# Defense Language Proficiency Test 5 (DLPT5)
## Multiple-Choice Format

# Polish
# Familiarization Guide



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# Table of Contents

# Introduction

This Familiarization Guide is designed to provide prospective examinees with information about the Defense Language Proficiency Test 5 (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. Finally, there is a section of sample listening passages with questions, answer choices, and explanations for each choice.

# Overview of the DLPT5 Multiple-Choice Test

Department of Defense Instruction DoDI 5160.71, 2019 identifies the Defense Language Proficiency Testing (DLPT) System—for reading, listening, and speaking modalities—as an essential component of the Defense Language Program, and critical to the Department's ability to measure and capture the language capabilities of the DoD Components and to determine readiness.

Except as otherwise provided in DoDI 5160.71, 2019[1] or as authorized by public law, the DLPT System is the only test battery authorized for assessing an individual's proficiency in a foreign language and for determining qualification for receiving a Foreign Language Proficiency Bonus (FLPB) for military personnel pursuant to DoD Instruction 1340.27 or Foreign Language Proficiency Pay (FLPP) for civilian personnel pursuant to DoD 1400.25-M in the Department of Defense.

The fifth generation of the Defense Language Proficiency Test (DLPT5) measures target language proficiency in two modalities, reading and listening, regardless of how the target language has been acquired. Target languages refer to the languages other than English for which the DLPT5 is developed. Like all previous generations of DLPT—since the inception of the first standardized Army Language Proficiency Tests in 1948—the DLPT5 was developed as a bilingual test requiring English language proficiency as prerequisite for foreign language proficiency testing.

The DLPT5 tests measure proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions, levels 0+ through 4 (see Appendix), where available. The results of 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.

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[1] Source: DoD Language Testing Program, Department of Defense Instruction 5160.71, January 26, 2009, Incorporating Change 2, Effective April 9, 2019, USD(P&R).

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

- **Test Design**

  o Typically, the Lower-Range Reading Comprehension Test contains approximately 60 questions with about 36 passages. A reading passage can have up to 4 questions, each with 4 answer choices.

  o Typically, the Lower-Range Listening Comprehension Test contains approximately 60 questions with about 37 passages. A listening passage can have up to 2 questions, each with 4 answer choices.

  o Examinees have 3 hours to complete the Reading Comprehension Test and 3 hours to complete the Listening Comprehension 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 Reading Comprehension Test, examinees may take as much or as little time as they wish to answer the questions. For the Listening Comprehension Test, although the playing of the passages is controlled by the computer, examinees may take as much or as little time as they wish to answer the questions. Managing time effectively is the examinee's responsibility.

- **Test Content**

  o The DLPT5 is designed to measure proficiency in the target language regardless of how that language has been acquired. For this reason, and because of the broad proficiency orientation of the test, its content is not tied to any particular language-training program.

  o The majority of passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc.

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

  o The content of the test forms will be systematically updated.

- **Test Format**: The test includes instructions on how to take the test, examples of how to answer the questions, and question sets. Each question set contains the following parts:

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

- o **Passage**: This is the only element of the test that is in the target language being tested. The maximum length of a Reading Comprehension passage in the test is approximately 400 words. The maximum length of a Listening Comprehension passage in the test is approximately 2 minutes.

- o **Question statement**: Each individual question is based on the passage, is written in English, and is posed in the form of a complete question or an incomplete statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally, questions may ask about specific words or phrases that are used in the passage. The number of questions asked about each passage is related to the length and complexity of that passage.

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

DLPT5 is for official use only and the unauthorized discussion, disclosure, or possession of any of the test content is forbidden.

For military personnel, failure to comply with this prohibition is a violation of Article 92, Uniform Code of Military Justice, and will result in administrative or disciplinary actions.

For civilian personnel, failure to comply with this prohibition may be prosecuted under Title 18, Section 641 of the United States Code.

# Scoring

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

Scores reflect current functional language proficiency in reading and listening as defined in the ILR Skill Level Descriptions (see Appendix). 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 though language exposure and use in a variety of real-life language-use settings. Study aids (i.e., dictionaries, reference books, etc.) are not permitted for this test.

