

French Defense Language Proficiency Test 5

Familiarization Guide



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Introduction

This Familiarization Guide is designed to provide prospective examinees with information about the Defense Language Proficiency Test 5 System (DLPT5) in multiple-choice format. This guide contains general information about the test design, the format of the test, its length, its content, the skills tested, and procedures used in scoring and reporting the scores. In addition, screen shots of what the examinees will see while taking the test and information on testing procedures are provided.

Overview of the DLPT5

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

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

Description of the French DLPT5 Test in Multiple-Choice Format

- **Test Design**
 - The Very Low Range Reading Test contains approximately 35 questions with about 24 passages. Each passage has up to 2 questions with four answer choices per question.
 - The Lower-Range Reading Test contains approximately 60 questions with about 31 authentic passages. Each passage has up to 4 questions with four answer choices per question.

- The Very Low Range Listening Test contains approximately 35 questions with about 24 passages. Each passage has up to 2 questions with four answer choices per question.
 - The Lower-Range Listening Test contains approximately 60 questions with about 38 authentic passages. Each passage has up to 2 questions with four answer choices per question. In the test, passages at the beginning will be played only 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 Lower-Range Reading Test and 3 hours to complete the Lower-Range Listening Test. Approximately halfway through each test, examinees will be given a 15-minute break. The break does not count toward the test time. Examinees have 1 hour to complete the Very Low Range Reading Test and 1 hour to complete the Very Low Range Listening Test. 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 throughout both tests.
- **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 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 being tested. The maximum length of a lower-range listening comprehension passage in the test is approximately 2 minutes and the maximum length of a very low range listening comprehension passage is 60 seconds. The maximum length of a lower-range reading comprehension passage is approximately 400 words and the maximum length of a very low range reading comprehension passage is approximately 90 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 words or phrases 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. Very Low Range Tests are intended to cover ILR levels 0+ through 1+ and Lower-Range 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 French, through formal training and through language exposure and use in a variety of real-life language-use settings. Examinees should know that study aids (i.e., dictionaries, reference books, etc.) are not permitted for this test. Note-taking is not permitted for the Lower-Range Test but is allowed for the Upper-Range Test.

