary court,” which implies that the Europeans do not consider the newly created military tribunals as providing a just process. Therefore, C is the best answer.
- (D) The paragraph mentions European intervention to have European citizens exempted from the new courts, but they did not go so far as to protest the tribunals. In fact, by seeking

exemptions for their citizens, they are illustrating a tacit acceptance of the tribunals so long as their jurisdiction is limited to non-Europeans. Therefore, D is not the best answer.

**10. What prediction is implied in the last paragraph?**

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

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

**Explanation:**

- (A) The last paragraph focuses on civil rights in the U.S. In the first sentence, it mentions that civil rights have been the pride of American democracy. The paragraph warns against the danger of losing these rights and, thus, the moral superiority they gave Americans. There is a danger of "decline," but the paragraph links this danger to civil rights and does not make it the consequence of American "overconfidence" in its democracy. On the contrary, the paragraph implies that the attachment of Americans to their democracy will overcome the dangers threatening their civil rights. Therefore, A is not the best answer.
- (B) In the first sentence, the writer warns against the prospect of the U.S. ceasing to serve as a model in terms of civil rights. (The model of democracy it is offering the world may cease, but this would not eliminate its leadership.) In his argument, this prospect should prompt Americans to react by eliminating the loopholes created by the new measures. He is confident American democratic forces will do just that, thus upholding the values of American democracy. This prediction is the opposite of the one mentioned in option B. Therefore, B is not the best answer.
- (C) The writer predicts the "awakening" of American democratic forces to stand up against the dangers threatening their civil liberties, and not the awakening of democracy in other parts of the world. Therefore, C is not the best answer.
- (D) The writer makes the argument that unlike developing countries, Westerners (i.e. Americans) will not tolerate violations of their civil rights and personal freedoms for very long. In the West, the "forces of democracy" (civil society, institutions, governmental mechanisms, and political culture) stand up quickly to such violations in order to stop them. He implies that the "forces of democracy" in the U.S. will have a strong reaction, consequently making their democracy prevail over the threats it is facing. Therefore, D is the best answer.

## Level 4

### Passage 4: From a book review in an Arab newspaper

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

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

ويتعجب إيليا حريق على لسان رضوان السيد ويتساءل: لماذا يستطيع فقيه من القرن الخامس عشر أن يعتبر كل عدل في منزلة الشرع، بينما يريد بعض المعاصرين أن ينفي كل عدل غير وارد في النص؟ والمقصود بفقيه القرن الخامس عشر ابن قيم الجوزية الذي يؤثر عنه قوله: «أي طريق استخرج بها العدل والقسط فهي من الدين ليست مخالفة له». وقد أشرنا إلى هذا الاستشهاد للتأكيد على اهتمام المؤلف بنظرية العدالة أيضا، فالديمقراطية لا يمكن أن يتم بحثها بمعزل عن العدل الاجتماعي وهذا ما يعطي لجهود إيليا حريق أهمية مضاعفة، فقلة من الباحثين المتعمقين تدرك ذلك الترابط وتلج عليه في أبحاثها.

ولعل أمتع فصول هذا الكتاب الصادر حديثا عن دار الساقى - وكله ممتع ومفيد - هو الفصل الثامن الخاص بالديمقراطية والأيديولوجيات الدينية، فمع الأديان يعتقد المؤلف أنك تبحث عن الديمقراطية خارج مهدها على اعتبار أنها ولدت في حضن الفلسفة السياسية. وأشهد أنها مهمة صعبة أن تبحث في مسؤولية الأديان عن انتكاسات الديمقراطية في بعض المناطق والبلدان، وقد قام إيليا حريق بهذه المهمة خير قيام وكتب فصلا مكثفا ليثبت أن الذهنية الإسلامية ومسالكتها ليست خالية تماما من المزايا المتجانسة مع الديمقراطية، وتوصل إلى القول بأن الحضارة الإسلامية مركبة الأبعاد وواسعة الآفاق وهي بذلك أشبه ما تكون بجعبة طبيب تحتوي غالبا على ما يقتضيه الطلب والممارسة.