# Test Procedures and Instructions for Taking the DLPT5

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

## Test Procedures Overview

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

At the beginning of the test session, the examinee logs on to the system using a Common Access Card (CAC). The examinee must click on the [CAC Logon] button before moving to the next screen.
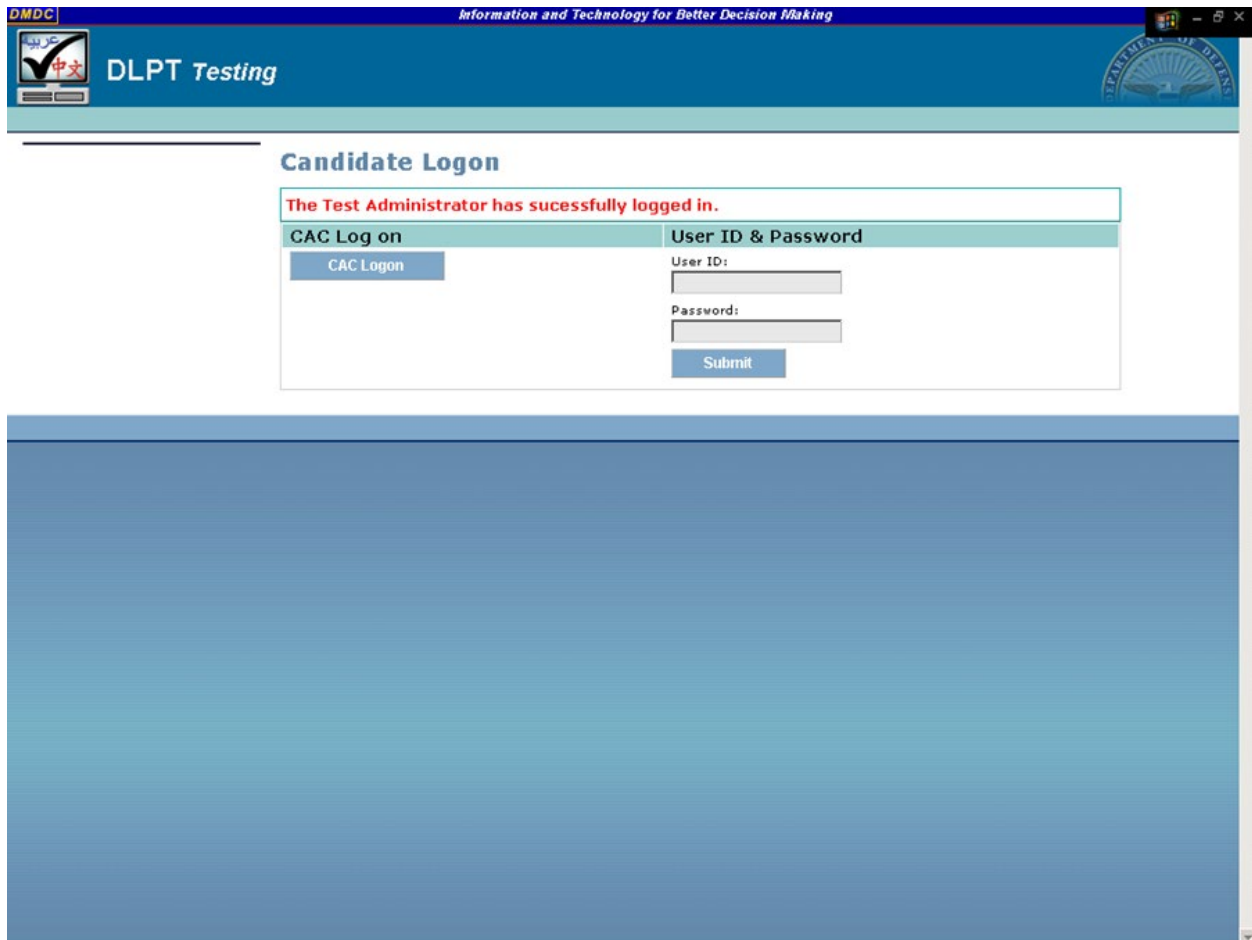
The next screen provides a list of tests for which the examinee is registered; the examinee selects the appropriate test from the list.
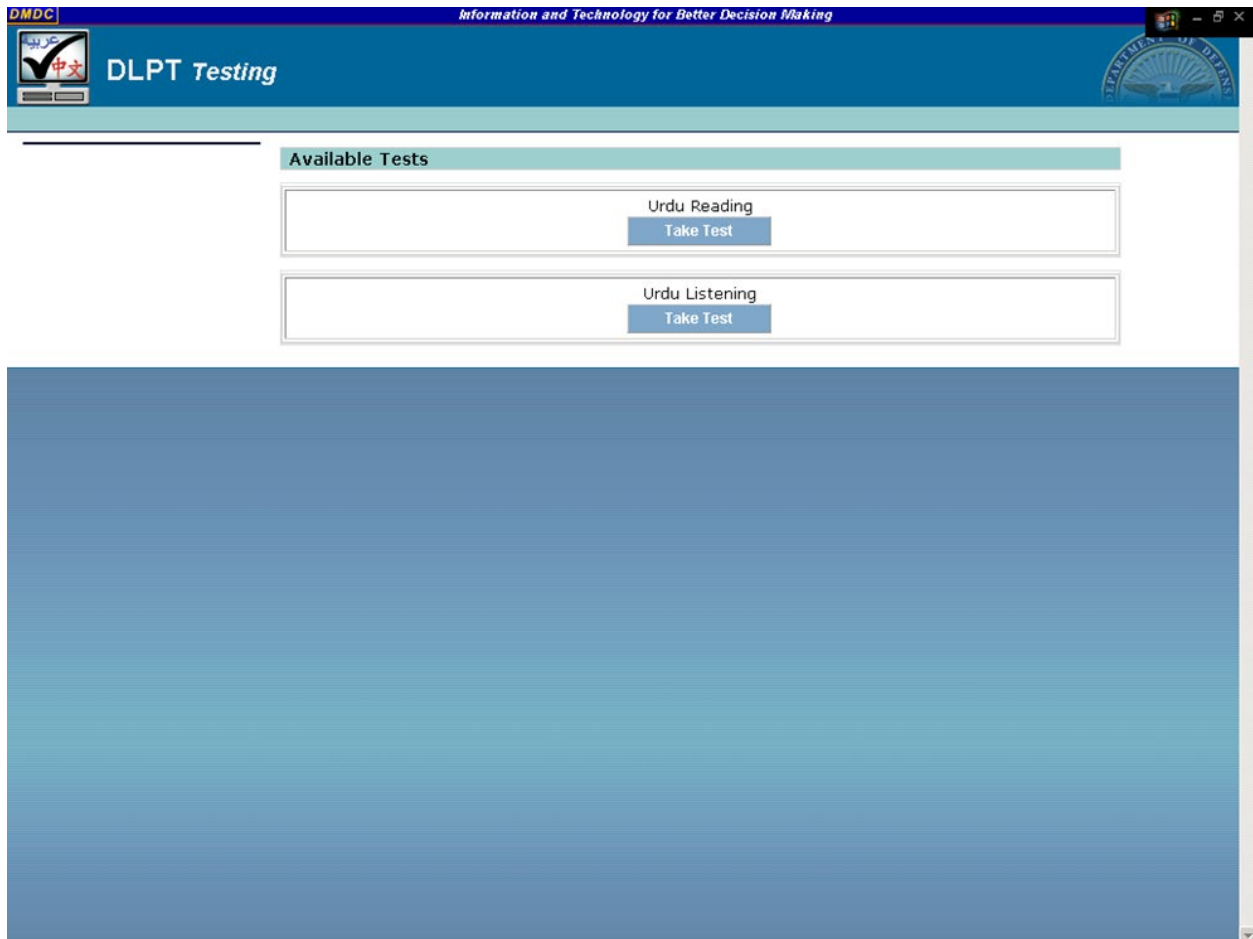
Once the test has been selected, a series of introductory screens appears. These screens contain the Privacy Act Statement, the Disclaimer for Defense Language Institute Tests, the Non-Disclosure Statement, and the Test Administration Statement (of the examinee's ability to take the test at that time). The examinee must click on the indicated checkboxes under the Disclaimer Statement and then the Test Administration Statement before moving to the next screen.