Instructions for taking the DLPT5

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

Test Procedures

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

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

DMDC Information and Technology for Better Decision Making

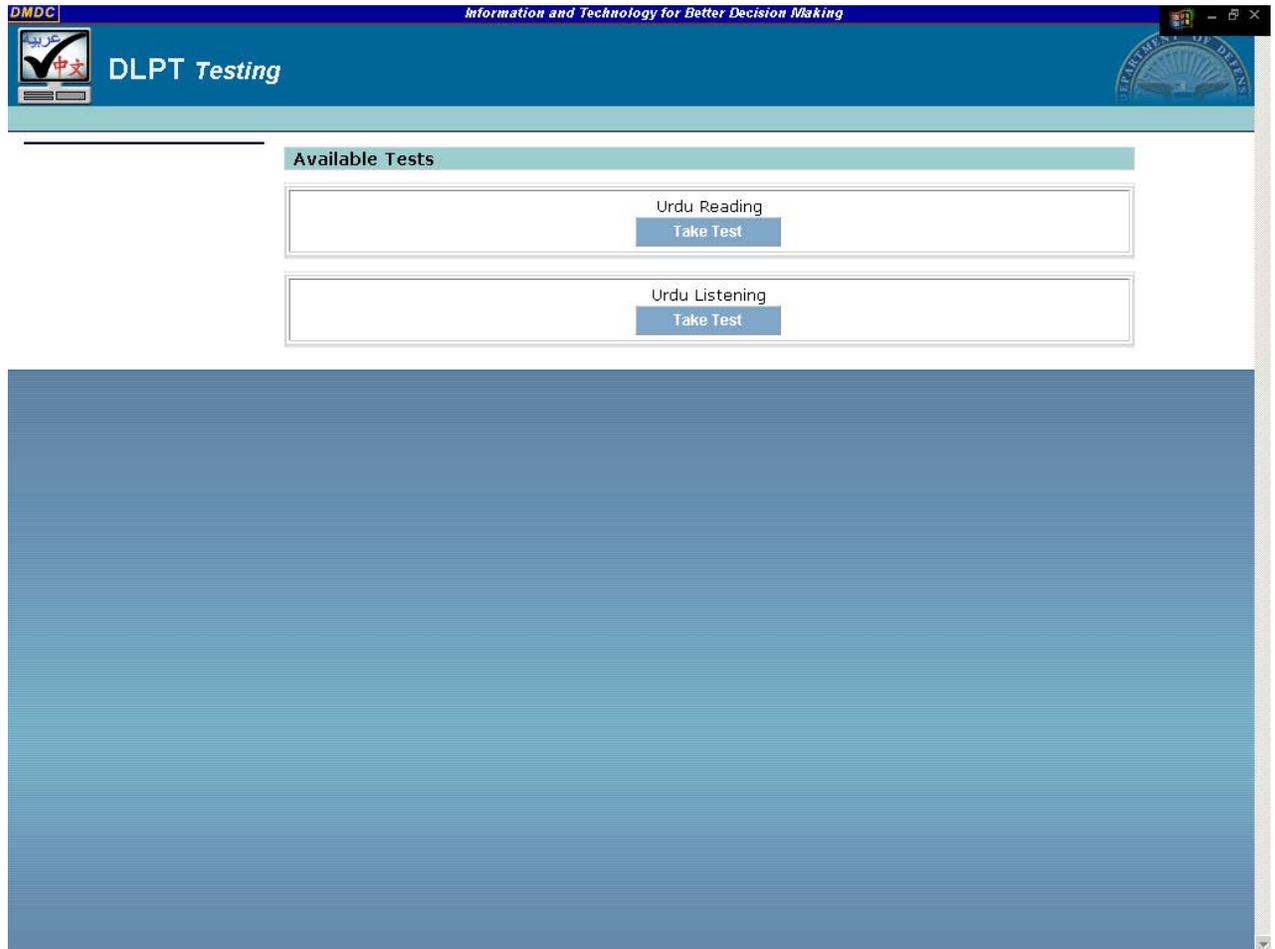
DLPT Testing

Candidate Logon

The Test Administrator has successfully logged in.

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

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



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

DLPT5 Lower Range Reading Comprehension Test for Japanese

<p>DEPARTMENT OF DEFENSE</p> <p>Defense Language Proficiency Test 5 Multiple Choice Format</p>  <p>Japanese Language Code JA</p> <p>Lower Range Reading Comprehension Test</p>	<p>FOR OFFICIAL USE ONLY</p> <p>Controlled Item (Test Material)</p>  <p>Not to be shown to unauthorized persons Not to be reproduced without authority granted by the Commandant Defense Language Institute Foreign Language Center</p> <p>If you have difficulty with the instructions or any functions of this test, click on the [Help] button in the lower left-hand corner of the screen.</p> <p>To begin, click on the [Next] button below.</p>
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Introduction: Screen 1 of 6

[Help](#) [Next](#)

Privacy Act Statement:

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

Disclaimer for Defense Language Institute Tests:

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

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

Click on the checkbox above to confirm.

Help

Introduction: Screen 2 of 6

Test Administration Statement:

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

Non-Disclosure Statement:

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

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

Click on the checkbox above to confirm.

Help

Introduction: Screen 3 of 6

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

Reading Comprehension Test

Example of screen layout for the Reading Comprehension Test: The example text represents a generic foreign language; it is not intended to be legible. Explanations of the parts of the screen are provided.

DLPT5 Lower Range Reading Comprehension Test for Japanese

Example of Screen Layout

Familiarize yourself with the features of this screen now.

ORIENTATION STATEMENT
 * explains the source of the passage in English.

FOREIGN LANGUAGE PASSAGE
 * Paragraphs may be marked ¶1, ¶2, etc.
 * If a question asks about a specific word or phrase, it is highlighted in red in the text.
 (The text shown here represents a generic foreign language. It is not meant to be legible.)
 * A red line indicates the end of a passage.
 * To see an entire passage, you may need to scroll.
 Click this button if you have any technical difficulties.

TITLE BAR
 • indicates the test title.

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

STATUS BAR

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

Go to: Previous Passage Next Passage

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

Help Introduction: Screen 5 of 6 Next

Instructions screen for the Reading Comprehension Test:

DLPT5 Lower Range Reading Comprehension Test for Japanese

INSTRUCTIONS

- Read the short statement before each passage that tells you where the passage came from.
- Read the passage and the question or questions carefully. Some questions may be in the form of an incomplete statement.
- Based on what you have read in the passage, choose the best answer to each question from among the four answer choices. The answer to each question may be stated overtly in the passage or only implied.
- Click on the button next to the answer you have chosen. You may change your answer by clicking on a different button.
- Click on the [Next] button at the bottom right of the screen to go to the next passage.
- **There is no penalty for guessing; therefore, it is to your advantage to answer all of the questions.**

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

Help Introduction: Screen 6 of 6 Back Next

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

Example of a Reading sample passage:

The screenshot displays the DLPT5 Lower Range Reading Comprehension Test for Japanese interface. The window title is "DLPT5 Lower Range Reading Comprehension Test for Japanese". The interface is divided into two main panels. The left panel, titled "Sample Passage", contains the text: "A message found on a desk", "山川さん,", and "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。". Below the passage, there are two options: "End of this passage" and "Mark this passage for later consideration." with an unchecked checkbox. The right panel, titled "S1. What was the message about?", contains four radio button options: "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.", and "Ms. Yamakawa was invited to a party tomorrow.". A red horizontal line separates the question from the rest of the panel, with the text "End of questions for Sample Passage" below it. At the bottom of the window, there is a status bar with "Help", "Sample Passage 1 question", "Back", and "Next" buttons.

