Defense Language Proficiency Test 5 (DLPT5-CA)

Computer Adaptive
Multiple-Choice Format

Chinese Mandarin 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 Computer Adaptive (DLPT5-CA) 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 the 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 reading and listening passages with questions, answer choices, and explanations for each choice.

Overview of the DLPT5-CA 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-CA will be used to make operational readiness, incentive pay, and training decisions for civilian and military language analysts in the United States government. The DLPT5-CA provides the same level of precision and accuracy in measuring examinees' proficiency levels as the conventional DLPT5s.

[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-CA in Multiple-Choice Format

- **Test Design**

Computer adaptive testing selects passages and questions adapted to the examinee's ability.

- The DLPT5-CA Reading Comprehension Test begins with a passage of medium difficulty. Depending on the examinee's answers to the questions posed for that first passage, the system selects the level of difficulty of the next passage and questions. Throughout the test, the selection of passages is dependent on the examinee's responses. A reading passage can have up to five questions, each with four answer choices. The reading test contains a minimum of 35 questions.

- The DLPT5-CA Listening Comprehension Test begins with a passage of medium difficulty. Depending on the examinee's answers to the questions posed for that first passage, the system selects the level of difficulty of the next passage and questions. Throughout the test, the selection of passages is dependent on the examinee's responses. A listening passage can have up to three questions, each with four answer choices. The listening test contains a minimum of 35 questions.

- Examinees have 3 hours to complete the Reading Comprehension Test and 3 hours to complete the Listening Comprehension Test. However, many examinees complete the DLPT5-CA in less than the allotted time. Examinees will **NOT** be prompted to take a break. **If an examinee would like a break at the 90-minute mark, an examinee can use the HELP button to request a 15-minute break.** For the Reading Comprehension Test, examinees may take as much or as little time as they wish to answer each question. 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 each question. Managing time effectively is the examinee's responsibility.

- Unlike conventional DLPT5s, DLPT5-CA does **NOT** allow examinees to skip questions, go back and forth in the test, or review or change previous answers at the end. **Examinees must answer the questions on the page they are presented in order to move forward in the test. The "NEXT" button (at bottom right) does not show up until after all the questions on the page are answered.**

- **Test Content**

- The DLPT5-CA 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.

- 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.

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

- Test content 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:

  - **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 Reading Comprehension passage in this test is approximately 500 words. The maximum length of a Listening Comprehension passage in this test is approximately 2.5 minutes.

  - **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.

  - **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.

DLPT-CA 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. Possible scores are 0, 0+, 1, 1+, 2, 2+, 3, 3+ and 4. 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 circumstances (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. The best strategy is to answer all questions to the best of your ability.

Preparation for Taking the DLPT5-CA

The purpose of this publication is to familiarize prospective examinees with the DLPT5-CA 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-CA 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.

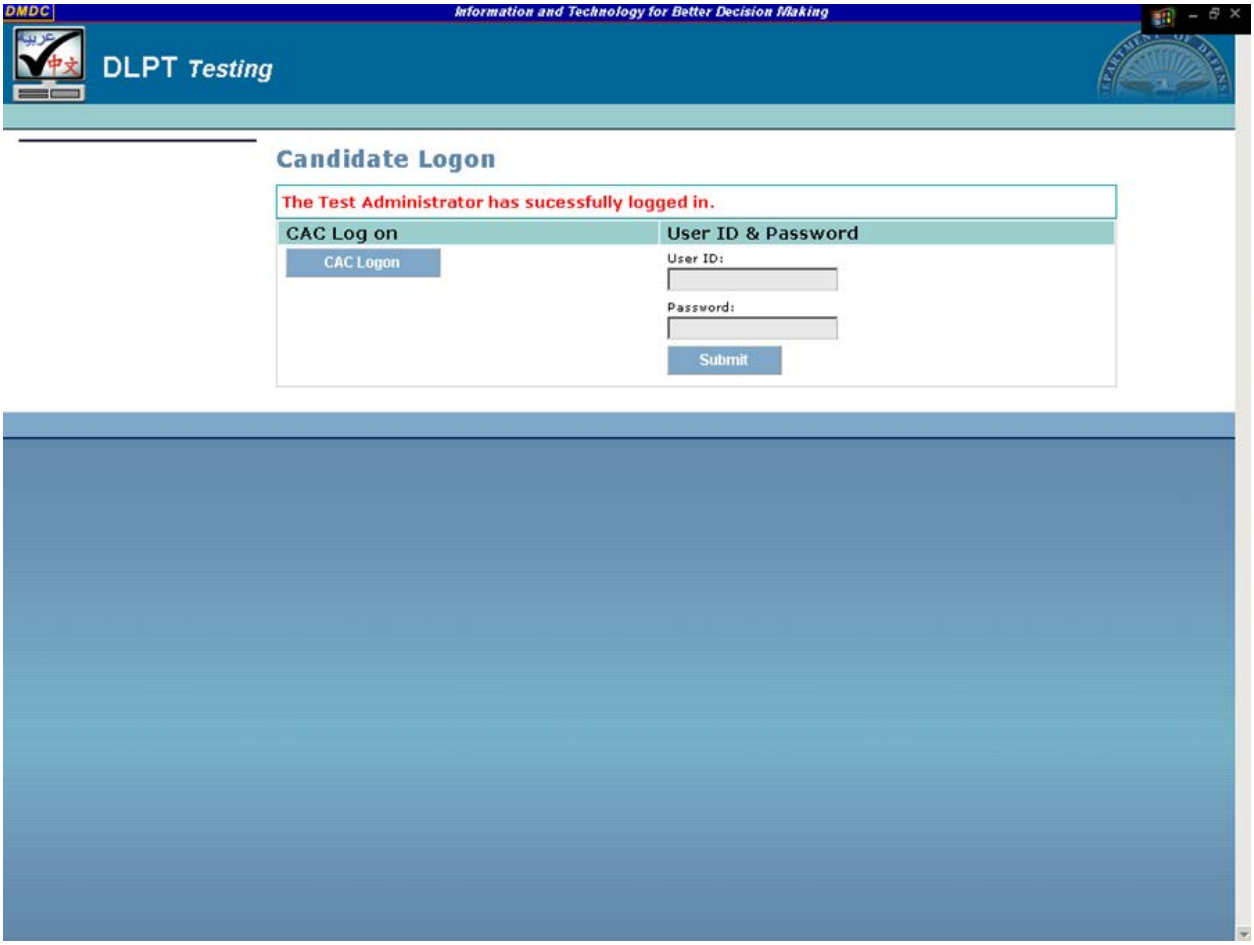
Test Procedures and Instructions for Taking the DLPT5-CA

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

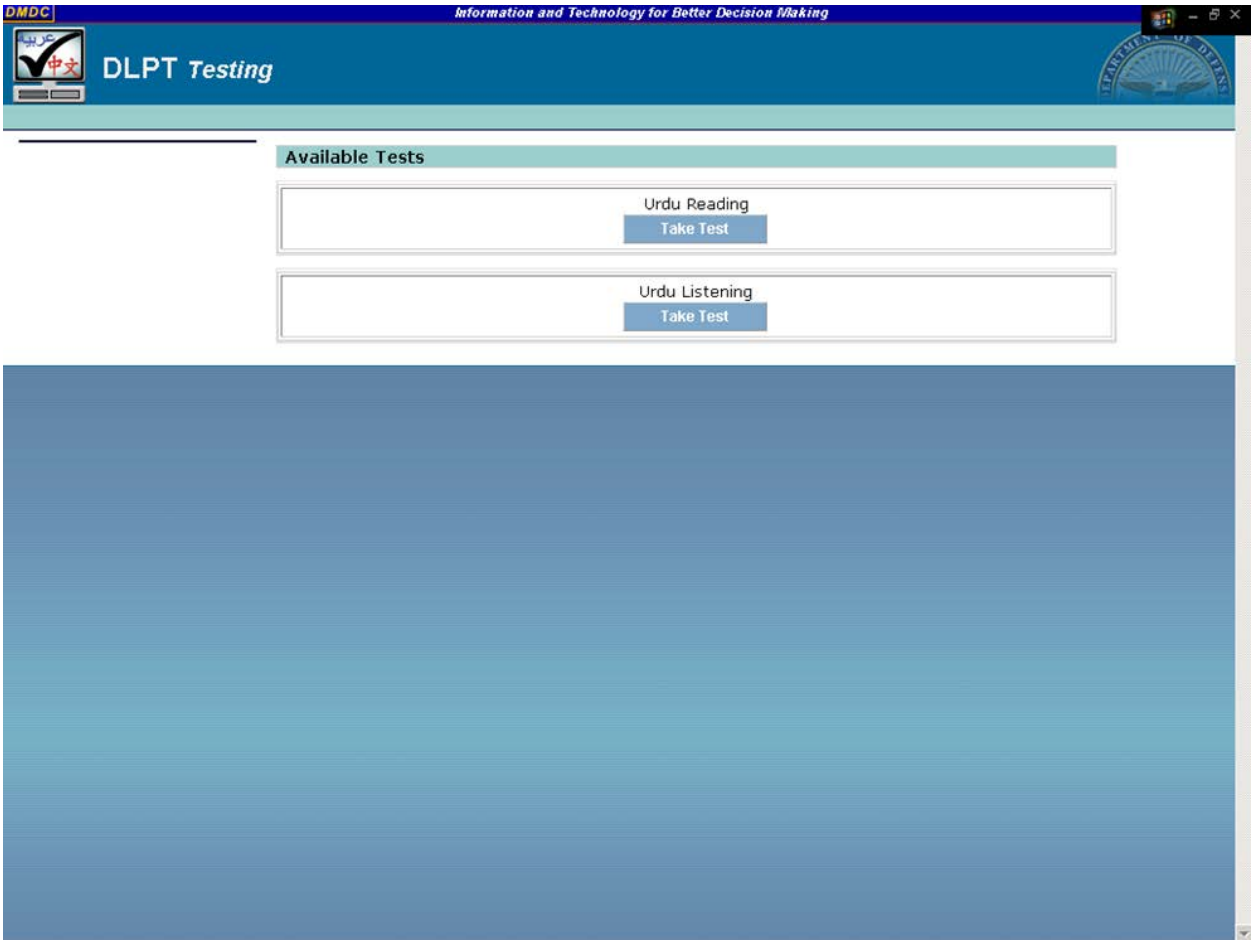
Test Procedures Overview

This section is to help prospective examinees become familiar with the test procedures of the DLPT5-CA 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.