Below are introductory screens from the Reading Comprehension Test. The Listening Comprehension Test, not depicted, has similar introductory screens. Please note: the screen shots below were taken from the Japanese test as examples for the purpose of illustration.

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

DEPARTMENT OF DEFENSE

Defense Language Proficiency Test

Multiple Choice Format

If you have difficulty with the instructions or any functions of this test, click the Help button in the lower left corner.

FOR OFFICIAL USE ONLY

Controlled Item (Test Material)

**Japanese**

Language Code JA

Not to be shown to unauthorized persons

Not to be reproduced without authority granted by the Commandant

Defense Language Institute Foreign Language Center

Lower Range Reading Comprehension

To begin the test, click the Next button below.

Help    Introduction: Screen 1 of 5    Next

Privacy Act Statement and Disclaimer:

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

**Privacy Act Statement:**

Disclosure of requested information is solicited under the authority of Title 10, United States Codes 3013, Army Regulation 350-20 and Executive Order 9397 and is mandatory. Social Security Number is used as the personal identifier number of all personnel under control of the Department of Defense, and is used in connection with updating information in official records and training files. Use of Social Security Number provides for objective scoring of Defense Language Institute tests, as the examinee's Social Security Number is the only identifier so as to maintain confidentiality when reporting test scores to examinees. Failure to provide Social Security Number may result in misidentification and non-credit for tests, and/or inadequate counseling and guidance.

