

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

German 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 (DLPT5) in multiple-choice format. This guide contains general information about the test design, the format of the test, its length, its content, the skills tested, and procedures used in scoring and reporting the scores. In addition, screen shots of what the examinees will see when taking the test on the computer as well as information on testing procedures are provided. Finally, there is a section of sample listening passages with questions, answer choices, and explanations for each choice.

Overview of the DLPT5 Multiple-Choice Test

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

Except as otherwise provided in DoDI 5160.71, 2019¹ 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 (<https://www.govtilr.org/>), where available. The results of the DLPT5 will be used to make operational readiness, incentive pay, and training decisions for civilian and military language analysts in the United States government.

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

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

- **Test Design**

- Typically, the Lower-Range Reading Comprehension Test contains approximately 60 questions with about 36 passages. A reading passage can have up to 4 questions, each with 4 answer choices.
- Typically, the Lower-Range Listening Comprehension Test contains approximately 60 questions with about 37 passages. A listening passage can have up to 2 questions, each with 4 answer choices.
- Examinees have 3 hours to complete the Reading Comprehension Test and 3 hours to complete the Listening Comprehension Test. Approximately halfway through each test, examinees will be given a 15-minute break. The break does not count toward the test time. For the Reading Comprehension Test, examinees may take as much or as little time as they wish to answer the questions. For the Listening Comprehension Test, although the playing of the passages is controlled by the computer, examinees may take as much or as little time as they wish to answer the questions. Managing time effectively is the examinee's responsibility.

- **Test Content**

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

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

- **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 the test is approximately 400 words. The maximum length of a Listening Comprehension passage in the test is approximately 2 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..

The DLPT5 is Controlled Unclassified Information (CUI) and the unauthorized discussion, disclosure, or possession of any of the test content is forbidden.

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

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

Scoring

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

Scores reflect current functional language proficiency in reading and listening as defined in the ILR Skill Level Descriptions (<https://www.govtilr.org/>). Scores do **NOT** reflect proficiency in speaking or writing, nor do they reflect examinees’ job-related performance or ability to perform specific language-related tasks under special circumstance (e.g., reading or listening to a target language passage indefinitely many times with the aid of supplemental reference materials and information sources).

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

Preparation for Taking the DLPT5

The purpose of this publication is to familiarize prospective examinees with the DLPT5 multiple-choice format and general testing procedures. Other than carefully reading this guide so that the test instructions and format are familiar, there is very little to be gained from “studying” for the test. The best preparation for the DLPT5 is the acquisition of a solid base of general proficiency in the target language, both through formal training and through language exposure and use in a variety of real-life language-use settings. Study aids (i.e., dictionaries, reference books, etc.) are not permitted for this test.