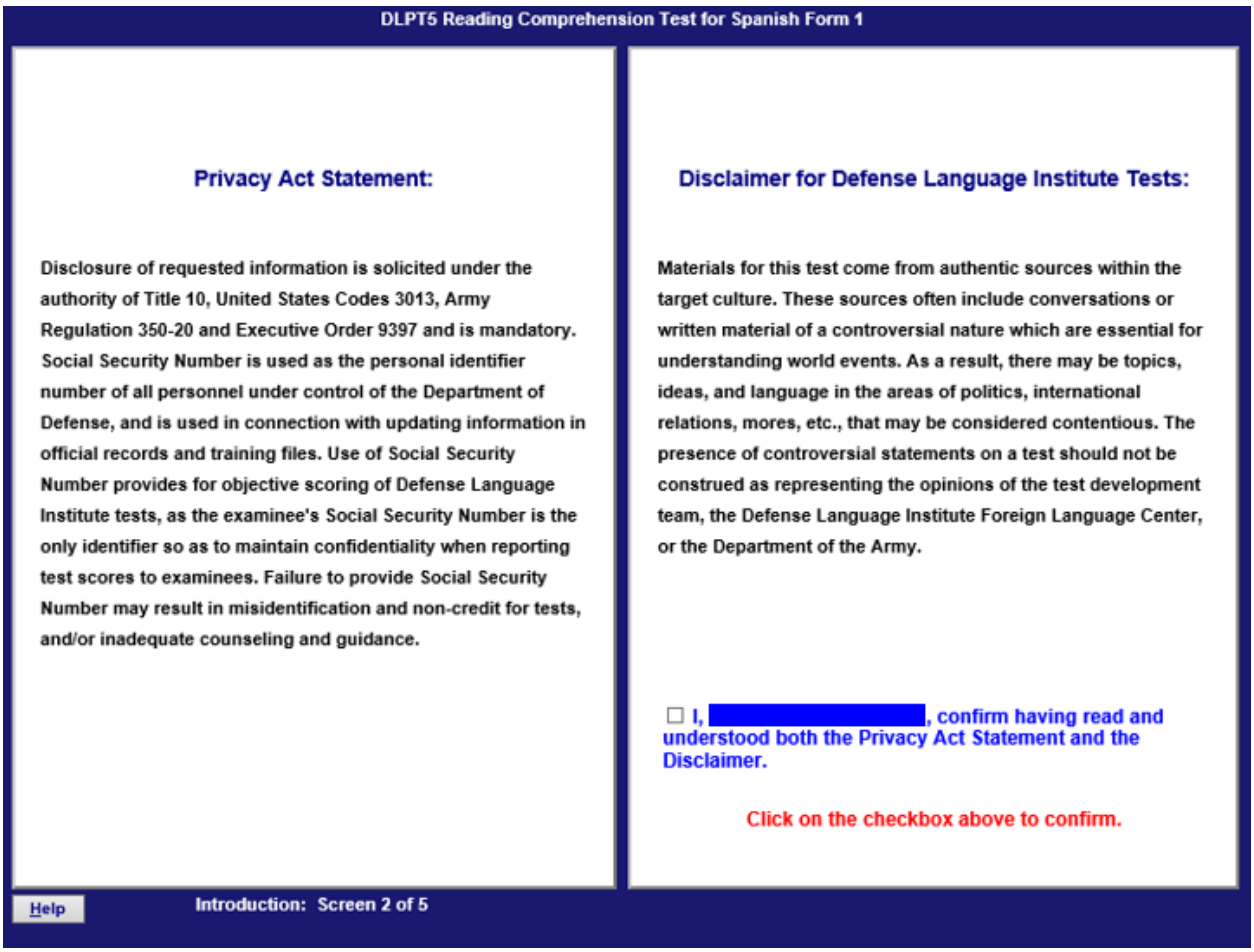
The next screen provides a list of tests for which the examinee is registered; the examinee selects the appropriate test from the list.



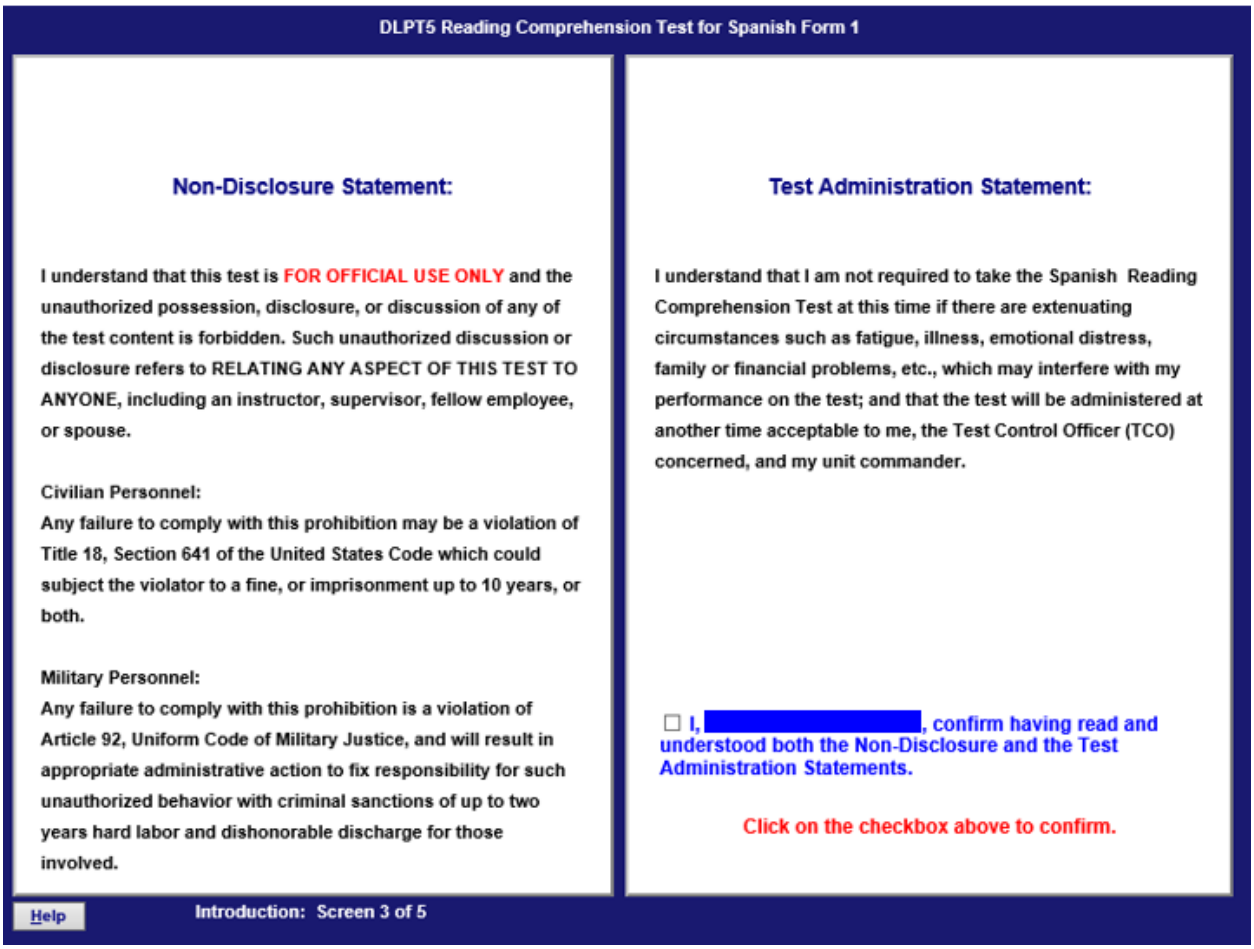
Once the test has been selected, a series of introductory screens appears. These screens contain the Privacy Act Statement, the Disclaimer for Defense Language Institute Tests, the Non-Disclosure Statement, and the Test Administration Statement (of the examinee's ability to take the test at that time). 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 Spanish CA test as examples for the purpose of illustration.