**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 5

Non-Disclosure Statement and Test Administration Statement:

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

**Non-Disclosure Statement:**

I understand that this test is FOR OFFICIAL USE ONLY and the unauthorized possession, disclosure, or discussion of any of the test content is forbidden. Such unauthorized discussion or disclosure refers to RELATING ANY ASPECT OF THIS TEST TO ANYONE, including an instructor, supervisor, fellow employee, or spouse.

Civilian Personnel:
Any failure to comply with this prohibition may be a violation of Title 18, Section 641 of the United States Code which could subject the violator to a fine, or imprisonment up to 10 years, or both.

Military Personnel:
Any failure to comply with this prohibition is a violation of Article 92, Uniform Code of Military Justice, and will result in appropriate administrative action to fix responsibility for such unauthorized behavior with criminal sanctions of up to two years hard labor and dishonorable discharge for those involved.

**Test Administration Statement:**

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

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

Click on the checkbox above to confirm.

Help     Introduction:  Screen 3 of 5

The next several screens contain examples of the screen layout for examinees to familiarize themselves with the features of the test, instructions for taking the test, and a sample test passage.

## Reading Comprehension Test

Example of screen layout for the Reading Comprehension Test:

*Explanations of the parts of the screen are provided. Familiarize yourself with the features of this screen now.*



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

Instructions screen for the Reading Comprehension Test:

This test measures your reading comprehension. It contains a number of reading passages, and there are one or more questions based on each passage. In taking the test you should do the following:

- Read the short statement before each passage that tells you where the passage came from.

- Read each passage and question or questions carefully. Some questions may be in the form of an incomplete statement.

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

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

- 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 5 of 5                          Back    Next

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

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

**Sample Passage**

*A message found on a desk*

　山川さん、

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

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

**S1.  What was the message about?**

○ Mr. Mori wished Ms.Yamakawa a happy birthday.
○ Mr. Mori wanted Ms.Yamakawa to return his call today.
○ Tomorrow's meeting with Mr. Mori was cancelled.
○ Ms.Yamakawa was invited to a party tomorrow.

End of questions for this passage

Help    **Sample Passage    1 question**    Back    Next

After the sample passage, the examinee clicks on the [Next] button and moves to screens showing End-of-Test Review Information and Start of Test.

End-of-Test Review Information and Start of Test screen for the Reading Comprehension Test:

This screen contains instructions on how to go back to review answers at the end of the test and information on the length of the test. By clicking on the [Start Test] button, the examinee moves to the first passage of the test and starts the clock.

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

**End-of-Test Review Information**

- After the last passage, *if there is still time on the clock*, you will have the opportunity to review your answers before submitting the test.

- From the review page you will be able to jump to any given passage.

- You will be able to respond to any questions you have not answered, or you can change an answer.

- Detailed instructions for this review will be given at the end of the test.

**Start of Test**

- This reading test contains:

    36 passages with a total of 61 questions.

- You are allowed 3 hours (180 minutes) to complete the test.

- There will be a 15 minute break at 90 minutes. The break does not count against the total time allowed for the test.

- When you are ready, click the [Start Test] button below.

- The screen will move to Passage 1 and the clock will begin.

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

# Listening Comprehension Test

Example of screen layout for the Listening Comprehension Test:

*Explanations of the parts of the screen are provided. Familiarize yourself with the features of this screen now.*



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

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

**DLPT5 Lower Range Listening Comprehension Test for Japanese**

### Test Sequence

- When a passage screen opens, you will see the passage number, orientation statement, and the question or questions with their answer choices.

- At the very bottom of the screen a [Play Audio] button will be visible.

- When you click the [Play Audio] button, the audio will begin. The phrase 'Audio Playing' will be displayed in the status bar at the bottom of the screen.

- You may answer questions at any time during the playing of the audio.

- You may not move to the next passage until the audio finishes playing. 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.

- The [Help] button reappears at the end of the audio playing for each passage. If you need help concerning a passage, make sure that you click the [Help] button before moving to the next passage.

Help          Introduction: Screen 5 of 6

### The Clock

- The amount of time allotted for this test is 3 hours (180 minutes).
- There is a break in the middle of the test. It does not count against your time.
- It is your responsibility to keep track of where you are in the test, and how much time is remaining.

**BEFORE YOU PROCEED, adjust your volume.**

Test Volume

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

➖ ...••IIIlll ➕

Click the minus to lower the volume or the plus to raise the volume.