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

Start of Test Screen for the Reading Test

DLPT5 Lower Range Reading Comprehension Test for Japanese

End-of-Test Review Information	Start of Test
<ul style="list-style-type: none">• 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.• From the review page you will be able to jump to any given passage.• You will be able to change any answer or respond to any questions you have not answered.• Detailed instructions for this review will be given at the end of the test.	<ul style="list-style-type: none">• This reading test contains 36 passages and 61 questions.• You are allowed 3 hours to complete the test.• There will be a break at approximately 90 minutes. The break does not count against your time.• When you are ready, click on the [Start Test] button below.• The screen will move to Passage 1 and the clock will begin. <p>You are about to RESUME your test. The clock will be restored to reflect remaining time. The test will move to the most recently viewed passage.</p>

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

Listening Comprehension Test

Example of screen layout for the listening comprehension test:

The screenshot shows a test interface for 'DLPT X Lower Range Listening Comprehension Test for Japanese'. The main content area displays 'Passage # 1' with an orientation statement: 'This passage is taken from a news broadcast.' Below this are two multiple-choice questions. A red horizontal line is drawn at the end of the questions. At the bottom of the passage area, there is a checkbox for 'Mark this passage for later consideration.' and a 'Play Audio' button. A 'Help' button is also present. The status bar at the bottom shows 'Passage 1 of 40', '2 questions', and 'Test Ends in: 178:02'. The overall interface is framed in blue.

DLPT X Lower Range Listening Comprehension Test for Japanese

Example of Screen Layout

Familiarize yourself with the features of this screen now.

DLPT X Multiple Choice Test for Listening Comprehension Language X

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

1. What does the author claim about his sources?

- They are major players in the governmental sector.
- They are primary political figures.
- They have been significantly cautious in the last few years.
- They have been a favorite target of politicians.

2. What is the author's purpose in discussing this issue?

- To highlight the corruption of the current system.
- To expose traitors in the higher echelons of the military.
- To contribute to public awareness.
- To criticize those not paying attention.

End of this passage
Mark this passage for later consideration.

Click this button if you have any technical difficulties

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

Annotations:

- TITLE BAR**
 - indicates the test title.
- ORIENTATION STATEMENT**
 - explains the source of the passage in English.
- QUESTIONS**
 - To choose an answer, click the button next to that choice.
 - To change your answer, click the button next to a different choice.
 - To see all the questions, you may need to scroll.
 - A red line indicates the end of the questions.
- STATUS BAR shows:**
 - Current passage number
 - Total number of passages
 - Number of questions for current passage
 - Timer status
 - Play Audio and Help buttons

Bottom Bar:

- Help
- Passage # Total # of passages
- 2 questions # of Questions for this passage
- Test Ends in: 178:02 Time Remaining
- Play Audio

Footer:

- 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.

DLPT5 Lower Range Listening Comprehension Test for Japanese

Test Sequence	The Clock
<ul style="list-style-type: none">• When a passage screen opens, you will see the passage number, orientation statement, and the question or questions with their answer choices.• At the very bottom of the screen a [Help] button and a [Play Audio] button will be visible.• When you click on the [Play Audio] button, the audio will begin. The phrase 'Audio Playing' will be displayed in the status bar at the bottom of the screen. The [Help] button will not be active while the audio is playing. <i>If you experience technical difficulty when the [Help] button is not visible, raise your hand.</i>• You may answer questions at any time during the playing of the audio.• You may not move to the next passage until the audio finishes playing. When the audio finishes, the [Next] button appears at the bottom of the screen. Click on it when you are ready to move on to the next passage. You will not be able to go back to previous passages until the end of the test.• The [Help] button reappears at the end of the audio playing for each passage. If you need help concerning a passage, make sure that you click on the [Help] button <i>before</i> moving to the next passage.	<ul style="list-style-type: none">• The amount of time allotted for this test is 180 minutes (3 hours).• There is a break in the middle of the test. It does not count against your time.• It is your responsibility to keep track of where you are in the test, and how much time is remaining. <hr/> <p style="text-align: center;">BEFORE YOU PROCEED, test your volume.</p> <p style="text-align: center;">Test Volume</p> <p style="text-align: center;">Click on the [Test Volume] button to hear a short audio file.</p>

Introduction: Screen 6 of 7

[Help](#) [Back](#)

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

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

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

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

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

DLPT5 Lower Range Listening Comprehension Test for Japanese

Sample Passage

This passage is a conversation between friends.

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

- Meet her friend this Saturday.
- Visit a new theater in town.
- Join a school friend for lunch.
- Go to a movie with her.

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

Sample Passage 1 question [Play Audio](#)

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

DLPT5 Lower Range Listening Comprehension Test for Japanese

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

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

End-of-Test Review Information

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

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

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

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

Example of the review screen:

DLPT5 Lower Range Listening Comprehension Test for Japanese

End of Listening Test

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

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

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

Review Answers
Test ends in: 78:26
Submit

Sample Passages

The purpose of this section is to familiarize prospective examinees on the levels and types of passages as well as their associated questions that appear in a given DLPT 5 test in multiple-choice format. Below are some sample passages from ILR levels 1 – 4 in reading and listening taken from French, and their associated questions and answer choices. Explanations of the best answer for each question are also provided. Examinees should know that study aids (i.e., dictionaries, reference books, etc.) are not permitted during the test. Note-taking is also not permitted during the test.

Reading Comprehension Sample Passages

Level 0+

A sign in a shop window

Aujourd'hui c'est la fête des mères.
Achetez des fleurs pour votre mère aujourd'hui.
Nous avons une grande variété de belles fleurs.

1. What holiday is mentioned?

- (A) Mother's Day.
- (B) Labor Day.
- (C) Valentine's Day.
- (D) Christmas Day.

The correct answer is (A).

Justification:

(A) is the correct answer.