Privacy Act Statement and Disclaimer:



Non-Disclosure Statement and Test Administration Statement:

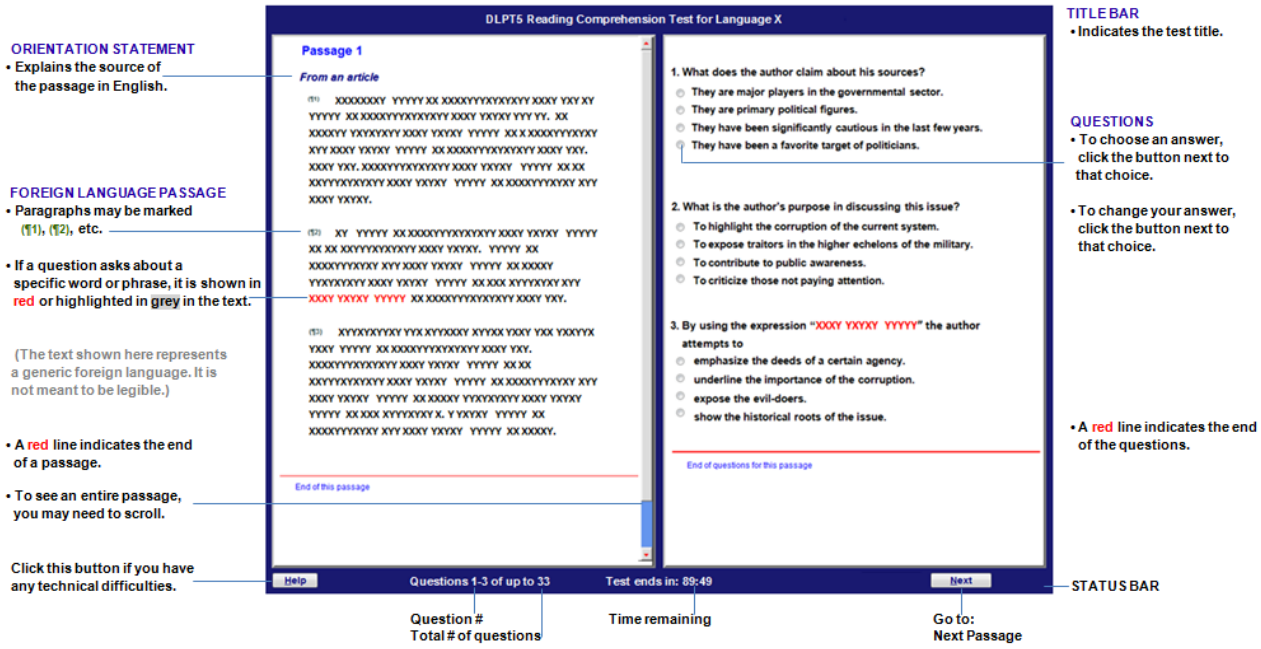


The next several screens contain examples of the screen layout for examinees to familiarize themselves with the features of the test, instructions for taking the test, and a sample test passage.

Reading Comprehension Test

Example of screen layout for the Reading Comprehension Test:

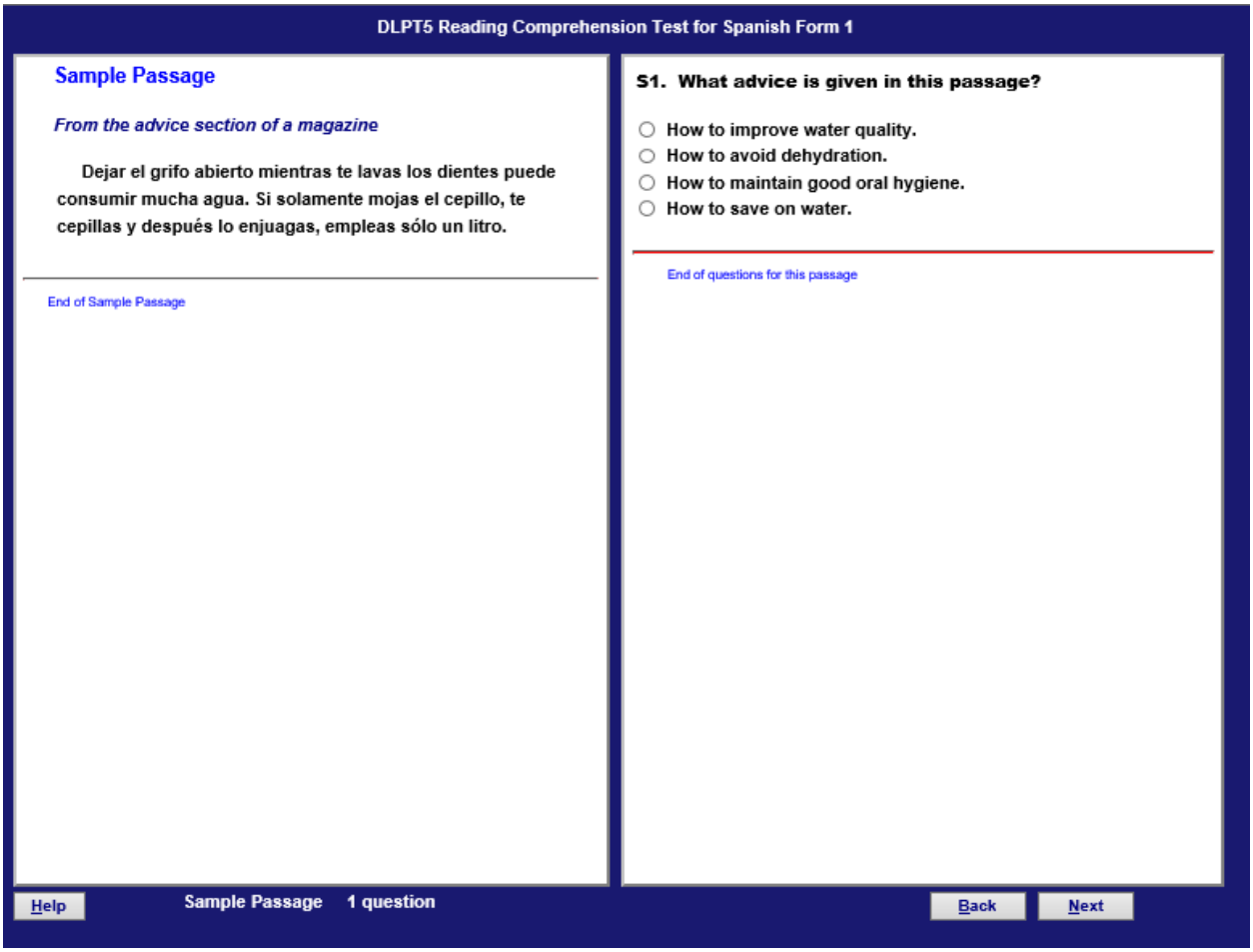
Explanations of the parts of the screen are provided. Familiarize yourself with the features of this screen now.



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.

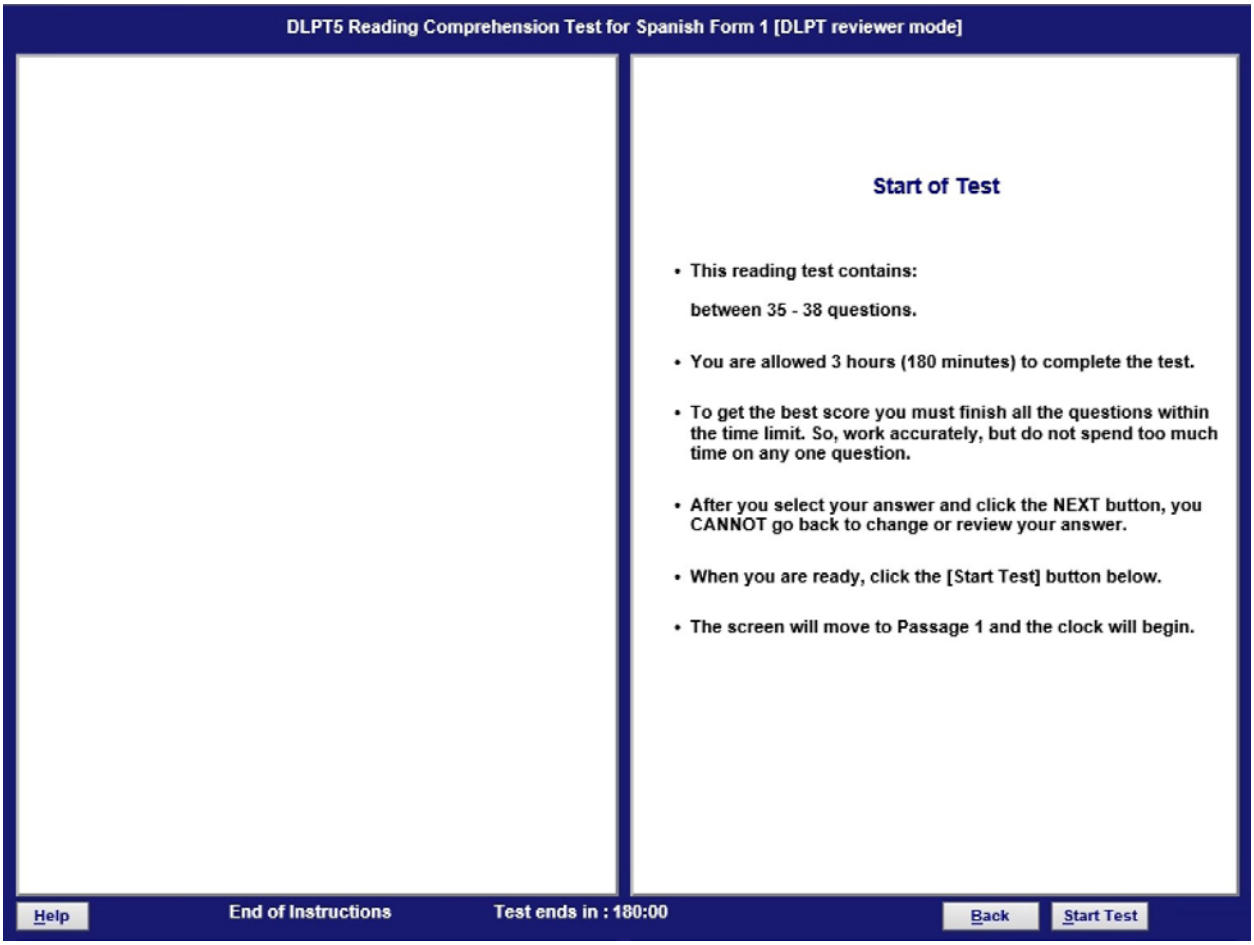
Instructions screen for the Reading Comprehension Test:

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



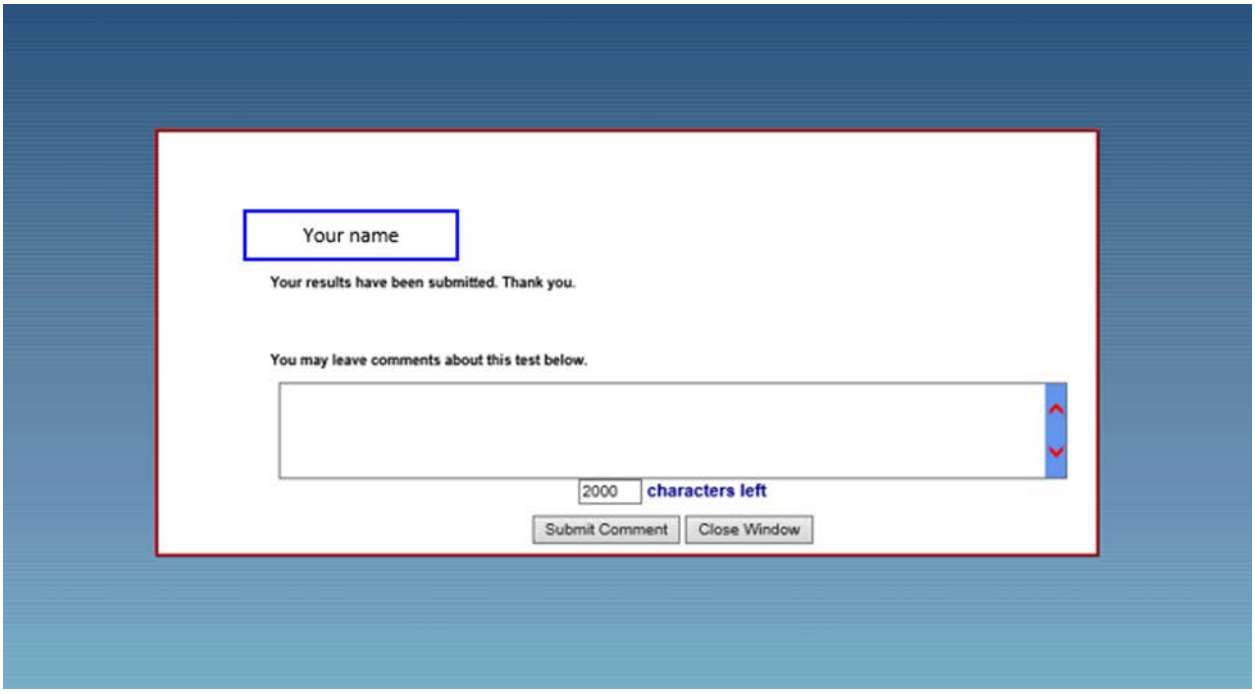
After the sample passage, the examinee clicks on the [Next] button and moves to the Start of Test screen. Examinees should do their best to answer all questions on each screen because they will **NOT** be able to go back to previous passages.

Start of Test screen for the Reading Comprehension Test:



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

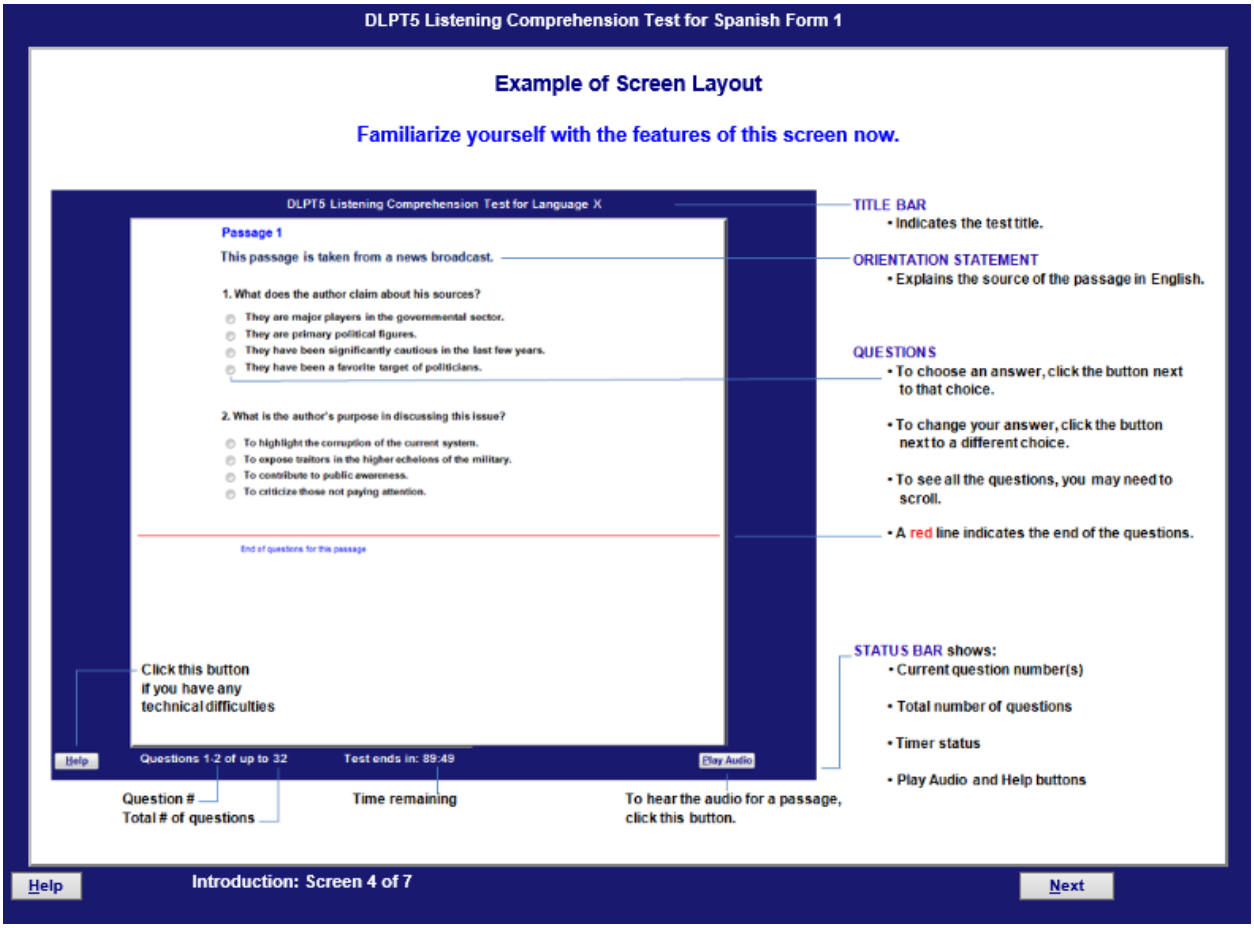
Comments screen: At the end of the Reading Comprehension Test, examinees will have the option to leave comments about the test.



Listening Comprehension Test

Example of screen layout for the Listening Comprehension Test:

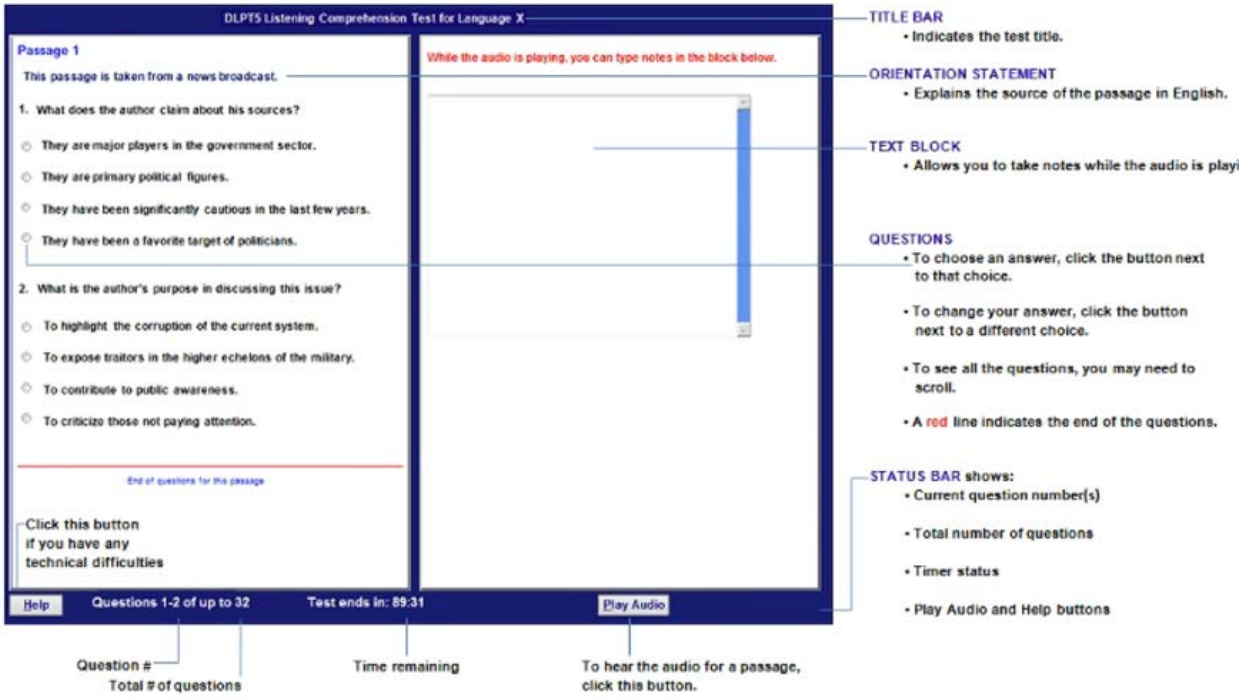
Explanations of the parts of the screen are provided. Familiarize yourself with the features of this screen now.