Back

Instructions screen for the Listening Comprehension Test:

**DLPT5 Lower Range Listening Comprehension Test for Japanese**

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

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

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

A sample passage follows on the next screen.
If you need help during the test, click on the [Help] button.
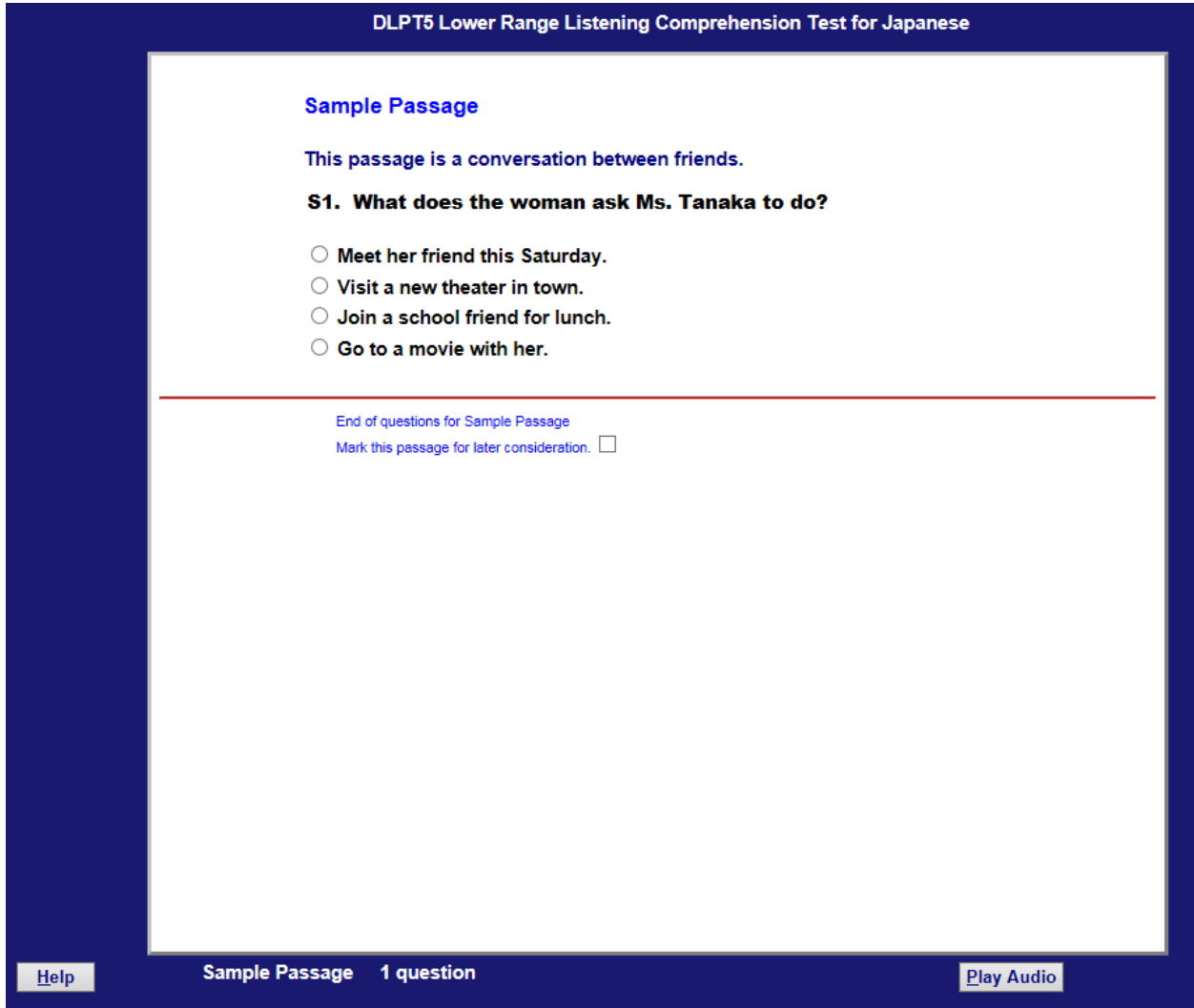
Help    Introduction: Screen 6 of 6                    Audio Playing

16

Presented here is an example of a Listening sample question (the sample passage audio would be played while the screen is displayed):

*Note: Examinees may select their answers to the questions while the audio is playing.*



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

When a passage screen opens, examinees can start the audio by clicking on the [Play Audio] button whenever they are ready to listen to the passage. When the audio finishes, the [Next] button will appear.

Examinees can move on to the next passage once the audio has finished playing by clicking on the [Next] button. At the end of the test, examinees will be able to move back to previous questions, but the audio will not play again.

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

End-of-Test Review Information and Start of Test screen for the Listening Comprehension Test:



**DLPT5 Lower Range Listening Comprehension Test for Japanese**

**End-of-Test Review Information**

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

**Start of Test**

- This listening test contains:

    41 passages with a total of 61 questions.
- The test runs approximately 3 hours (180 minutes).
- There will be a 15 minute break after Passage 24.
- When you are ready, click the [Start Test] button below.
- The screen will move to Passage 1 and the test will begin.