The word mother (“mère”) is used twice. The first time, the word is associated with the word “holiday,” so both words together are equivalent to “Mother’s Day” (“fête des mères”). The second time, the word is associated with the possessive “your” (“votre mère”), so both words together mean “your mother.” There is no reference to any other occasion in the passage. So “Mother’s Day” is the only holiday mentioned.

(B) is **not** the correct answer, because here is no reference to Labor Day in the passage. Therefore, the holiday cannot be Labor Day.

(C) is **not** the correct answer, because here is no mention of the word “Valentine” in the passage. Therefore, the holiday cannot be Valentine’s Day.

(D) is **not** the correct answer, because there is no reference to Christmas in the passage. Therefore, the holiday cannot be Christmas Day.

Level 1

From a French website

Bonjour, nous recherchons une personne à temps plein avec de l'expérience et de bonnes références pour s'occuper de la maison (ménage, repassage, courses) et de nos enfants (cinq et sept ans) après l'école jusqu'à notre retour du travail.

La personne ne doit pas être allergique aux poils de chiens.

Nous proposons un salaire attractif.

Prière de nous écrire : Monsieur et Madame De Rénal, 18 rue Sorel, 75007 Paris.

2. According to the advertisement, what is one task the employee will be asked to perform?

- (A) Driving the children to school.**
- (B) Cooking meals for the family.**
- (C) Babysitting the children after school.**
- (D) Taking the dog for a walk twice a day.**

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

Justification:

(A) is **not** the correct answer, because there is no occurrence of any means of transportation or of the fact that the employee would have to drop the children off to school.

(B) is **not** the correct answer, because the tasks of the employee are clearly stated in the passage (“ménage, repassage, courses”), and “cooking meals” is not one of them.

(C) is the correct answer.

The passage says that the employee is expected to take care of the children after school until their parents come home from work (“pour s'occuper [...] de nos enfants [...] après l'école jusqu'à notre retour du travail”). Therefore, option C is the correct answer to the question.

(D) is **not** the correct answer, because the task consisting of “taking the dog for a walk twice a day” is not mentioned in the passage among the tasks the employee will be expected to perform.

Level 2

From an article in a French newspaper

L'Olympique de Marseille a été condamné, jeudi 9 novembre, par la commission de discipline de la Ligue de football professionnel (LFP) à disputer un de ses matches à domicile à huis clos, c'est-à-dire de jouer devant des tribunes vides.

La décision de la LFP intervient près de deux semaines après qu'un pompier a été gravement blessé par le jet d'un pétard lancé par un supporter pendant le match Nice-Marseille. Dans le journal *L'Equipe*, le président de la commission a expliqué qu'elle visait à “adresser un signal fort aux supporters marseillais.” “Nous sentions tous que, un jour ou l'autre, il y aurait un drame. Il est arrivé”, a-t-il ajouté, avant de conclure: “On ne peut pas délibérément jouer avec le feu, on a pris nos responsabilités.”

“C'est un sentiment d'injustice,” a commenté le directeur de l'Olympique en sortant de la commission de discipline de la LFP, qui avait souhaité entendre les dirigeants marseillais jeudi avant de statuer sur le dossier. “C'est une légitime déception. Dans cette affaire, il y a eu un coupable arrêté par la police et la justice.” “Les supporters marseillais ont été fouillés par les forces de l'ordre et non par les stadiers. Donc, cette décision ne relève pas de la logique et est très injuste”, a-t-il ajouté, sans préciser si le club marseillais allait faire appel auprès de la commission de discipline. Dans le cas où la sanction serait appliquée, elle devrait coûter entre 1 et 2 millions d'euros à l'Olympique de Marseille du fait d'avoir à jouer sans public.

3. What decision was made concerning the team “Olympique de Marseille”?

- (A) It will have to replay a game against a recent opponent.
- (B) It is required to play its next game indoors.
- (C) It has to play a future game without spectators.
- (D) It is suspended from playing any games for a month.

The correct answer is (C).

Justification

(A) is **not** the correct answer, because the passage does not state that the “Olympique de Marseille” and its recent opponent would have to replay the game.

(B) is **not** the correct answer, because there is no mention in the passage of any requirement to play the next game indoors.

(C) is the correct answer. The decision concerning the team “Olympique de Marseille” is stated explicitly in the first paragraph: the text says that the Professional Football League (FLP) has condemned the Olympique de Marseille to play one of its next games (“un de ses matches”) in front of empty bleachers (“à huis clos, c’est-à-dire de jouer devant des tribunes vides”). This idea is also restated in the last sentence of the passage: “for having to play without spectators” (“du fait d’avoir à jouer sans public”). Therefore, option C is the correct answer.

(D) is **not** the correct answer, because the team has not been suspended from playing any game for a month; it is not the sanction that has been imposed on the team.

4. According to the third paragraph (¶3), what does the director say in his objection to the commission's decision?

- (A) The punishment is disproportionate.
- (B) The culprit has already been found.
- (C) The whole team is being penalized for one player's actions.
- (D) The police were alerted to possible violence at the game.

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

Justification:

(A) is **not** the correct answer, because the director altogether rejects the punishment on the basis of unfairness, not on the basis of it being disproportionate.

(B) is the correct answer.

The director of the "Olympique de Marseille" objects to the commission's decision. He considers it unfair since a culprit has already been arrested by the police ("Dans cette affaire, il y a eu un coupable arrêté par la police et la justice.").