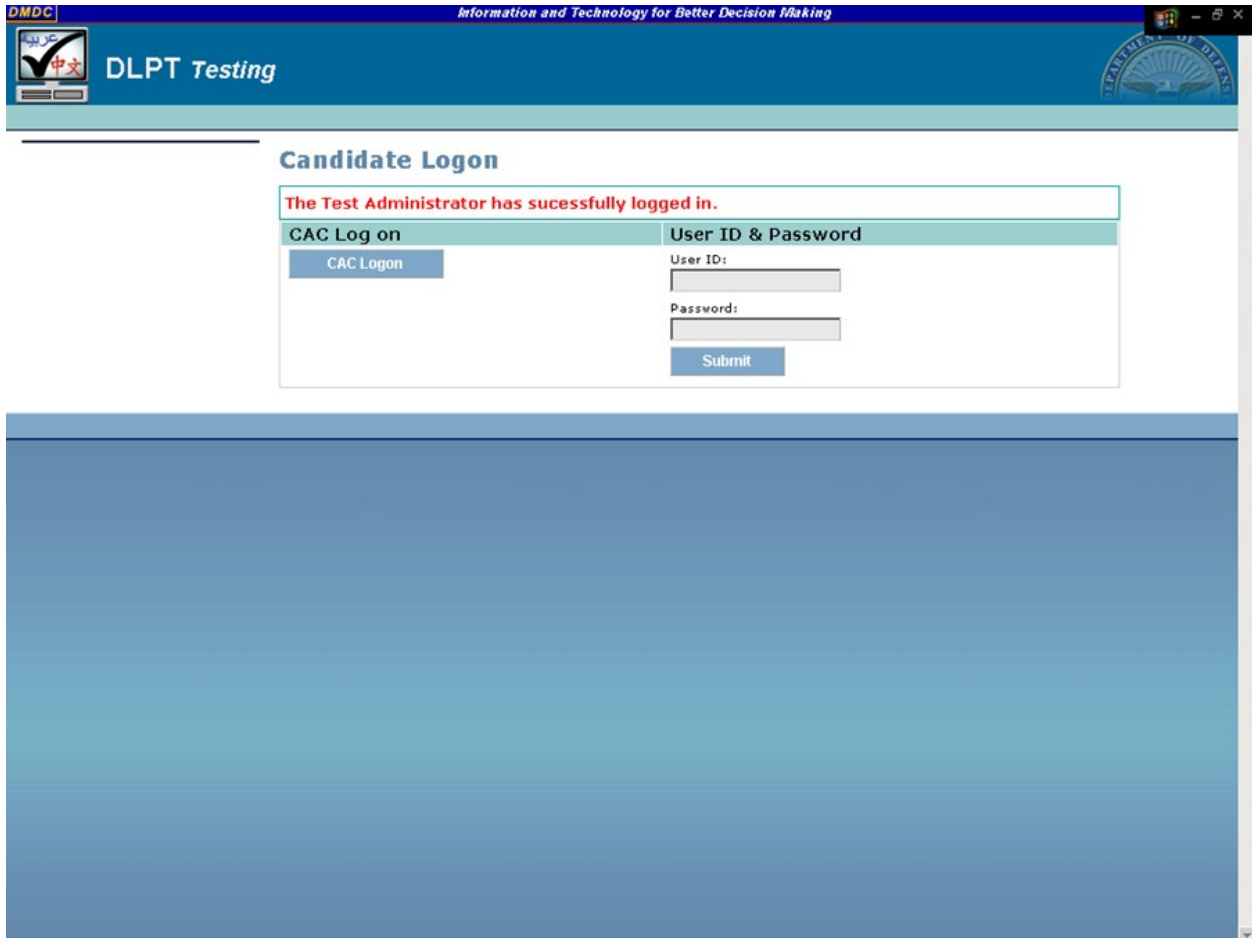
Test Procedures and Instructions for Taking the DLPT5