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

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

# 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.

On the review page, examinees will be able to click and jump to any given passage. They will be able to respond to any questions they have not answered, or they can change an answer.

The audio for the Listening Comprehension Test will **NOT** be played again during this review period.

Example of the review screen:

# Sample Passages

The purpose of this section is to familiarize prospective examinees on the levels and types of passages as well as their associated questions that appear in a given DLPT 5 test in multiple-choice format. Below are some sample passages from ILR levels 1–3 in reading and listening taken from [Language], and their associated questions and answer choices. Explanations of the correct answer for each question are also provided.

## Reading Comprehension Sample Passages

Sample Passage: ILR Level 1

***An announcement on a website***

> **Jarmark bożenarodzeniowy to coroczna tradycja. Oficjalne otwarcie jarmarku odbędzie się 22 listopada o godzinie 17.00 na poznańskim rynku. W programie otwarcia będzie rozświetlenie choinki, parada Świętych Mikołajów oraz degustacja gorącej czekolady i innych kulinarnych specjałów: pierogów, karpia oraz barszczu. Jak co roku, na poznańskim rynku sprzedawcy będą sprzedawać żywe choinki i ozdoby choinkowe. Jarmark zakończy się 22 grudnia.**

1. **What is announced?**

    **(A) A yearly holiday celebration.**
    **(B) A holiday cooking contest.**
    **(C) A department store sale.**
    **(D) A store grand opening.**

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

Justification:

**(A)** is the correct answer.
    The announcement informs people about an annual Christmas fair.

(B) is **not** the correct answer. Although the announcement mentions culinary specialties, they are samples being offered; no holiday cooking contest is involved.

(C) is **not** the correct answer. The announcement mentions selling of Christmas trees and ornaments, but not a sale at a department store.

(D) is **not** the correct answer. The announcement does not mention a grand opening of a store.

Sample Passage: ILR Level 2

***From a newspaper article***

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**Dziś o godzinie 5.50 rano pociąg Kolei Mazowieckich relacji Lotnisko Chopina - Modlin uderzył w stado dzików. Nikomu nic się nie stało, ale skład jest uszkodzony. Na skutek wypadku doszło do opóźnień SKM linii S3 oraz Kolei Mazowieckich.**

**Do niecodziennego wypadku doszło w pobliżu stacji w Legionowie. Nikt nie został ranny, ale zderzenie ze stadem dzikich zwierząt uszkodziło skład. Pociąg nie mógł dalej jechać, a wszyscy pasażerowie musieli przesiąść się do zastępczego składu SKM. Dwa dziki padły na skutek odniesionych ran.- poinformowała na antenie telewizji TVN24.pl Donata Nowakowska, rzeczniczka KM.**

**Poranne opóźnienia sięgnęły 20 minut. Uruchomiono komunikację zastępczą. Bilety spółki KM zachowują ważność w pociągach SKM linii S3 na całej trasie oraz w autobusach linii 175 na odcinku Foksal - Lotnisko Chopina do poniedziałku, 7. grudnia.**

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**1. What incident is reported?**

    **(A) A train derailed after hitting an animal transporter.**
    **(B) A train was damaged after colliding with animals.**
    **(C) An animal was shot dead after causing an accident.**
    **(D) A driver died after swerving to avoid wild animals.**

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

Justification:

(A) is **not** the correct answer. There is no mention of a derailed train caused by a collision with an animal transporter.

**(B)** is the correct answer.
The passage reports that a train was damaged after hitting a herd of wild boars.

(C) is **not** the correct answer. Although the passage talks about wild animals causing an accident, there is no mention of an animal being shot dead.

(D) is **not** the correct answer. The passage talks about wild animals causing a train accident, but no driver was killed by the accident.

**2. What was one outcome of the incident?**

**(A) Nearby roads were temporarily closed.**
**(B) Emergency crews cleaned up the wreckage.**
**(C) Accident victims were taken to a hospital.**
**(D) Morning commuters experienced delays.**

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

Justification:

(A) is **not** the correct answer. Neither nearby roads nor any road closures are mentioned.

(B) is **not** the correct answer. There is no mention of emergency crews or cleanup of the accident.

(C) is **not** the correct answer. The only victim was one of the boars; there were no human casualties.

**(D)** is the correct answer.
The passage reports that the accident caused delays in some train lines during morning commute hours.