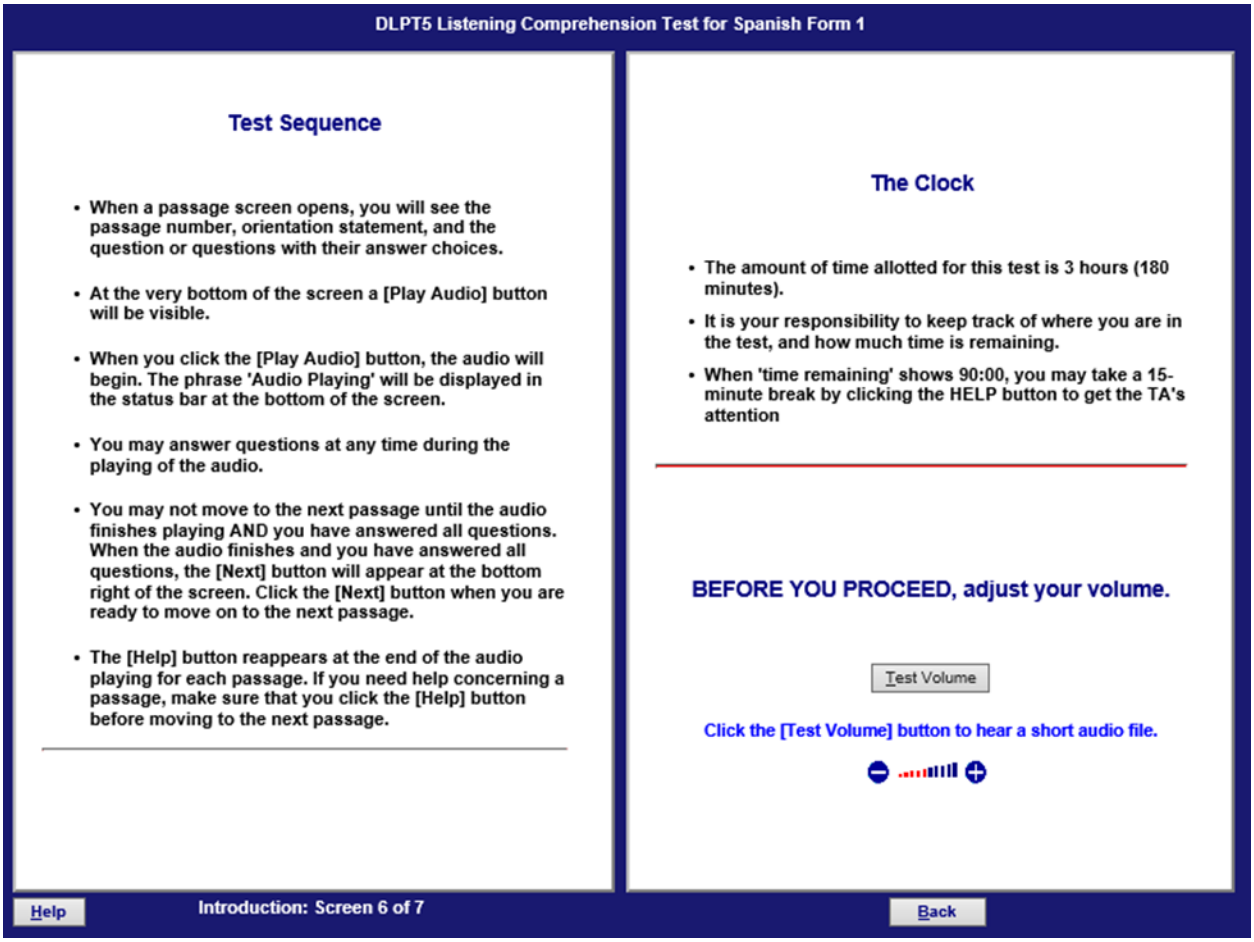
Note: The text and questions in these screens appear smaller than the text and questions on the actual test passages.

Note-taking: A space for note-taking might be available for a few selected passages.

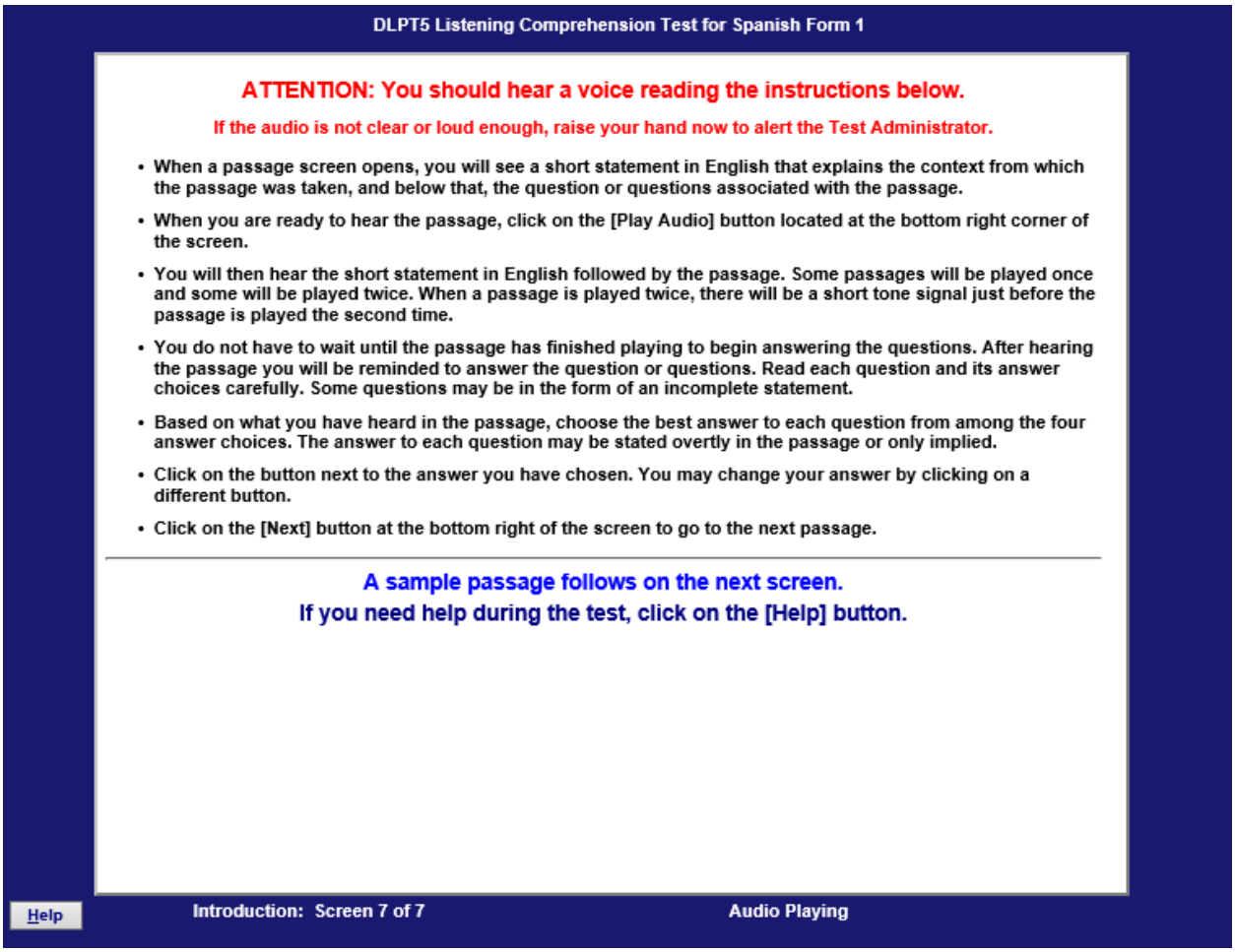
Example of Screen Layout



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



Instructions for the Listening Comprehension Test:



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.