وفي فصل مسألة المعرفة والحداثة والعلمنة في الظاهرة الإسلامية لم يستطع مؤلف ذلك الكتاب الهام أن يتحاشى المقولة الأساسية التي تحاشاها رواد التنوير الإسلامي في أواخر القرن التاسع عشر وهي إمكانية فصل الدين عن الدولة في النظم الإسلامية، فناقش آراء جميع من تعرضوا لهذه القضية نقاشا محايدا،

واختلف مع الذين يقولون بعدم وجود مؤسسات كهنوتية في الإسلام وهو بحث معقد وطويل قد نعود إليه في وقت آخر.

**11. According to the first paragraph, how does the writer view the importance of the book reviewed?**

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

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

**Explanation:**

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

- (A) The first paragraph does not address any attempts on the part of developing countries to apply the principles of democracy. To the contrary, it discusses the reasons why these countries are hostile toward democracy. Therefore, A is not the best answer.
- (B) According to the reviewer, the focus of Hariq's book is not on democratizing the regimes of the developing world, but rather on how to find a reasonable compromise between the traditional systems of the developing world and democracy. According to Hariq's analysis, the two must find a practical compromise for co-existence. Therefore, B is not the best answer.
- (C) There is no mention of cultural traditions in the first paragraph. The book is concentrating on how to modernize political systems. Cultural traditions by definition cannot be modernized and remain traditions. Therefore, C is not the best answer.
- (D) Throughout the first paragraph, the book reviewer emphasizes that the importance of Hariq's book lies in its discussion of how developing countries can modernize their political systems. Modernization is defined as reaching a compromise between traditional political systems and democracy. Furthermore, the reviewer characterized Hariq's approach to his analysis as undeniably academic, which in this context means methodical or systematic. D is the only answer choice that discusses the modernization of political systems in terms of a systemic approach. Therefore, D is the best answer.

**12. How does the reviewer judge the writing strategy employed by the author of the book?**

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

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

**Explanation:**

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

- (A) Although the reviewer mentions the use of numerous references in the book, he does not judge this as a way to gain credibility as a researcher. On the contrary, the reviewer takes Hariq's researching ability for granted. Therefore, A is not the best answer.
- (B) The reviewer never mentions that Hariq is neutral. Nor does he say that Hariq avoids taking positions. The reviewer characterizes Hariq as cautious, not neutral. Therefore, B is not the best answer.
- (C) Although, the reviewer indicates the use of numerous citations in the book, he does not judge this as aiming at demonstrating Hariq's knowledge. In fact, the reviewer's underscoring of Hariq's academic competence rules out such an interpretation the book's heavy reliance on Islamic sources. Therefore C is not the best answer.
- (D) The reviewer points out that the author is Christian, which puts him at a disadvantage in addressing Islamic issues. Therefore, the reviewer interprets Hariq's use of numerous citations from Islamic scholars as a strategy to forestall any criticism or suspicion. Thus, the reviewer characterizes Hariq as being excessively cautious. Therefore, D is the best answer.

**13. What point is implied in the quotation in the second paragraph?**

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

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

**Explanation:**

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

- (A) Although the notion represented by answer choice A is found in Muslim writing, it is not addressed in this quotation. The quotation refers to borrowing from the governmental methods of other societies as a means of combating the oppression of local rulers. Therefore, A is not the best answer.
- (B) While the citation implies that Muslims can find their own way to build an ideal society, it recommends that they adapt democratic practices or mechanisms (not principles) from the outside to meet their goals. They should continue to do this so long as they are unable to invent their own mechanisms. Therefore, B is not the best answer.
- (C) According to the citation, it is permissible and recommended for Muslims to borrow from non-Muslims in order achieve an ideal that is in accordance with Islamic objectives and values. The values enumerated in the citation are typical of those found in Islamic philosophy and literature. The mention of democratic methods is a reference to non-Muslim means that can be adapted to fit Muslim objectives. Therefore, C is the best answer.
- (D) Inventing new ways to implement Islam is not the focus of the citation. The citation is about adapting existing, non-Muslim methods in order to meet Islamic goals. Therefore, the D is not the best answer.