(C) is **not** the correct answer, because the whole team is being penalized for an action committed by a supporter, not by a player.

(D) is **not** the correct answer, because there is no mention in the text of the police being alerted to possible violence.

5. According to the third paragraph (¶3), what is one expected outcome of the incident?

- (A) Heavy financial losses.
- (B) Thorough police searches.
- (C) An angry reaction from the team's supporters.
- (D) An appeal of the court's decision by the team.

The correct answer is (A).

Justification:

(A) is the correct answer.

One expected outcome of the incident is a heavy financial loss for the “Olympique de Marseille”. Since they will have to play a game without spectators, they will not collect the entry fees for this game; they estimate the loss between 1 to 2 million Euros (“[...] la sanction [...] qui devrait coûter entre 1 et 2 millions d'Euros à l'Olympique de Marseille du fait d'avoir à jouer sans public.”).

(B) is **not** the correct answer, because thorough police searches are not one expected outcome of the incident since they took already place before the incident.

(C) is **not** the correct answer, because there is no mention of the supporters' reaction in the third paragraph.

(D) is **not** the correct answer, because at the time of the publication of the article, it is not known whether the director of the soccer team from Marseille is going to appeal the decision: “without indicating whether Marseille's club will appeal to the disciplinary commission” (“sans préciser si le club marseillais allait faire appel auprès de la commission de discipline.”).

Level 3

From an article in a French newspaper

Le Tour de France a survécu. Emporté, à la veille de son départ, par le flot des révélations concernant ses principaux champions, accusés de dopage à la suite d'une enquête de la police espagnole, il a su, par la grâce de quelques escamotages, trouver le souffle nécessaire à son envol. Sans ses poids lourds, devenus d'indésirables lests. L'Allemand Jan Ullrich et l'Italien Ivan Basso, principaux favoris mais soupçonnés d'avoir recouru à un système d'autotransfusions de sang, ont été priés de s'écarter.

Personne, au cours de ce Tour, qui devait se terminer, à Paris, dimanche 23 juillet, n'a pourtant cherché à nier l'indéniable. Aujourd'hui encore, malgré la saignée d'une ampleur sans précédent réalisée dans les rangs du peloton, les soupçons perdurent. Le dopage est devenu une science qui possède toujours un coup d'avance sur celle des contrôles. Ainsi, les révélations se font aujourd'hui le plus souvent par le biais d'enquêtes policières, comme pour de vulgaires narcotrafics, et non grâce à l'analyse du contenu des éprouvettes.

Le cyclisme, malade chronique dont la pathologie est apparue au grand jour en 1998, avec l'affaire Festina, n'est probablement pas subitement guéri. L'image du "Tour du renouveau" a été trop galvaudée pour que l'on s'essaie encore à l'utiliser. Néanmoins, à regarder certains visages à nouveau grimaçants, à observer les inhabituelles défaillances, quelques observateurs veulent croire qu'il va mieux. Chacun prend lentement conscience qu'il ne faut pas tuer la poule aux œufs d'or.

Il en va de l'intérêt de tous : coureurs, sponsors, organisateurs, diffuseurs. La grande caravane ne peut plus se laisser aller à trop de cécité, car les spectateurs, pourtant volontiers amnésiques, ont plus de mal à s'enthousiasmer pour les grandes chevauchées solitaires, qu'Antoine Blondin savait si bien narrer. Le Tour, qui renaît chaque fois de ses cendres, n'a peut-être plus un nombre illimité de vies. Les coureurs ont désormais le devoir d'être exemplaires sur la durée.

Dans le peloton, nombreux sont ceux qui se plaignent d'une inégalité de traitement: ce n'est pas mieux dans d'autres sports, disent-ils en substance, mais il n'y a que nous qui subissons avec autant de constance les affres de la mise au ban. C'est certainement vrai. Mais cela n'excuse pas les tricheurs et ceux qui continuent de les encourager dans cette voie. L'histoire récente du Tour de France a confié aux cyclistes, bien malgré eux, un rôle d'éclaireurs. Ils n'ont d'autre choix que de l'accepter, et d'en faire leur fierté. C'est à ce prix que le peloton a des chances de ne pas devenir une longue procession cynique. Les courses d'amateurs, qui vivent à peine, témoignent déjà d'un profond désenchantement, certainement plus marqué que l'inflexion des courbes d'audience.

6. What point does the author make in the first paragraph (¶1)?

- (A) It was disappointing that some sports stars had to be excluded.**
- (B) Key athletes have been taking advantage of their fame.**
- (C) It was ultimately necessary to do without key athletes.**
- (D) Police inquiries about sports stars should be given more weight.**

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

Justification:

(A) is **not** the correct answer, because it is inaccurate to state that the exclusion of some sports stars has been “disappointing” to the author. The tone of the passage doesn’t suggest regret or disappointment, and nothing in the first paragraph leads to this conclusion.

(B) is **not** the correct answer, because the passage doesn’t state that key athletes took advantage of their fame. On the contrary, the author suggests that they damaged their reputations by being excluded.

(C) is the correct answer.