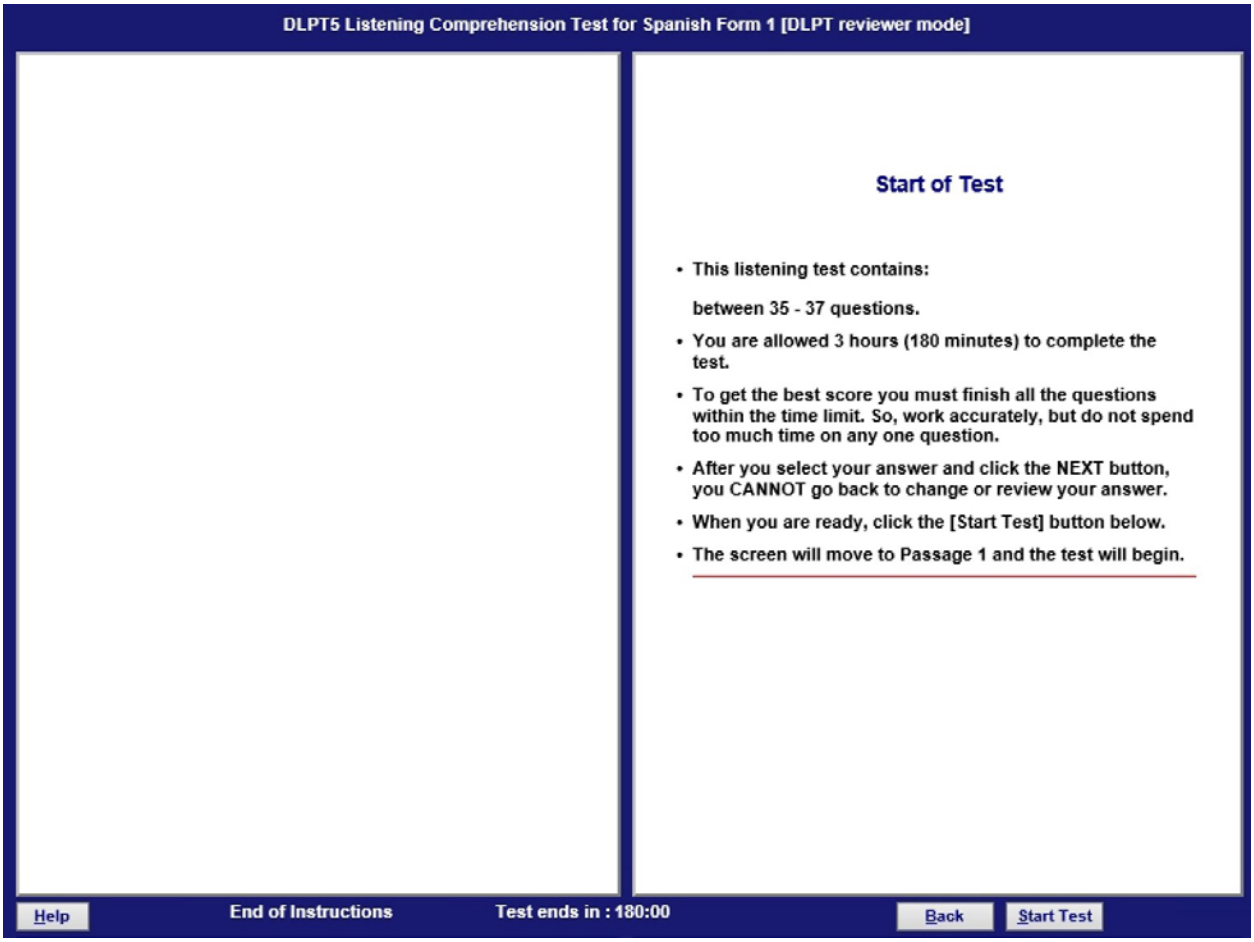
Note: After audio plays, the [Next] button will appear at the lower right of the screen.

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. Examinees should do their best to answer all questions on each screen because they will **NOT** be able to go back to previous passages.

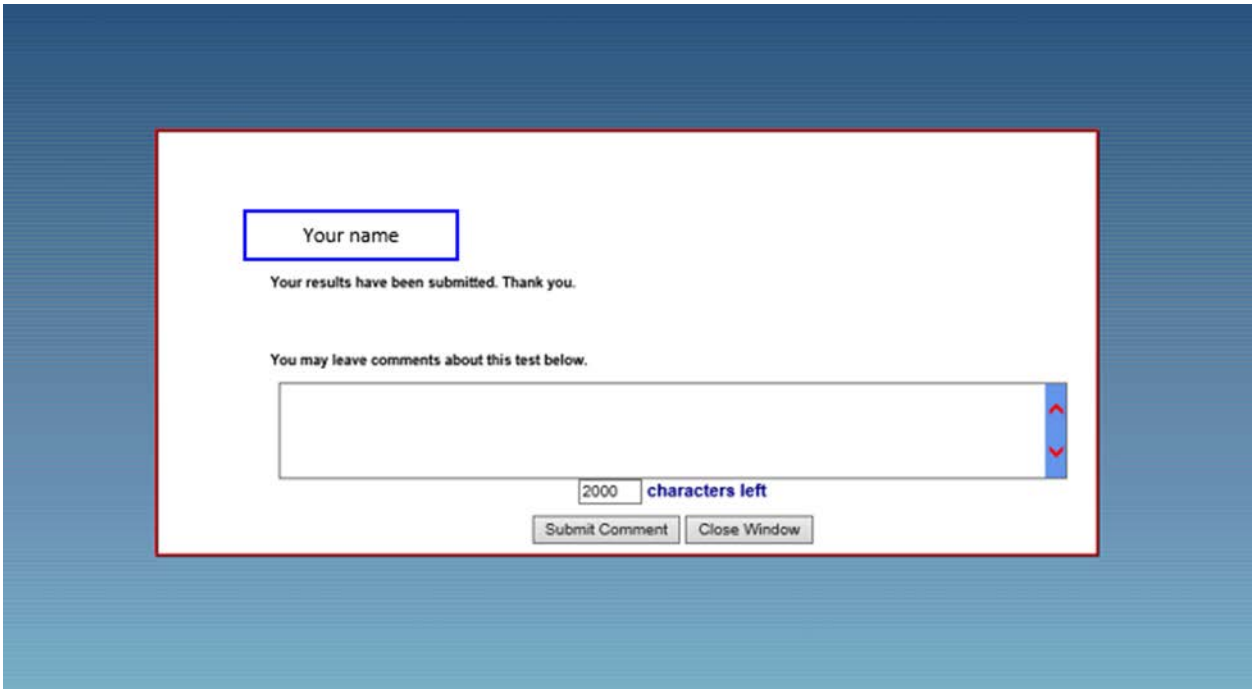
After the sample passage, the examinee clicks on the [Next] button and moves to the Start of Test screen.

Start of Test screen for the Listening Comprehension Test:



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

Comments screen: At the end of the Listening Comprehension Test, examinees will have the option to leave comments about the test.



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 DLPT5-CA in multiple-choice format. Below are some sample passages from ILR levels 1–4 in reading and listening taken from Chinese Mandarin, and their associated questions and answer choices. Explanations of the answer choices for each question are also provided.

Reading Comprehension Sample Passages

Note: Examinees will see passages in either the simplified writing system or the traditional writing system in an actual DLPT5-CA Reading Comprehension Test.

Sample passage: ILR Level 1 (in simplified writing system)

From a news brief in a newspaper

瓦比安是日本科学家研发成功的人形机器人，它身高 166 厘米，体重 107 公斤。瓦比安能手拿汽水罐，也能在实验室中迈步。

1. What does the article say the robot can do?

(A) Lift heavy things.
(B) Pick up a bottle of water.
(C) Shake hands with a scientist.
(D) Hold a can and walk.

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

Justification:

(A) is **not** the correct answer. Nothing is said about whether the robot can lift heavy things.

(B) is **not** the correct answer. Nothing is said about whether the robot can pick up a bottle of water.

(C) is **not** the correct answer. The passage does not mention the robot shaking hands with a scientist.

(D) is the correct answer.
The article describes a robot that can hold a soda can and walk in the lab.

Sample passage: ILR Level 2 (in simplified writing system)

From a daily newspaper

笔者在地铁东单出口处，见一男子站在草坪当中用水冲凉，自来水哗哗流了一地，过了一会儿，他竟然从裤兜里掏出一小袋洗衣粉，就着水龙头洗起了衣服，洗完衣服，又将脚上的鞋脱下来，又刷起了鞋。旁边一过路人实在看不过去，上前质问男子"为何到绿地当中冲凉、洗澡"时，没想到这男子说；"这水又不要钱，不洗白不洗，洗了白洗！关你啥事儿。"说完，提着衣服走了。"真是太缺德了！怎么就没人管一下呢？"行人感叹。

2. What did the journalist see?

(A) A businessman walking barefoot.
(B) A thief stealing clothes.
(C) A gardener spraying passersby.
(D) A person bathing in public.

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

Justification:

(A) is **not** the correct answer. No one was seen walking barefoot, nor was anyone identified as a businessman.

(B) is **not** the correct answer. The man took off his own clothes and washed them, but no one was stealing clothes.

(C) is **not** the correct answer. The water mentioned in the passage was spraying on the grass, but there was no one directing it toward passersby.

(D) is the correct answer.
The man was seen using the water on a public lawn to wash himself and his clothes.

3. What was the man's reaction when questioned by the passerby?

(A) Embarrassed.
(B) Disrespectful.
(C) Intimidated.
(D) Bewildered.

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

Justification:

(A) is **not** the correct answer. Nothing the man said or did suggested he felt embarrassed in any way.

(B) is the correct answer.
When the passerby confronted the man about his behavior, he responded defensively and told the passerby to mind his own business.

(C) is **not** the correct answer. The man did not feel threatened by the onlookers, but tried to justify himself and his actions.

(D) is **not** the correct answer. The man was not confused by the question. Instead he responded coherently before he took his clothes and left.

Sample passage: ILR Level 3 (in traditional writing system)

From a literary magazine

「知足者常樂」。奈真正知足者至少我還沒有碰見過。

我對此並不奇怪。人心原有一種易忽略既得的特性，且愛比較。所得再多，一比，一忘，自然又惶惶不可終日，又四處亂竄起來。如此，惱猶不及，又言何常樂！

這也和人的另一種心理特性有關，即習見不驚。比如某人當了夢寐以求的某長，起初躊躇滿志，可謂足矣。然時間不長準又生出大大的不滿意來。工作本身的煩惱並非主要原因。未再升遷才是首要因素。現職帶來的一切好處，如新奇、優越、成功感等等都已淡忘、習見了，自然便要不滿起來。

不知足於個人是一種煩惱，於社會則未嘗不是一件幸事。人若真的都常樂起來，社會如今定在牛車上踟躕。其實從個人計，不知足也是利大於弊。至於煩惱事，不妨細察一下自己的現狀。少作橫向之比，多向縱深看看，定會發覺自己忽略的種種，意識到自己並不如自己悲歎的那樣一事無成。這對消減煩惱誠為良藥。為煩亦為一樂。然後再去求取你想求取的一切。求不到， 拉倒再來。 果能如此，不亦樂乎！

4. According to the passage, what leads to the difficulty discussed here?

(A) Complacency.
(B) Dissatisfaction.
(C) Ignorance.
(D) Passivity.