**14. In the third paragraph, what position concerning justice does the reviewer derive from the book?**

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

The best answer is (A).

**Explanation:**

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

- (A) The two citations presented in the paragraph imply that obtaining justice does not necessarily have to be done on the basis of religious sources. Achieving justice, whether through religion or through other avenues (i.e. independent thinking), is not incompatible with *Sharah*. In the first sentence of the paragraph, the reviewer indicates Hariq’s indirect criticism of those who rule out any form of justice not explicitly defined in Islamic scriptures. Therefore, A is the best answer.
- (B) The focus of the third paragraph is the idea that religious foundations are not essential for achieving justice. Furthermore, the paragraph does not characterize the religious foundations for justice. Therefore, B is not the best answer.
- (C) The paragraph does not establish an order of precedence between justice and democracy. It states that one cannot be discussed without considering the other. Therefore, C is not the best answer.
- (D) The paragraph states that there is a link between “social justice” (i.e. entitlements and services provided by the government) and democracy, but it does not establish a correlation between the concept of justice and the concept of democracy. Therefore, D is not the best answer.

**15. Which of the following best reflects the reviewer’s judgment about the book in the fourth paragraph?**

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

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

**Explanation:**

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

- (A) The paragraph ends with the comparison between Islamic culture and a doctor’s medical bag, highlighting the flexibility of the culture in meeting various needs. However, there is no surprise expressed by the reviewer. The way in which the comparison is presented indicates the reviewer’s endorsement. Therefore, A is not the best answer.
- (B) In the paragraph, the reviewer discusses the relationship between democracy and religion. He stresses the difficulty presented in undertaking the task of examining religion’s role as

an obstacle to democracy. He praises Hariq for successfully accomplishing this and for being able to dispel the misconception that Islamic culture is incompatible with democracy. Therefore, B is the best answer.

- (C) The focus of the fourth paragraph is to show Hariq's ability to demonstrate that religion is not responsible for the difficulties faced by democracy. Therefore, C is not the best answer.
- (D) According to the first sentence of the paragraph, religion is not the source of democracy. Democracy is a construct of political philosophy. The reviewer presents this idea as Hariq's belief; he does not pass any judgment on it or take any responsibility for it. Therefore, D is not the best answer.

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

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

The best answer is (A).

**Explanation:**

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

- (A) The reviewer sees Hariq as braver than other Arab scholars because, unlike the others, he presents the possibility of separating religion from the state, even in Islamic countries. Other scholars have lacked the courage to address the issue so forthrightly. Therefore, A is the best answer.
- (B) There is no characterization of his approach in the paragraph, and therefore no "innovation". According to the paragraph, Hariq simply disagreed with those who denied the existence of clerical institutions in Islam. Therefore, B is not the best answer.
- (C) The reviewer underscores the comprehensive aspect of Hariq's research. The work is comprehensive in that it encompasses all opinions about the relationship between government and religion. The paragraph does not discuss studying Islamic regimes as such. Therefore, C is not the best answer.
- (D) To characterize Hariq's analysis of government and religion as "tactful" is incorrect. The text does say that he addresses the issue in a neutral and objective way. This is not the same as a "tactful" approach. Therefore, D is not the best answer.



## Listening Passages

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

### Level 1

**Passage 1: This passage is from a message left on an answering machine.**

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

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

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

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

#### **Explanation:**

- (A) The message recommends that Salwa eats “light meals” with her medicine, but does not specify what “diet” she is supposed to be on, and the message indicates that Salwa’s treatment will last two weeks and not two days. Therefore, A is not the best answer.
- (B) The message refers to Salwa’s “ear infection” as a previous condition already known by Salwa’s parents, and does not mention any diagnosis or new development in Salwa’s health. Therefore, B is not the best answer.
- (C) The message is from Salwa’s doctor and not from the pharmacy, and the doctor informs Salwa’s parents that the refill has been authorized. Therefore, C is not the best answer.
- (D) The message says that the doctor will see Salwa in two weeks. Therefore, D is the best answer.