The first paragraph clearly states that the only way the Tour de France could possibly survive its numerous doping affairs was to get rid of its most controversial participants, even if it meant losing key athletes, the ones that were accused of doping (“concernant ses principaux champions, accusés de dopage”). The sentence “Without its heavy weights who had become dead weights” (“Sans ses poids lourds, devenus d’indésirables lests”) stresses this fact. The antithesis between the two expressions “heavy weights” and “dead weights” underlines the necessity for the Tour de France to get rid of its key athletes. This idea is also stated via the expression used at the end of the first paragraph: “were asked to step down” (“ont été priés de s’écarter.”).

(D) is **not** the correct answer because the author doesn’t make any comment about the police investigation.

7. What message does the author convey by referring to the topic of health in the third paragraph?

- (A) There are still promises waiting to be fulfilled.**
- (B) Despite signs of improvement, recovery is still a long way off.**
- (C) There is need for a new generation of athletes.**
- (D) Despite an accepted diagnosis, experts fail to agree on a treatment.**

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

Justification:

(A) is **not** the correct answer, because there is no reference in this paragraph to promises, fulfilled or unfulfilled.

(B) is the correct answer.

Through the reference to cycling as a chronic patient (“malade chronique”) fighting a grave sickness (sickness being the doping), the writer wants to show that although the patient’s condition seems to be improving (“quelques observateurs veulent croire qu’il va mieux”), he has not yet recovered completely (“n’est probablement pas complètement guéri”). Some measures against doping athletes have been taken, but the cycling world still needs to do more in order to eliminate the “disease” (doping) completely. Therefore, option C is the correct answer

(C) is **not** the correct answer, because there is no mention of such a need in the paragraph; the expression “Tour du Renouveau” doesn’t refer to a new generation of athletes, but to a Tour implementing stricter rules against doping, a Tour that would become free of any doping scandal.

(D) is **not** the correct answer, because there is no reference to a disagreement among experts over the “treatment” for the doping problem. In the last sentence of this paragraph, the author suggests that, on the contrary, a consensus is being built over the need to overcome the problem: “Everyone is gradually coming to realize that the hen that lays the golden eggs must not be killed” (“Chacun prend lentement conscience qu’il ne faut pas tuer la poule aux oeufs d’or.”).

8. What main message does the author convey to cyclists in the fifth paragraph (¶5)?

- (A) To take pride in the attention they have been receiving.
- (B) To turn the situation around by becoming role models.
- (C) To stop using the situation in other sports as an excuse.
- (D) To resist the temptation to succeed by taking shortcuts.

The correct answer is (B).

Justification:

(A) is **not** the correct answer, because doping is causing athletes to receive a lot of publicity, but this attention is not something to be proud of.

(B) is the correct answer.

The several doping affairs that have affected the cycling community (“L’histoire récente du Tour de France”) have put this community under a lot of media pressure, and cyclists, as the first athletes to be accused of mass doping, have become a kind of modern pioneers “éclaireurs.” The author urges them to stop complaining about being singled out and to heartily embrace this new role of being pioneers (“Ils n’ont d’autre choix que de l’accepter, et d’en faire leur fierté.”). Thus they would turn the situation around by becoming role models. The restrictive grammatical construction in “They have no other choice than to accept it and to make it their pride” (“ils n’ont d’autre choix que de l’accepter, et d’en faire leur fierté.”) underlines the urgency of the author’s message to the cyclists.

(C) is **not** the correct answer, because cyclists do not use the situation in other sports as an excuse to continue doping. They are just complaining about being singled out.

(D) is **not** the correct answer, because the author does not indicate that shortcuts could lead to success; on the contrary, cyclists paid high price for trying shortcuts.

Listening Comprehension Sample Passages

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

Level 0+

This passage is from a conversation between a husband and wife.

Homme: Jeanne, as-tu vu mes lunettes?

Femme : Tes lunettes? Tu les portais ce matin pour lire le journal.

Homme : Oui, c'est vrai. J'essaie maintenant de lire cette facture mais je n'y arrive pas sans lunettes.

1. What is the man looking for?

- (A) His wallet.
- (B) His keys.
- (C) His eyeglasses.
- (D) His briefcase.

The correct answer is (C).

Justification:

(A) is **not** the correct answer, because there is no mention of the word “wallet” in the passage. Therefore, the basic object the man is looking for cannot be his wallet.

(B) is **not** the correct answer, because there is no mention of the word “keys” in the passage. Therefore, the basic object the man is looking for cannot be his keys.

(C) is the correct answer.

The phrase “my eyeglasses” (“mes lunettes”) is used by the man at the beginning of the conversation. The word “eyeglasses” is then repeated twice, the first time by the woman who asks “Your eyeglasses?” (“Tes lunettes?”); the second time by the man at the end of the conversation: “without eyeglasses” (“sans lunettes”). Eyeglasses is the only basic object mentioned in the options and repeated in the passage. Therefore, this is the correct answer to the question.

(D) is **not** the correct answer, because there is no mention of the word “briefcase” in the passage. Therefore, the basic object the man is looking for cannot be his briefcase.

Level 1

This passage is from a radio announcement.