*From an article in a newspaper*

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**Nasze myśli, zachowania i zdolności można regulować. Na razie takie eksperymenty przeprowadza się w laboratoriach badawczych, ale czy kiedyś ktoś nie zechce zrobić z tego niecnego użytku?**

**Technika stymulacji magnetycznej wchodzi do klinicznej praktyki. W USA dopuszczono już do użytku urządzenie NeuroStar TMS, które może być stosowane do leczenia depresji niepoddającej się innym metodom terapeutycznym. Stymulacja prądem czy polem magnetycznym pozwala, w przeciwieństwie do dzisiejszej farmakoterapii, oddziaływać na wybrany obszar mózgu. To duża zaleta, ponieważ zdrowe rejony można pozostawić nienaruszone ingerencją. Nowe, zachęcające wyniki prowokują do tego, by proste i bezbolesne metody oddziaływania na mózg stosować w różnych, niekoniecznie stricte medycznych sytuacjach. Poprawa wydolności intelektualnej mogłaby pomóc osobom uznawanym za zdrowe, ale mającym kłopoty z uczeniem się. Niektóre pomysły mogą jednak budzić kontrowersje. Prof. Allan Snyder pracuje nad urządzeniem, które nazwał czapką myślenia. Jej zadaniem ma być wzmocnienie kreatywnych zdolności użytkownika. Brzmi to jak szarlataneria, ale ma poparcie w badaniach.**

**Myśl, że możemy być podatni na zewnętrzne sterowanie, może budzić zdziwienie, a nawet strach. W obliczu takich możliwości pojawiają się ważne pytania: Czy ulepszanie zdrowego mózgu jest etyczne? Czy należy je prawnie regulować? Na razie nie zaobserwowano skutków ubocznych takiego wspomagania, ale jego szerokie użycie na własną rękę może ten stan zmienić.**

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**1. What scientific discovery is discussed in this article?**

**(A) Electroshock therapy to treat children with poor impulse control and concentration.**
**(B) Brain mapping to help pinpoint areas of the brain that cause depression and anxiety.**
**(C) Magnetic stimulation of the brain to treat diseases and improve thought function.**
**(D) Cloning of human brain cells to help repair damages to the brain and nervous system.**

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

Justification:

(A) is **not** the correct answer. There is no mention of electroshock therapy in the article, and although persons with learning difficulties might benefit, there is no suggestion that magnetic stimulation be used on children.

(B) is **not** the correct answer. The article does not mention brain mapping, although it does talk about the use of magnetic stimulation technique to treat depression.

**(C)** is the correct answer**.**
   The article talks about the use of magnetic stimulation technique to treat depression or to improve intellectual ability.

(D) is **not** the correct answer. The article does not refer to any form of cloning or of brain damage.

**2.  Considering the author's closing remarks, what can be inferred to be his opinion about devices such as NeuroStar TMS?**

   **(A)  The use of the devices will influence the current medical technology trends.**
   **(B)  The effects of the devices have been exaggerated by unreliable studies.**
   **(C)  Society needs to keep pace with medical research and innovations.**
   **(D)  Questions about health risks and morality must first be addressed.**

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

Justification:

(A) is **not** the correct answer. The author mentions influencing the brain, but not influencing current technology trends..

(B) is **not** the correct answer. The author does not mention anything about the effects of the devices being exaggerated.

(C) is **not** the correct answer. Nowhere in the article does the author say or imply that society needs to keep pace with medical research and innovations.

**(D)** is the correct answer.
   The author raises questions about ethical issues and potential health risks of side effects related to magnetic stimulation technique, and implies those issues need to be addressed.

# Listening Comprehension Sample Passages

Sample Passage: ILR Level 1

***This passage is a from a speech broadcast on TV.***

Transcription:

> **Szanowni Państwo, kochani Wrocławianie, wesołych Świąt, szczęśliwego Nowego Roku. A zanim przyjdą Święta, zapraszam na wrocławski Rynek, pod naszą wrocławską choinkę i na nasz bożonarodzeniowy jarmark. Zaś po Świętach, spotkajmy się wszyscy też tutaj, 31 grudnia jak zawsze, Sylwester na wrocławskim Rynku. Zapraszam.**

**1. What does the speaker invite people to do?**

   **(A) Participate in holiday events in the market square.**
   **(B) Attend upcoming holiday concerts in the city park.**
   **(C) Sell handicrafts at the annual Christmas market.**
   **(D) Take part in a Christmas tree lighting ceremony.**

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

Justification:

**(A)** is the correct answer.
   The speaker invites people to Christmas and New Year's Eve events.

(B) is **not** the correct answer. The speaker refers to two holidays, but nothing is said about any concerts.

(C) is **not** the correct answer. The speaker does not mention a Christmas market or a sale of handicrafts.

(D) is **not** the correct answer. The speaker mentions a Christmas tree, but not a tree-lighting ceremony.