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

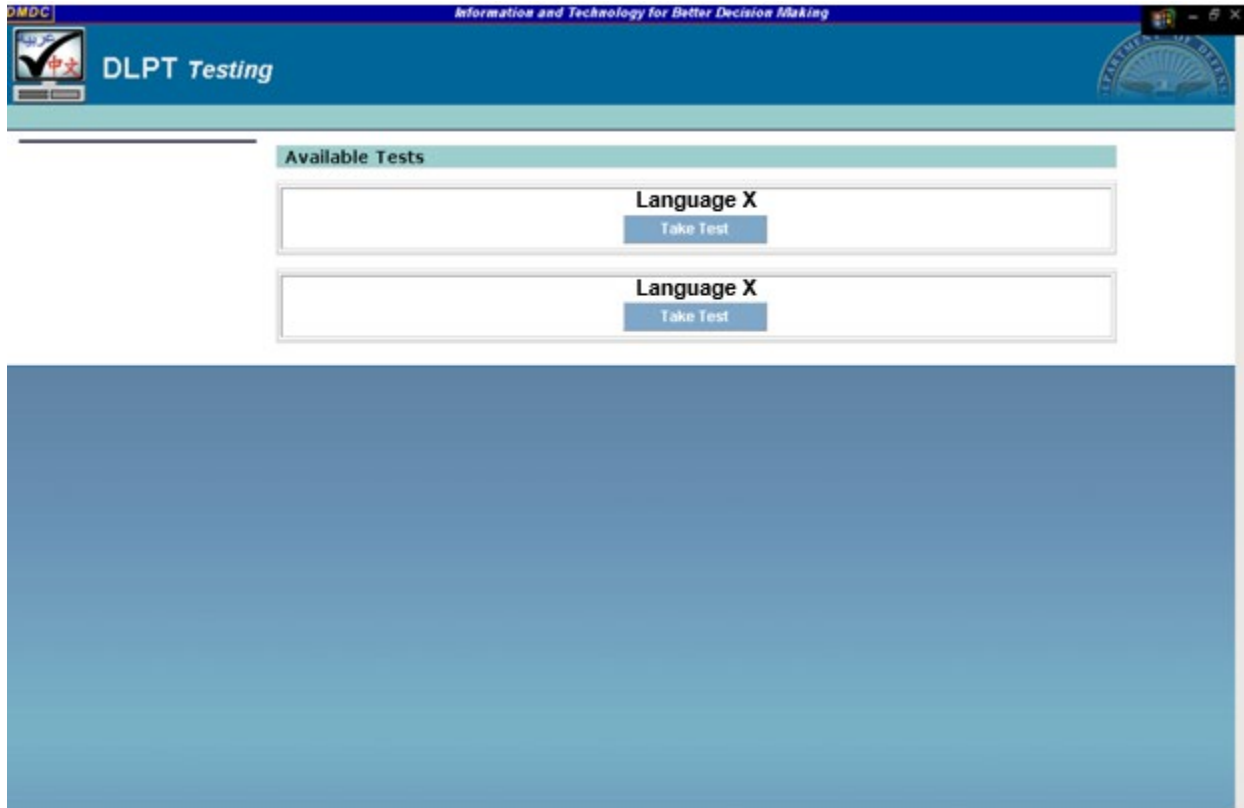
Test Procedures Overview

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

At the beginning of the test session, the examinee logs on to the system using a Common Access Card (CAC). The examinee must click on the [CAC Logon] button before moving to the next screen.




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



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

Below are introductory screens from the Reading Comprehension Test. The Listening Comprehension Test, not depicted, has similar introductory screens.

DLPT5 Lower Range Reading Comprehension Test for Language X

<p>DEPARTMENT OF DEFENSE</p> <p>Defense Language Proficiency Test Multiple Choice Format</p>  <p>Language X Language Code X</p> <p>Lower Range Reading Comprehension</p>	<p>If you have difficulty with the instructions or any functions of this test, click the Help button in the lower left corner.</p> <p>CONTROLLED UNCLASSIFIED INFORMATION</p> <p>Controlled Item (Test Material)</p> <p><small>Not to be shown to unauthorized persons Not to be reproduced without authority granted by the Commandant Defense Language Institute Foreign Language Center</small></p> <p>To begin the test, click the Next button below.</p>
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Introduction: Screen 1 of 5

Help Next

Privacy Act Statement and Disclaimer:

DLPT5 Lower Range Reading Comprehension Test for Language X

<p style="text-align: center;">Privacy Act Statement:</p> <p>Disclosure of requested information is solicited under the authority of Title 10, United States Codes 3013, Army Regulation 350-20 and Executive Order 9397 and is mandatory. Social Security Number is used as the personal identifier number of all personnel under control of the Department of Defense, and is used in connection with updating information in official records and training files. Use of Social Security Number provides for objective scoring of Defense Language Institute tests, as the examinee's Social Security Number is the only identifier so as to maintain confidentiality when reporting test scores to examinees. Failure to provide Social Security Number may result in misidentification and non-credit for tests, and/or inadequate counseling and guidance.</p>	<p style="text-align: center;">Disclaimer for Defense Language Institute Tests:</p> <p>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.</p> <p><input type="checkbox"/> I, [REDACTED] confirm having read and understood both the Privacy Act Statement and the Disclaimer.</p> <p style="text-align: center;">Click on the checkbox above to confirm.</p>
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Help Introduction: Screen 2 of 5

Non-Disclosure Statement and Test Administration Statement:

DLPT5 Lower Range Reading Comprehension Test for Language X

<p style="text-align: center;">Non-Disclosure Statement:</p> <p>I understand that this test is CONTROLLED UNCLASSIFIED INFORMATION and the unauthorized possession, disclosure, or discussion of any of the test content is forbidden. Such unauthorized discussion or disclosure refers to RELATING ANY ASPECT OF THIS TEST TO ANYONE, including an instructor, supervisor, fellow employee, or spouse.</p> <p>Civilian Personnel: Any failure to comply with this prohibition may be a violation of Title 18, Section 641 of the United States Code which could subject the violator to a fine, or imprisonment up to 10 years, or both.</p> <p>Military Personnel: Any failure to comply with this prohibition is a violation of Article 92, Uniform Code of Military Justice, and will result in appropriate administrative action to fix responsibility for such unauthorized behavior with criminal sanctions of up to two years hard labor and dishonorable discharge for those involved.</p>	<p style="text-align: center;">Test Administration Statement:</p> <p>I understand that I am not required to take the Language X Reading Comprehension Test at this time if there are extenuating circumstances such as fatigue, illness, emotional distress, family or financial problems, etc., which may interfere with my performance on the test; and that the test will be administered at another time acceptable to me, the Test Control Officer (TCO) concerned, and my unit commander.</p> <p><input checked="" type="checkbox"/> I, [REDACTED], confirm having read and understood both the Non-Disclosure and the Test Administration Statements.</p> <p style="text-align: center;">Click on the checkbox above to confirm.</p>
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Introduction: Screen 3 of 5

Help Next

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.

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 shown in red or highlighted in gray 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 #	# of Questions for this passage	Time remaining	Go to:
Page 1 of 5	3 questions	Test ends in: 37:39	Previous Page Next Page

Note: The example text represents a generic foreign language; it is not meant to be intelligible. Below the red line is a check box that may be selected if the examinee wants to return to these test questions later.

Instructions screen for the Reading Comprehension Test:

DLPT5 Lower Range Reading Comprehension Test for Language X

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

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

A sample passage follows on the next screen.

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

Help Introduction: Screen 5 of 5 Back Next

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

DLPT5 Lower Range Reading Comprehension Test for Language X

Sample Passage

A message found on a desk

山川さん、

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

End of Sample Passage
Mark this passage for later consideration.

S1. What was the message about?

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

End of questions for this passage

Help Sample Passage 1 question Back Next

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

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

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

The screenshot displays a dark blue header with the text "DLPT5 Lower Range Reading Comprehension Test for Language X". Below the header, the screen is split into two columns. The left column is titled "End-of-Test Review Information" and contains four bullet points: "After the last passage, if there is still time on the clock, you will have the opportunity to review your answers before submitting the test.", "From the review page you will be able to jump to any given passage.", "You will be able to respond to any questions you have not answered, or you can change an answer.", and "Detailed instructions for this review will be given at the end of the test." The right column is titled "Start of Test" and contains four bullet points: "This reading test contains: 41 passages with a total of 63 questions.", "You are allowed 3 hours (180 minutes) to complete the test.", "There will be a 15 minute break at 90 minutes. The break does not count against the total time allowed for the test.", and "When you are ready, click the [Start Test] button below." Below the main content area, there is a dark blue footer bar containing a "Help" button on the left, the text "End of Instructions" in the center, a timer "Test ends in : 180:00" on the right, and "Back" and "Start Test" buttons on the far right.

DLPT5 Lower Range Reading Comprehension Test for Language X

End-of-Test Review Information

- After the last passage, *if there is still time on the clock*, you will have the opportunity to review your answers before submitting the test.
- From the review page you will be able to jump to any given passage.
- You will be able to respond to any questions you have not answered, or you can change an answer.
- Detailed instructions for this review will be given at the end of the test.

Start of Test

- This reading test contains:
41 passages with a total of 63 questions.
- You are allowed 3 hours (180 minutes) to complete the test.
- There will be a 15 minute break at 90 minutes. The break does not count against the total time allowed for the test.
- When you are ready, click the [Start Test] button below.
- The screen will move to Passage 1 and the clock will begin.

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

Listening Comprehension Test

Example of screen layout for the Listening Comprehension Test:

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

The screenshot shows a test interface with a blue border. At the top, a title bar reads "Multiple Choice Test for Listening Comprehension Language X". Below it, an orientation statement says "Passage # 1" and "This passage is taken from a news broadcast." Two multiple-choice questions are listed. A red horizontal line is drawn below the second question. Below the red line, there is a checkbox labeled "Mark this passage for later consideration." At the bottom, a status bar displays "Help", "Passage 1 of 40", "2 questions", "Test Ends in: 178:02", and "Play Audio".

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

Click this button if you have any technical difficulties

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

Passage # Total # of passages

of Questions for this passage

Time Remaining

Note: Below the red line is a check box that may be selected if the examinee wants to return to these test questions later. However, be aware that the audio of the passage will NOT be played again.