« A l'occasion de la sortie du nouvel album de Youssou N'Dour, votre radio préférée, Africa numéro 1, offre à ses fideles auditeurs 50 places gratuites pour le premier concert parisien du célèbre chanteur sénégalais, le 10 novembre, à l'Olympia. Pour cela, il vous suffit de nous téléphoner et de répondre correctement à la question que nous vous poserons. Alors, n'hésitez pas, appelez-nous vite pour gagner une place pour le concert de Youssou N'Dour !
Africa numéro 1, la radio qui chouchoute ses auditeurs ! »

2. What is this announcement about?

- (A) A free concert at a Senegalese cultural center.**
- (B) A fundraising concert to benefit African artists.**
- (C) A contest to win tickets for a concert.**
- (D) A young singer's first album release.**

The correct answer is (C).

Justification:

(A) is **not** the correct answer, because there is no mention of the concert being free in the announcement, neither that it would take place at a Senegalese cultural center.

(B) is **not** the correct answer, because the concert is not said to be a fundraising event.

(C) is the correct answer.

The radio is announcing a contest to enable some of its listeners to win free tickets for Youssou N'Dour concert. Listeners need to call the radio and answer correctly one question in order to win a ticket. The radio is giving away 50 tickets.

(D) is **not** the correct answer, because it is not a young singer's first album release. The passage refers to the singer as the "the famous Senegalese singer" ("le célèbre chanteur sénégalais").

Level 2

This passage is from a TV news report.

Marc Aubrière, visiblement éprouvé après un mois et demi de détention aux mains d'un groupe islamiste. Il avait été enlevé avec un autre agent français le 14 juillet dans un hôtel de Mogadiscio. Il vient de quitter la capitale somalienne pour une base militaire française à Djibouti après avoir raconté sa version de sa libération à un journaliste de RFI :

« D'après ce qu'il m'a dit, c'est que samedi soir, vers minuit, ses geôliers s'étaient endormis. Ils étaient fatigués du fait du Ramadan et donc il a profité de cette circonstance pour s'évader. Il m'a dit que la cellule dans laquelle il se trouvait était mal fermée et donc il en a profité pour se faire la belle. »

Information contradictoire en provenance du groupe Es-Al-Islam qui détenait l'agent français. D'après un responsable de ce groupe, l'otage ne s'est pas échappé, mais il a été libéré après versement d'une rançon à ses geôliers. Le Quai d'Orsay dément formellement :

« Il n'y pas eu de rançon délivrée par la France. C'est très clair. Il a réussi à échapper à ses ravisseurs ; il s'est ensuite mis en sécurité. Il a été mis en sécurité en Somalie même et là il vient de quitter le territoire somalien et il est effectivement en train d'être rapatrié. »

Le collègue de l'agent libéré est toujours dans les mains d'un autre groupe islamiste près de cette capitale somalienne où les combats sont incessants.

3. What did the French hostage tell the reporter about his escape?

- (A) He escaped through the window.**
- (B) He ran away when his captors fell asleep.**
- (C) He ran away while being transferred to a different location.**
- (D) He took advantage of a surprise attack against his captors.**

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

Justification:

(A) is **not** the correct answer, because nothing is said in the passage about the hostage escaping through the window.

(B) is the correct answer.

The journalist reports that the French hostage was able to escape from his captors after they fell asleep around midnight; he adds that the captors were tired because of the Ramadan.

(C) is **not** the correct answer, because no transfer of any hostage to another location is mentioned in the passage.

(D) is **not** the correct answer, because there is no mention in the passage of a surprise attack against the captors.

4. According to the captors, for what reason did they free the French hostage?

- (A) His health was deteriorating.**
- (B) It was the holy month of Ramadan.**
- (C) An Islamist militant was freed in exchange.**
- (D) A ransom was paid for his release.**

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

Justification:

(A) is **not** the correct answer, because the captors do not acknowledge having freed the French hostage for health reasons.

(B) is **not** the correct answer, because the Islamist group did not cite this fact as being a motive to release their hostage.

(C) is **not** the correct answer, because no Islamist militant is said to have been freed in exchange of the French hostage's release.

(D) is the correct answer.

The spokesperson of the Islamist group clearly states that they released their hostage because of the payment of a ransom: "according to an official from this group, the hostage was released after the payment of a ransom to his captors" ("D'après un responsable de ce groupe, l'otage [...] a été libéré après versement d'une rançon à ses geôliers").

Level 3

This passage is from an interview with a Moroccan playwright and producer.

[Journaliste]: « Alors, vous êtes arrivée en France quand vous aviez 5 ans; si vous étiez restée au Maroc, vous ne seriez pas la même femme, vous pensez à ça, souvent ? »

[Dramaturge]: « Oui, oui, bien sûr, et puis dans le spectacle, je dis euh, si j'avais eu la même vie que Fatma, qui est le personnage central du spectacle, mon destin n'aurait pas bougé, il aurait été similaire au sien. Donc, bien sûr, je la porte encore maintenant, cette espèce de tirage au sort qui fait que je me suis retrouvée en France avec la possibilité entre guillemets de « choisir » ma destinée. »

[Journaliste]: « Elles souffrent de quoi, les femmes, au Maroc ou au Maghreb, en général, selon vous ? Vous dites, je ne dénonce rien mais vous dénoncez quand même un petit peu le comportement des hommes ? »