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

Justification:

(A) is **not** the correct answer. The author specifically indicates that if people were complacent "society for sure would still have been moving slowly on the oxcart."

(B) is the correct answer.
In this passage the author talks about how people are rarely ever satisfied with what they have and that is what leads to feelings of discontentment.

(C) is **not** the correct answer. The people mentioned in the passage are not ignorant of the world around them but are very aware of their circumstances.

(D) is **not** the correct answer. The people discussed in the passage are actively pursuing their dreams.

5. The phrase 躊躇滿志 in the third paragraph most nearly indicates an attitude of

(A) exasperation.
(B) hesitancy.
(C) confidence.
(D) fearlessness.

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

Justification:

(A) is **not** the correct answer. The phrase does not indicate a sense of exasperation.

(B) is the **not** the correct answer. Although "chouchu" means "hesitant," the entire phrase all together does not have this meaning.

(C) is the correct answer.
The phrase "chouchumanzhi" means being full of hope and ambition, being confident about the future.

(D) is **not** the correct answer. The phrase does not indicate anything to do with fearlessness or courage.

6. In the middle of the last paragraph, what suggestion does the author make to readers?

(A) Appreciate self-reliance.
(B) Exercise self-esteem.
(C) Apply self-denial.
(D) Practice self-reflection.

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

Justification:

(A) is **not** the correct answer. Although the author indicates that people need to appreciate their accomplishments, there is nothing said about appreciating self-reliance.

(B) is **not** the correct answer. Although the author suggests that people should not compare themselves with others, he does not say that the solution is to exercise self-esteem.

(C) is **not** the correct answer. The author says discontentment can be annoying, but there is nothing to suggest that self-denial would address this annoyance.

(D) is the correct answer.
The author recommends that readers not compare themselves with other people, but instead examine themselves truthfully. By doing so, they will identify aspects of their lives that they have overlooked, and realize that they are not the failures they thought themselves to be.

7. What is one conclusion that can be made from the author's discussion of this topic?

(A) Competitiveness increases competence.
(B) Progress can result from lack of fulfillment.
(C) Success can grow out of hardship.
(D) Achievement lies in constant vigilance.

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

Justification:

(A) is **not** the correct answer. While the idea of competing in order to get ahead is mentioned in the passage, competitiveness is not viewed as a way to improve competence.

(B) is the correct answer.
The author concludes that while a feeling of discontentment may be annoying for the individual, society actually benefits from human beings' desires to improve their lot.

(C) is **not** the correct answer. Success is mentioned only as a good feeling that quickly fades.

(D) is **not** the correct answer. While the author refers to individual accomplishment at the societal level, the idea of achievement requiring constant vigilance is not mentioned.

Sample Passage: ILR Level 4 (in simplified writing system)

An author's discussion about theories of social development in China

中国何以未发展出资本主义？史学界寻求答案的方式可分为两个主要流派：第一派从理论上断定资本主义必然会在中国史上出现，并且实际上已经萌芽。仅因特殊因素所阻，未能充分成长而已。第二派 则并不预断资本主义是中国社会发展的必经阶段，而是从事实出发， 探讨传统中国为什么产生不出西方式的现代资本主义。第一派所持的 自然是马克思主义的观点：历史五阶段论是适用于一切人类社会的普遍规律，中国当然不可能成为例外。第二派的史学家并未根据韦伯的理论，但却都直接或间接地受其影响。因此我们不妨说他们代表“韦伯式的”观点。

韦伯基本上是反对唯物史观的。韦伯不同意任何历史单因说，亦不取社会进化论，更不相信历史上有什么必然的发展阶段。韦伯认定资本主义的兴起可以归之于三个互相独立的历史因素，即经济基础、 社会政治组织、和当时占主导地位的宗教思想。西方近代资本主义的 兴起也就是在这三者之间的交互影响中求之。

可是无论是马克思还是韦伯的观点应用到中国史的研究上，我们便立刻遭遇到一些几乎是无法克服的困难。马克思关于资本主义发生的论断是完全根据西欧的历史经验得来的。他的五阶段论也只是西欧 社会经济史的一个总结。马克思本人不但从来没有说过其唯物史观是“放之四海而皆准”的，而且还特别强调，在不同的社会中，即使表 面上十分相似的事件，由于历史的处境相异，也会导致截然不同的结果。如果我们真的尊重马克思本人的看法，那么今天的马克思主义史学家企图在中国史上寻找“资本主义的萌芽”的种种努力便是完全没有理论根据的。

而韦伯的理论也同样不能原封不动地套在中国史上面，但其理论却又和马克思本人的史学理论一样，均含有新观点和新方法，足以启发非西方社会的历史研究。因此我们只能在韦伯的新观点和新方法的启发下，提出一般性的“韦伯式的”问题。但无

法亦步亦趋地按照他原有论著的实际内容来研究中国历史的演变。因为一涉及实际内容，韦伯的个案研究便成为基本上和中国史不相干了。同样的原则也 适用于马克思的史学理论。我们也不妨在中国史上提出“马克思式”的问题，但同时也千万要记住马克思的名言，不要变成“马克思主义者”。所以在试图解答问题时，我则尽量要求让中国史料自己说话。这样也许可以避免一种常见的毛病，即用某种西方的理论模式强套在中国史的身上。

8. What can be concluded about the first school of thought the author mentions?

(A) It has distorted China's historical development.
(B) It has over-generalized the stages of Marxist theory.
(C) It has misrepresented Weber's ideas of history.
(D) It has overstated the impact of Western capitalism.

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

Justification:

(A) is **not** the correct answer. This first school of thought does not distort the understanding of China's historical development; it simply has not taken it into account.

(B) is the correct answer.
The first school of thought is based on Marxist theory, which holds that capitalism is an inevitable developmental stage in all societies, and suggests that while capitalism has begun to appear in China, its full development has been blocked in some fashion. The author believes the Marxist approach was created with a Western European model in mind, over-generalizing the basic stages and thus not realistically applying to Chinese society.

(C) is **not** the correct answer. The first school of thought refers to Marxist theory and not Weber's theory and point of view.

(D) is **not** the correct answer. This first school of thought does not address capitalism's impact on a society from without, that is, the effect of Western capitalism on China, but applies to its evolution from within.

9. From the discussion in the passage, it can be inferred that the author believes a theory of China's social development must

(A) be able to withstand outside scrutiny.
(B) survive testable social conditions.
(C) be applied with realistic considerations.
(D) evidence broad compatibility to society.

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

Justification:

(A) is **not** the correct answer. The author is not concerned with outside scrutiny of a theory, but rather the appropriateness of its application to a specific group.

(B) is **not** the correct answer. The author does not suggest that a theory must show itself able to survive testable social conditions.

(C) is the correct answer.
The author is critical of those who adhere to either Marxism or Weberianism without considering the broader historical context in which the two theories were introduced. The author suggests that people should take the Chinese context into consideration when using a theoretical model to examine developments in China.

(D) is **not** the correct answer. This passage is not about compatibility as a condition for acceptance of a theory.

10. Weberian historians would explain China's inability to become a capitalist state by pointing out that

(A) China did not develop the necessary conditions to initiate the change.
(B) China's socio-political system was unique and resistant to transformation.
(C) Chinese supporters did not adhere closely to any outside methodology.
(D) China was in a half-feudalist and half-colonialist stage of social evolution.

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

Justification:

(A) is the correct answer.
The author mentions the result of the interplay of the economic, socio-political, and religious factors that—according to Weberian theory—made capitalism possible in the West. The absence of capitalism in China then, according to Weberian theory, was because China lacked these factors, and thus conditions in China were not ripe for this practice.

(B) is **not** the correct answer. The author indicates that China's socio-political system was unique, but does not mention it being resistant to change.

(C) is **not** the correct answer. There is no mention of Chinese supporters in the passage.

(D) is **not** the correct answer. The author does not name any specific stages of social evolution.

11. What is one point the author makes in the conclusion to this discussion?

(A) Trying to influence China's social evolution from the outside is presumptuous.
(B) Analyzing the stimulus for China's political movements has little significance.
(C) Isolating individual factors to account for China's progress is counterproductive.
(D) Attempting to force a premise to explain China's development has little merit.

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

Justification:

(A) is **not** the correct answer. The author does not discuss any kind of influence on China's social evolution.

(B) is **not** the correct answer. The stimulus for China's political movements is not discussed anywhere in this passage.

(C) is **not** the correct answer. The author mentions historical factors during the discussion of Weber's theory, but does not mention isolating those individual factors in the conclusion.

(D) is the correct answer.
In the last paragraph, the author concludes the discussion by suggesting historians apply the principles of a Western theoretical model only in the broadest sense and consider the Chinese context. Otherwise, they will be making the same mistake as others trying to impose a foreign model onto Chinese society, and their efforts and work will be groundless and irrelevant.

Listening Comprehension Sample Passages

Note: Examinees will not see passage transcripts in an actual DLPT5-CA Listening Comprehension Test.

Sample Passage: ILR Level 1

This passage is from a conversation between a male student and his female friend.