Sample Passage: ILR Level 2

*This passage is from a radio talk show.*

Transcription:

> **Najpierw opowiem o tym jak usadzić najbliższych i młodą parę przy stole prezydialnym a w dalszej części opowiem o tym jak usadzić wszystkich gości na sali weselnej. Tak więc opcji do usadzenia młodej pary i ich najbliższych jest wiele ale ja może wam wskażę te trzy najbardziej klasyczne. Siada młoda para oraz ich rodzice po obu stronach. Druga opcja jest taka, że siada młoda para ze świadkami i osobami towarzyszącymi na szczytach stołu a trzecia opcja jest taka, że młoda para, jeżeli oczywiście mamy taką możliwość z miejscem na sali, ze świadkami i osobami towarzyszącymi oraz rodzicami młodej pary.**

**1. What is the topic of this talk show?**

    **(A) Creating a timeline for the wedding day.**
    **(B) Furniture adornment for wedding parties.**
    **(C) Seating arrangements for wedding guests.**
    **(D) Traditional venues for a wedding ceremony.**

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

Justification:

(A) is **not** the correct answer. The speaker does say anything about creating a wedding day timeline.

(B) is **not** the correct answer. The speaker does not talk about how to adorn furniture for wedding parties.

**(C)** is the correct answer.
The speaker talks about how to arrange seating for the guests at the wedding hall.

(D) is **not** the correct answer. The speaker does not mention venues or say anything about a wedding ceremony.

Sample Passage: Level 3

*This passage is from a radio interview.*

Transcription:

> **REPORTER: Jaki jest bilans rządów Jarosława Gowina na stanowisku ministra sprawiedliwości? Dobry? Zły?**
>
> **ROZMÓWCA: No więc, panie redaktorze, myślę, że sama działalność ministra sprawiedliwości pana Gowina nie da się określić jednym słowem: 'dobra', 'zła', 'bardzo dobra', ponieważ podejmował takie działania, które były niezbędne tylko za płytkie i takie, z którymi myśmy się nie zgadzali i niektóre, takie jak pan wspomniał, między innymi kodeks postępowania karnego, gdzie kończymy pracę nad nim. To jest rzeczywiście bardzo głęboka zmiana, jeżeli chodzi o polski system. Uważam, że ograniczenie się tylko do przekształcenia tych siedemdziesięciu dziewięciu sądów rejonowych w ośrodki zamiejscowe to nie było w pełni uzasadnione, chociaż były pewne przesłanki, bo jak przedstawiono wyliczenia, z których wynikało, że obciążenia w sądach są najróżniejsze, no to można by do tego podchodzić – powiedzmy – pozytywnie; ale pójście tak daleko bez wejścia w głęboką reformę sądownictwa, bo ona wymaga niewątpliwie, to jest jednak za płytko.**

**1. What is one point the interviewee makes about the reform of the justice system?**

  **(A) Effective policy implementation was necessary to have successful reform.**
  **(B) The changes were not far-reaching enough to bring about the reform needed.**
  **(C) Public views on the reform were not reflected in the decision-making process.**
  **(D) The top priority of the reform was reducing bias against minorities in the nation.**

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

Justification:

(A) is **not** the correct answer. The interviewee does not refer to effective policy implementation.

**(B)** is the correct answer.
    The interviewee mentions that changes made in the justice system were too shallow.

(C) is **not** the correct answer. The interviewee does not say anything about public views and whether they were or were not reflected in the decision-making process.

(D) is **not** the correct answer. The interviewee does not make comments about reducing bias against minorities in the nation.

# Appendix

## Interagency Language Roundtable (ILR)
## Language Skill Level Descriptions

## Preface

The following descriptions of proficiency levels 0, 1, 2, 3, 4, and 5 characterize spoken-language use. Each higher level implies control of the previous levels' functions and accuracy. The designation 0+, 1+, 2+, etc. will be assigned when proficiency substantially exceeds one skill level and does not fully meet the criteria for the next level. The "plus-level" descriptions, therefore, are subsidiary to the "base-level" descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details. Unless otherwise specified, the term "native speaker" refers to native speakers of a standard dialect.

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is [sic] considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

These descriptions may be further specified by individual agencies to characterize those aspects of language-use performance, which are of insufficient generality to be included here.

## ILR Language Skill Level Descriptions: Listening

**Listening 0 (No Proficiency)**
No practical understanding of the spoken language. Understanding is limited to occasional isolated words with essentially no ability to comprehend communication.

**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.

**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.

**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.

**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.

**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.

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

**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.

**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.

**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.

**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.

## ILR Language Skill Level Descriptions: Reading

**Reading 0 (No Proficiency)**
No practical ability to read the language. Consistently misunderstands or cannot comprehend at all.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.