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

DLPT5 Lower Range Listening Comprehension Test for Language X

Test Sequence


- When a passage screen opens, you will see the passage number, orientation statement, and the question or questions with their answer choices.
- At the very bottom of the screen a [Play Audio] button will be visible.
- When you click the [Play Audio] button, the audio will begin. The phrase 'Audio Playing' will be displayed in the status bar at the bottom of the screen.
- You may answer questions at any time during the playing of the audio.
- You may not move to the next passage until the audio finishes playing. When the audio finishes, the [Next] button appears at the bottom of the screen. Click it when you are ready to move on to the next passage. You will not be able to go back to previous passages until the end of the test.
- The [Help] button reappears at the end of the audio playing for each passage. If you need help concerning a passage, make sure that you click the [Help] button before moving to the next passage.

The Clock

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

BEFORE YOU PROCEED, adjust your volume.

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



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

Introduction: Screen 5 of 6

Instructions screen for the Listening Comprehension Test:

DLPT5 Lower Range Listening Comprehension Test for Language X

ATTENTION: You have already heard a voice reading the instructions below.

- 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. All passages will be played twice. There will be a short tone signal just before the passage is played the second time.
- You do not have to wait until the passage has finished playing to begin answering the questions. After hearing the passage you will be reminded to answer the question or questions. Read each question and its answer choices carefully. Some questions may be in the form of an incomplete statement.
- Based on what you have heard in the passage, choose the correct answer to each question from among the four answer choices. The answer to each question may be stated overtly in the passage or only be implied.
- Click on the button next to the answer you have chosen. You may change your answer by clicking on a different button.
- Click on the [Next] button at the bottom right of the screen to go to the next passage.
- **There is no penalty for guessing, so it is to your advantage to answer all of the questions.**

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

Help Introduction: Screen 6 of 6 Back Next

Presented here is an example of a Listening Comprehension Test 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.

The screenshot displays the test interface for the DLPT5 Lower Range Listening Comprehension Test for Language X. The title bar at the top reads "DLPT5 Lower Range Listening Comprehension Test for Language X". Below the title, the section is titled "Sample Passage" in blue. The text of the passage is "This passage is a public announcement." followed by the question "S1. What is one thing said about the event?". There are four radio button options: "It will offer a variety of goods at low prices.", "It will have a tourism exhibit.", "It is open to the general public.", and "It features a variety of food stands.". A red horizontal line separates the question from the bottom section, which contains the text "End of questions for Sample Passage" and "Mark this passage for later consideration." with an unchecked checkbox. At the bottom of the interface, there are three buttons: "Help" on the left, "Sample Passage 1 question" in the center, and "Play Audio" on the right.

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

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

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

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

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

The screenshot displays the DLPT5 Lower Range Listening Comprehension Test for Language X interface. The interface is divided into two main sections: "End-of-Test Review Information" on the left and "Start of Test" on the right. At the bottom, there are navigation buttons: "Help", "End of Instructions", "Test ends in : 180:00", "Back", and "Start Test".

DLPT5 Lower Range Listening Comprehension Test for Language X

End-of-Test Review Information

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

Start of Test

- This listening test contains:
 - 42 passages with a total of 62 questions.
- The test runs approximately 3 hours (180 minutes).
- There will be a 15 minute break at 90 minutes. The break does not count against the total time allowed for the test.
- When you are ready, click the [Start Test] button below.
- The screen will move to Passage 1 and the test will begin.

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

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

End-of-Test Review Information

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

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

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

Example of the review screen:

DLPT5 Lower Range Listening Comprehension Test for Language X

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	Passage	Q #	Answer	Passage	Q #	Answer	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	*						

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 1–3 in reading and listening taken from German, and their associated questions and answer choices. Explanations of the correct answer for each question are also provided.

Reading Comprehension Sample Passages

Sample Passage: ILR Level 1

A public service announcement

Heute Nacht fängt die Winterzeit an. Die Uhren werden immer in der Nacht von Samstag auf Sonntag von Sommerzeit auf Winterzeit umgestellt. Stellen Sie Ihre Uhren um eine Stunde zurück, von 3 auf 2 Uhr. Heute Nacht kann man also eine Stunde länger schlafen. Vergessen Sie nicht Ihre Uhren umzustellen!