Transcription:

男：小华，你暑假打算做什么去？
女：现在还没谱儿呢。
男：想不想跟我们到黄山去旅行？
女：那一定很刺激的，成啊。什么时候动身？
男：七月中旬。
女：怎么去？
男：骑自行车去，这样可以观光锻炼两不误。
女：你说的对，我一定跟你们去。

1. What does the man invite the woman to do?

(A) Join him and others on a bicycle trip.
(B) Participate in a college cycling event.
(C) Help him pick out a mountain bike.
(D) Exercise with the local cycling club.

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

Justification:

(A) is the correct answer.
The man invited the woman to join him and others on a bicycle trip to the Huang Mountains in the summer.

(B) is **not** the correct answer. There is no mention of an event organized by a college.

(C) is **not** the correct answer. Although the man mentions the word “mountains,” he did not ask the woman to help him choose a mountain bike.

(D) is **not** the correct answer. The two people talked about a bicycle trip, not about exercising with a local club.

Sample Passage: ILR Level 2

This passage is from a conversation between a woman and her male friend.

Transcription:

女：小黄，妳看了今天的报纸了吗？报上刊载了一条发生在内蒙古牙克石市的新鲜事。

男：什么事儿？我只看了头版的新闻，其它的还没时间瞄一眼儿呢！

女：报上说牙克石市在推行把街道两旁的树木“领养回家”的制度。

男：只听过可以领养人或猫狗的，可没听说过树木也可以认领的，这事儿是有意思！ 诶，那他们怎么“领养”呢？

女：“领养”制度的主要内容是单位、机关及个人认领园林树木，并负责养护管理。不 过认领时得签订认领协议书，确定认领的面积、数量、种类，还有什么样的养护责任。

男：这倒是个很有意义的活动，让居民直接参与环保的工作。

女：对呀！

2. What action described in the newspaper is the topic of this conversation?

(A) An initiative to involve residents in community work.
(B) An incentive to conserve more of the water supply.
(C) A new procedure for dealing with stray animals.
(D) A creative plan to expand the existing city parks.

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

Justification:

(A) is the correct answer.
This passage is a conversation about a city government's initiative to involve its residents in taking care of the trees planted by the city.

(B) is **not** the correct answer. The friends did not talk about water conservation.

(C) is **not** the correct answer. Although the man mentioned adopting cats and dogs, the friends did not talk about dealing with the problem of stray animals.

(D) is **not** the correct answer. The friends did not talk about expansion of city parks.

3. The participants in this activity will be expected to

(A) provide a home for abandoned pets.
(B) abide by water conservation laws.
(C) pick up the litter in the new city parks.
(D) maintain the health of trees in public places.

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

Justification:

(A) is **not** the correct answer. Although the man mentions adoption of animals, abandoned pets is not the topic of this conversation.

(B) is **not** the correct answer. The man and woman did not talk about anything to do with laws related to water conservation.

(C) is **not** the correct answer. The conversation is not about park maintenance or picking up litter but taking care of trees belonging to the city.

(D) is the correct answer.
According to the conversation, residents are encouraged to adopt trees alongside the city streets. Individuals or organizations need to sign an agreement with the city government and are responsible for the upkeep of the trees.

Sample Passage: Level 3

This passage is from a lecture by a female university professor.

Transcription:

所谓文人相轻的作风， 在现代来看， 也许可以用奥地利心理学家罗润兹所著的“论侵略性”一书中的观点来诠释。罗氏通过他的同事所做的老鼠实验来说明侵略性或攻击性的诱因。 其中有一项实验发现： 饲养老鼠的空间虽然固定不变， 但部分老鼠会占据地盘并建立起强权阶级制度，一旦有外来的老鼠介入， 为了巩固地盘， 原有的老鼠就会对闯入者进行攻击。 一个地盘等于是既得的利益， 岂容轻易放手？ 如果我们把这项发现引申运用于知识团体， 那么，文人相轻， 更具体地说，就是想藉着否定别人来肯定自己， 说穿了， 只是因为在既得利益上看不开而变得心胸狭隘。既得利益团体想巩固利益而展开攻击，得不到利益的团体或个人大肆攻击，则显然是出于嫉妒。殊不知身为知识分子，自我的肯定必须靠个人的努力与创造来建立。依我看，当代知识分子应明鉴这个道理，这种行为对己对人毫无益处，知识分子应以务本务实来自我要求。这就是我对文人相轻这种现象的一点看法。

4. According to the professor, what is the cause of the phenomenon she is discussing?

(A) The lack of intellectual rigor applied by certain scholars.
(B) A sense of defensiveness regarding achievements.
(C) A suspicion about some claims of accomplishment.
(D) The pressure to publish a requisite number of articles.

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

Justification:

(A) is **not** the correct answer. This phenomenon, according to the professor, is caused by an overprotective attitude toward accomplishments not by anyone’s lack of intellectual rigor.

(B) is the correct answer.
The cause of the phenomenon discussed in the passage is the desire to protect intellectual status as well as to assert achievements, through refuting the achievements of others. According to the professor, this attitude boils down to narrow-mindedness and a wish to hold on to status and benefits.

(C) is **not** the correct answer. The professor did not mention suspicion cast on any claims of accomplishment.

(D) is **not** the correct answer. The phenomenon discussed is not about the pressure of publication that scholars face but the means some academics resort to in asserting their status.

5. In the professor's opinion, modern intellectuals should

(A) choose bold research topics instead of ordinary ones.
(B) strive to understand personalities as well as academic issues.
(C) focus on their own development rather than belittling others.
(D) listen to differing opinions instead of disputing them.

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

Justification:

(A) is **not** the correct answer. The professor did not say anything about research topics.

(B) is **not** the correct answer. The professor did not address a necessity to understand other people.

(C) is the correct answer.
The professor says that intellectuals should focus on self-improvement and personal development instead of disparaging others.

(D) is **not** the correct answer. The professor does not suggest that scholars have not been listening to differing opinions, only that, in their narrow view, instead of disputing the opinions, they have been disparaging those who offer the opinions.

Sample Passage: Level 4

This passage is from an interview between a female journalist and a male Chinese author.

Transcription:

女： 你的创作， 从作品《顽主》才找到自己，那你怎么就从这种下三流的言情一下子转向了对伪崇高、对主流意识形态、对流行的文化时尚的调侃上了。你的被称为“痞子文学”的东西，实际上具有很强的颠覆性，《顽主》中的谎言与无耻就是许多人的基本的生存策略与技巧……如果说你的这些东西没有一种类似宗教关怀的东西支撑着，你是靠什么进入这种状态的？

男：靠真实，自己生活的真实状态，耳闻目睹的周围人的生存状态。刚写小说那会儿，我的文学观念非常错误，认为文学就是虚构，虚构就是说假话。当然“灵魂工程师”们、理论家们、编辑们不这么说，他们管这种叫作艺术真实，要源于生活高于生活啦，艺术的升华，给人以希望和方向啦……。

女：当时流行的文学观念就这样。在大学读书时，凡是讲到资产阶级作家，老师都要批判两句，最一致的批判是说那作家只揭露了黑暗，却没有为读者提供一线光明的希望。自然主义不可取，现实主义有局限，浪漫主义太空泛，只有我们的社会主义的革命现实主义与浪漫主义相结合的创作方法才是唯一正确的。

男：科班出身的受过系统的洗脑，像我这种没受过系统训练的人，说假话是说不长的。我想我要是上了大学，念了点书，再跟道貌岸然的伪君子们学学，学一些方法、技巧，诸如如何升华、如何画龙点睛什么的，我想我也许能容易一点，起码这样做没什么困难。幸运的是我没有去做。我知道我自己过的是另外一种生活。咱们这圈子，不是你想说真话就能说，也不是你知道某些事就能为了说假话而说假话，我必须面对的是：我的书面语言库中没有一句真话，你不用有目的地做假，一说就是假的，而你用这

种语言库的语言说真话，听着就跟假的似的。就在这种时候，你可以说是一种失语状态吧。要说话，你就非得说假话，你也只会说这种话，但这种话明摆着不是我想的那意思，我要说的事用这种话就说不出来，所以我只能用开玩笑的方式、调侃的方式说，我用这种方式是想让对方知道，我说这些不是真的，别往真的里边想，别那么实在地想。

6. What challenge does the author say he faced early in his career?

(A) His lack of formal training restricted his mode of expression.
(B) His work had to endure criticism from those who did not understand it.
(C) His ideal of literature had to be compromised for financial success.
(D) His writing did not conform to the predominant literary style.

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

Justification:

(A) is **not** the correct answer. Although the author lacked formal training, that did not restrict him from expressing his views about society.

(B) is **not** the correct answer. The author did not say his work was criticized for its different style.

(C) is **not** the correct answer. Financial success was not a concern the author expressed in the interview.

(D) is the correct answer.
The author believed he could not write truthfully by using the style or manner recognized by mainstream writers, so he developed his own style.

7. According to the author, he writes in the style for which he is presently known because

(A) it is a strategy he uses to reveal reality to his readers.
(B) it stems from a commitment to promote the goodness of life.
(C) it is a conscious choice to differentiate himself from other writers.
(D) it comes from a belief that writers should explore all options in writing.

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

Justification:

(A) is the correct answer.
According to the author, he could not use the language of fiction that was recognized by his contemporaries in order for him to depict society truthfully. He had to use the style he is now known for so that he could suggest to his readers that they need to look beyond his words to understand the truth about society.

(B) is **not** the correct answer. The author said nothing about promoting the goodness of life.

(C) is **not** the correct answer. Although his writing style is a conscious choice, the author did not use it to distinguish himself from other writers. Rather, it is a strategy for him to tell his readers about society.

(D) is **not** the correct answer. The author said nothing about writers exploring all options in writing.

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.