## Level 2

*Note: Examinees will hear each passage twice but will not see the passage in an actual DLPT 5 Listening Test.*

**Passage 2: This passage is from a May 2003 BBC news broadcast from Baghdad.**

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

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

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

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

#### Explanation:

- (A) The reporter describes the effects of a military attack. He mentions several pieces of damaged and abandoned military hardware, indicating that military activity has ceased, and thus, it is not ongoing. Therefore, A is not the best answer.
- (B) The description given indicates a great deal of damage to the zoo caused by military attacks. The reporter mentions damaged military hardware, evidence of bombing, and destroyed cages. Therefore, B is the best answer.

- (C) There is no description of soldiers rescuing animals. On the contrary, American soldiers killed four lions. Therefore, C is not the best answer.
- (D) There is no indication in the passage that the zoo has reopened. The reference to recreation areas for families is not what the reporter saw, but is part of the background information he provides. Therefore, D is not the best answer.

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

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

The best answer is (D).

**Explanation:**

- (A) It is true that the zoo lost many of its animals. But the question specifically asks what Mr. Abdul Hassan, the keeper of the fish tanks, reports. The information about the zoo animals is presented by the reporter and does not refer to the fish tanks. Therefore A is not the best answer.
- (B) It is true that rare birds were taken, but this is part of the reporter's observations; it is not reported by Mr. Hassan, the keeper of the fish tanks. This option has nothing to do with Mr. Hassan's area. Therefore, B is not the best answer.
- (C) It is true that a shipment of animals was taken, but this was not reported by Mr. Hassan. It is attributed to other eyewitnesses. Therefore, C is not best answer.
- (D) Mr. Hassan, the keeper of the fish tanks, reports that what was too heavy to be taken was smashed. He is referring to the fish tanks. Therefore, D is the best answer.

### Level 3

*Note: Examinees will hear each passage twice but will not see the passage in an actual DLPT 5 Listening Test.*

**Passage 3: This passage is from a June 2003 BBC interview with a Palestinian activist.**

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

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

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

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

**المذيع:** ولكنها البديل الوحيد المطروح الآن.

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

**المذيع:** والقيادة الفلسطينية الحالية تقبل بها.

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

**4: What could be inferred from the interviewer's questions and comments about the Palestinian armed resistance?**

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

The best answer is (A).

**Explanation:**

- (A) The interviewer opens by asking the activist about eventual Palestinian compliance with Israeli demands to curb violence. He alludes to the fact that the demands are not solely those of Israel. The reporter also mentions the U.S. proposed Road Map to Peace that would presumably do away with the need for violence. He indicates that the Palestinian leadership has accepted it. Thus, the premise of the interviewer's questions is that the continuation of the armed resistance is threatened due to national and international pressures. Therefore, A is the best answer.
- (B) The relevance of the armed resistance is not yet an issue since no peace initiative has been implemented. The reporter's question is purely hypothetical. In addition, the host refers directly to the Road Map, which is not a peace initiative as such. Therefore, B is not the best answer.
- (C) The interviewer does not mention public opinion. All of the questions are focused on the potential response of the armed resistance to a peace plan. The only reference to public opinion is made by the interviewee. Therefore, C is not the best answer.
- (D) The reporter does not frame his questions in terms of "difficult" choices currently facing the armed resistance. He is asking a hypothetical question about how the armed resistance would redirect or alter its actions if a peace plan were to be implemented at some future date. There is no indication that the resilience of the armed resistance is being tested. Therefore, D is not the best answer.