1. What is the public reminded to do?

- (A) Come to a community meeting.
- (B) Move the clock back one hour.
- (C) Stay indoors during a snowstorm.
- (D) Watch for traffic over the weekend.

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

Justification:

(A) is **not** the correct answer, because there is no reference to a meeting (“Treffen”) nor a community (“Gemeinde” or “Gemeinschaft”) in the announcement. Also, the public is not asked to go/come anywhere.

(B) is the correct answer.

The word “Uhr” (clock) or “Uhren (clocks) is used four times in the announcement. The verb “umstellen” (to change/to move) is used twice in this passage: once in the second sentence in the form of a passive voice (“werden...umgestellt”), and once in the last sentence in an infinitive+zu construction (“umzustellen”). Also, the separable-prefix verb “zurückstellen” (to move back) is used once. Taken together, these verbs clearly indicate to

the reader to *move* the clock *back*. The change of one hour is indicated twice in the third sentence, both in words (“um eine Stunde”) and in numerals (“von 3 auf 2 Uhr”), and again in the fourth sentence.

- (C) is **not** the correct answer. Although the cognate “Winter” (winter) is mentioned twice in the announcement and might point to a weather report, there is no mention of any snowstorm (“Schneesturm”) or any other weather pattern in this announcement. Nor is there any mention of the need to stay indoors.
- (D) is **not** the correct answer. Although the mention of “Samstag” (Saturday) and “Sonntag” (Sunday) might point to the weekend, those days are mentioned in a different context. Furthermore, there is no mention of traffic (“Verkehr”) in the announcement, and thus there is no need to watch the traffic.

Sample Passage: ILR Level 2

A news report in a regional newspaper

Gestern ereignete sich am Bosch-Gymnasium in Uhlenhorst ein Unfall mit Chemikalien. Dabei wurden ein Lehrer und auch der Rektor des Gymnasiums verletzt und mussten wegen Verätzungen im Krankenhaus behandelt werden. Gegenüber der Presse betonte die Schulleitung: „Es waren zu keinem Zeitpunkt Schüler in Gefahr.“

Wegen Renovierungsarbeiten des Schulflügels, in dem die naturwissenschaftlichen Labors untergebracht sind, wollte der Chemielehrer Behälter mit Chemikalien in den gegenüberliegenden Teil des Gebäudes bringen. Dabei rutschte ihm ein Salzsäure enthaltender Plastikbehälter aus den Händen. Beim Aufschlag auf den Boden trat die Säure aus, welche den Lehrer an den Beinen verletzte. Zusätzlich atmete der Lehrer die ausgetretenen ätzenden Dämpfe ein, die auch dem hinzugerufenen Rektor zum Verhängnis wurden.

Trotz allem war es nicht nötig, das Gebäude zu evakuieren. Die alarmierte Feuerwehr konnte die Chemikalien einsammeln und die Räume belüften. Da dieser Gebäudeteil sowieso renoviert wird, waren keine weiteren Personen anwesend. Der Lehrer und der Rektor konnten beide das Krankenhaus noch am selben Tag verlassen.

Die Schulleitung hob hervor, dass im regulären Unterrichtsalltag von den Chemikalien keine Gefahr ausginge. Normalerweise seien die Säuren nur in geringen Mengen vorhanden und würden in branchenüblichen Sicherheitsschränken aufbewahrt.

2. What incident is reported?

- (A) A school was evacuated when a fire broke out at the science lab.**
- (B) Students discovered dangerous chemicals stored in a container.**
- (C) A leak from a chemical plant prompted an evacuation of a school.**
- (D) Two men were injured at a school when acid spilled on the floor.**

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

Justification

- (A)** is **not** the correct answer, because there is no mention of a fire in the report. The German word “Feuer” (fire) appears in the passage in the compound noun “Feuerwehr” (firefighters), but the firefighters were called because of a chemical spill, not a fire.

- (B) is **not** the correct answer, because there is no mention in the report of students “discovering” (entdecken, finden) the chemicals. The teacher transported the chemicals in plastic containers, but no students were present at the time.
- (C) is **not** the correct answer, because chemicals were spilled by a teacher in a school, not during a leak in a chemical plant. Furthermore, the report states in the first sentence of the third paragraph that it was not necessary to evacuate the building.
- (D) is the correct answer.
The report states that the teacher accidentally dropped a container containing “Salzsäure” (hydrochloric acid). The “Säure” (acid) then spilled on the floor when the container burst open upon impact. Both the teacher who transported the chemicals and the “Rektor” (principal) who was called immediately after the spill inhaled hydrochloric acid fumes; the teacher also suffered acid burns. Both had to be treated in a hospital.