[Dramaturge]: « Oui, c'est pas seulement le comportement des hommes, c'est tout un système, toute une tradition qu'on a du mal à réformer parce qu'elle passe par l'école, ça passe donc par des moyens économiques, voilà, par tout un ensemble de choses. Mais c'est pas de dénoncer, parce que dénoncer, mettre le doigt quelque part, il faut apporter des solutions et moi j'ai pas de solutions, simplement, peut-être, faire en sorte que ce pays prenne conscience et qu'il faut bouger et se donner la possibilité de bouger et d'offrir, ben, des écoles, donc à travers l'école, une possibilité. »

[Journaliste]: « D'éducation, c'est important, oui. »

[Dramaturge]: « Une possibilité égalitaire pour les filles, pour les garçons, euh.. »

5. What point does the playwright make through her reference to Fatma, the character of her show?

- (A) Moroccan women's condition is misunderstood by other cultures.**
- (B) Moroccan women have no control over their destinies.**
- (C) Moroccan women choose immigration to transform their lives.**
- (D) Moroccan women need to challenge men's dominance.**

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

Justification:

(A) is **not** the correct answer, because the playwright doesn't state that other cultures misunderstand the condition of the Moroccan women.

(B) is the correct answer.

The playwright, comparing herself to her main character, Fatma, notes that contrary to her, she was able to choose her own destiny ("choisir ma destinée") because she immigrated to France as a child and, had she lived the same life as Fatma, her destiny wouldn't have changed ("mon destin n'aurait pas bougé"). She also uses the image of the lottery ("tirage au sort") to underline women's lack of control over their destinies. Chance governs Moroccan women's fates.

(C) is **not** the correct answer, because this assertion is not stated in the passage. The playwright even indicates that immigration is not a matter of free choice for women when she refers to the notion of lottery to illustrate the difference between her destiny and the destiny of other Moroccan women.

(D) is **not** the correct answer, because this assertion is not stated in the passage. On the contrary, the playwright refuses to solely condemn men and stresses the fact that it is, according to her, the "system" and the "tradition" that need to be changed.

6. According to the playwright, what is an important step toward improving the status of women in Morocco?

- (A) Creating more educational institutions for girls.
- (B) Abandoning outdated customs.
- (C) Recognizing the need for change.
- (D) Providing more work opportunities for women.

The correct answer is (C).

Justification:

(A) is **not** the correct answer, because the playwright expresses her wish for more schools to be opened for all children, not only for girls.

(B) is **not** the correct answer, because the playwright refuses to denounce any “outdated customs” (“c’est pas de dénoncer”) and she doesn’t refer to specific customs that must be abandoned.

(C) is the correct answer.

For the playwright, the first important step toward improving the situation of women in Morocco lies in the idea that Moroccan people need to become aware of the issue, to acknowledge the need for change in order to look for appropriate solutions.

(D) is **not** the correct answer, because work opportunities for women are not a topic discussed in the passage.

Appendix A: Interagency Language Roundtable Language Skill Level Descriptions

Preface

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

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

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term "native speaker" refers to native speakers of a standard dialect.

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

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

Interagency Language Roundtable Language Skill Level Descriptions: Listening

Listening 0 (No Proficiency)

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

Listening 0+ (Memorized Proficiency)

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

Listening 1 (Elementary Proficiency)

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

Listening 1+ (Elementary Proficiency, Plus)

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding is uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs

with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections) but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some nonautomated applications.) [Data Code 16]

Listening 2 (Limited Working Proficiency)

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

Listening 2+ (Limited Working Proficiency, Plus)

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

Listening 3 (General Professional Proficiency)

Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special

professional field. Does not understand native speakers if they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some nonautomated applications.) [Data Code 30]

Listening 3+ (General Professional Proficiency, Plus)

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

Listening 4 (Advanced Professional Proficiency)

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

Listening 4+ (Advanced Professional Proficiency, Plus)

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

Listening 5 (Functionally Native Proficiency)

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech. (Has been coded L-5 in some nonautomated applications.) [Data Code 50]

Interagency Language Roundtable Language Skill Level Descriptions: Reading

R-0: Reading 0 (No Proficiency)

No practical ability to read the language. Consistently misunderstands or cannot comprehend at all. [Data Code 00]

R-0+: Reading 0+ (Memorized Proficiency)

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

R-1: Reading 1 (Elementary Proficiency)

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

R-1+: Reading 1+ (Elementary Proficiency, Plus)

Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field.

In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding. [Data Code 16]

R-2: Reading 2 (Limited Working Proficiency)

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

R-2+: Reading 2+ (Limited Working Proficiency, Plus)

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

R-3: Reading 3 (General Professional Proficiency)

Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual

can comprehend thoroughly subject matter that is highly dependent on cultural knowledge or that 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 that do not rely heavily on slang and unusual items. [Data Code 36]

R-4: Reading 4 (Advanced Professional Proficiency)

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

R-4+: Reading 4+ (Advanced Professional Proficiency, Plus)

Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms, and slang. Strong sensitivity to

and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to “read beyond the lines” (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent. [Data Code 46]

R-5: Reading 5 (Functionally Native Proficiency)

Reading proficiency is functionally equivalent to that of the well-educated native reader. Can read extremely difficult and abstract prose; for example, general legal and technical as well as highly colloquial writings. Able to read literary texts, typically including contemporary avant-garde prose, poetry, and theatrical writing. Can read classical/archaic forms of literature with the same degree of facility as the well-educated, but nonspecialist 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]