**5: What is the basis for the interviewee's confidence?**

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

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

**Explanation:**

- (A) The activist does not deny the Palestinian leadership's support for the Road Map, which are the "new proposals". Therefore, A is not the best answer.
- (B) The activist repeatedly refers to the popular support of the Palestinian public for armed resistance groups, as well as the unlikelihood that any Palestinian government would counter the will of the people. He emphasizes this support in answering the interviewer's first and last questions. For the activist, there is no difference between the objectives of the armed resistance and the popular will of the Palestinian people. In his final comment,

- he reiterates that no Palestinian government would crack down on armed resistance groups, because it is inconceivable that the government would fail to respect the will of the people. Therefore, B is the best answer.
- (C) The interviewee implicitly recognizes that the Palestinian leadership has accepted the Road Map (which calls for halting armed resistance). Thus it is illogical that he would base his confidence on the Palestinian government's unwillingness to crack down. He is counting on the support of the people to fend off any attempts to crack down. Therefore, C is not the best answer.
- (D) The whole interview is focused on what the resistance groups will do if the Palestinian government agrees to crack down on them as part of the implementation of the Road Map. The only role given to the people by the interviewee is to support the armed resistance. He is quite certain that the Palestinian people will continue to support the armed resistance against the Israeli occupation so long as the occupation continues. He does not mention the people themselves fighting the occupation nor does he expect them to do so. Therefore, D is not the best answer.

## Level 4

**Note:** Examinees will hear each passage twice but will not see the passage in an actual DLPT 5 Listening Test.

**Passage 4: This passage is from a book review broadcast on TV.**

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

**6: Which of the following best reflects the significance of Turaby's book?**

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

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

**Explanation:**

- (A) According to the speaker, Turaby is not developing any political system based on "well-established Islamic traditions." There is no reference to traditions in the speaker's discourse, only to values and concepts. According to the speaker, Turaby is constructing his system on the basis of Islamic concepts. Therefore, A is not the best answer.
- (B) According to the speaker, Turaby has reinterpreted the Islamic notion of *Ijtihad*. *Ijtihad* was originally a concept limited to the elite: those trained in jurisprudence, science, religion, etc. This elite instructed the public. For Turaby, *Ijtihad* is a notion that is now open to all people. He does the same with Shura. Rather than viewing it according to its

- original definition as consultation between the government and the religious and intellectual elite, he sees it as multifaceted dialogues in which all parts of society would participate. Thus, through his reinterpretation of these notions, he brings Islam closer to the modern concepts of government. Therefore, B is the best answer.
- (C) The reference to the “revival” of the values upon which Turaby bases his analysis is oxymoronic, since it implies that they were dead and needed to be resurrected. These values are an inherent part of Islam, and he is reinterpreting and combining them to fit modern needs. Therefore, C is not the best answer.
- (D) The values presented by Turaby and explained by the speaker are not borrowed from the outside, but are inherent to Islam. Therefore, D is not the best answer.

**7: According to the speaker, which of the following best reflects the method used by Turaby in his book?**

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

The best answer is (C).

**Explanation:**

- (A) According to the speaker, Turaby does not blend disparate (i.e., completely unrelated) ideas, nor is he developing a personal philosophy. He is constructing a modern political system for government based on distinct, but compatible, Islamic concepts. Therefore, A is not the best answer.
- (B) According to the speaker, the political system developed by Turaby is not a progressive, linear sequence of concepts, but rather a mutually dependent association of concepts (i.e., each concept interacts with the others in a continuous cycle). Therefore, B is not the best answer.
- (C) According to the speaker, Turaby builds a system around compatible, though distinct, Islamic notions that were not previously intended to constitute a comprehensive political system. His interpretation of the notion of *ijtihad* as open to the participation of all takes him to the notion of *Shura* (interpreted as continuous dialogue), leading to *ijmaa* (interpreted as a general consensus reached through the use of dialogue). Thus, he constructs a coherent, political system rooted in Islam. Therefore, C is the best answer.
- (D) According to the speaker, Turaby does not draw on new concepts; he draws on fundamental Islamic concepts by reinterpreting them. He is not examining customary



practices. There is no reference to such practices in the speaker's discourse, only to values and concepts. Therefore, D is not the best answer.

## 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 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]