3. What was reported about the students?

- (A) They were asked to go to the local clinic.**
(B) They were not in danger.
(C) They were working on a science project.
(D) They were not in the lab.

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

Justification:

- (A) is **not** the correct answer, because the students were not at all affected by the chemical spill. Thus, there was no need to ask them to go to a hospital.
- (B) is the correct answer.
The fact that students were not in danger is stated almost verbatim at the end of the first paragraph when the school leadership is quoted saying “Es waren zu keinem Zeitpunkt Schüler in Gefahr.” (Students were not in danger at any point in time). The report furthermore mentions in the third paragraph that, because of renovation work, no one else was present at the time of the incident. Finally, the school leadership emphasizes in the last paragraph that even in regular school operation, the chemicals pose no danger.
- (C) is **not** the correct answer, because there is no mention of students working on a science project in this report. The adjective “wissenschaftlich” (scientific, *here*: science) does appear in the passage but is mentioned in the context of the school wing that houses the science labs being closed for renovation work.

- (D) is **not** the correct answer, because what is mentioned in the report about the students is only that they were not in any danger. The school wing that houses the labs is being renovated, and no person other than the teacher, the principal, and perhaps the firefighters were present in this part of the building during the time of the incident.

Sample Passage: ILR Level 3

From an editorial in an online religious magazine

Jetzt ist sie vorüber, die stolze aber leider viel zu kurze Zeit, in der ein Deutscher als Oberhaupt der katholischen Kirche das geistige Leben von über einer Milliarde Katholiken steuerte. Einfach zurückgetreten ist er. Wie ein gemeiner Politiker, der seine Doktorarbeit abgekupfert hat. Ich denke, der „Diener Gottes und der Menschen“ hätte schon mehr Durchhaltekraft zeigen können.

Vielleicht war das jetzt etwas pietätlos. Tatsache ist aber, dass das höchste Amt der Kirche viel von seiner Faszination eingebüßt hat. Der Theologe Jörg Hildebrand vergleicht in einem Meinungsbeitrag Benedikts Rücktritt in seiner Bedeutung mit dem Fall der Berliner Mauer. Das Alte wird eingerissen und es muss Neues her. Und das ist eine enorme Gelegenheit für die Kirche. Endlich könnte sie neu justiert werden und auf das 21. Jahrhundert ausgerichtet werden. Der Vatikan und die Kurie hätten das dringend nötig.

Der nächste Papst sollte ein weltlicher Hirte sein, der näher am Leben seiner Herde steht. Nicht nur für die gläubigen Katholiken wäre das ein Segen. Benedikt war der erzkonservative Vorsteher einer wirklichkeitsfernen Kirche. Bei seinem Amtsantritt wurde schnell deutlich, dass er die Zukunft der Kirche in den geistigen Wurzeln des Christentums sieht. Aber kann es Fortschritt sein, zu Altem zurückzukehren? Wenn der Alltag der Menschen diese Wurzeln schon lange hinter sich gelassen hat? Nur eine Kirche, die offen ist für alles, was um sie herum geschieht und die entsprechend reagiert, kann eine Zukunft haben. Und die katholische Kirche ist bestens dafür gerüstet, sich um die Sorgen und Nöte ihrer Schäfchen zu kümmern. Die heutige Zeit braucht eine nahe Kirche, keine entrückte. Tradition allein kann kein Ziel sein.

Die Kirche und der Papst müssen handeln, das Bewusstsein für die modernen Anliegen der Menschheit muss geschärft werden. Es besteht ein enormer Bedarf. Auf die Menschen eingehen und deren Leben sinnvoll beeinflussen kann aber nur ein Papst, der mit beiden Beinen im Leben steht. Ein Petrusnachfolger, der Lösungen sucht, der sich einsetzt und der vermittelt. Ein Weltenbürger.

4. What can be inferred about the new pope from the author's statements about the old pope?
- (A) The new pope should be compassionate toward his adversaries.
 - (B) The new pope should take responsibility for the crises that hurt the church.
 - (C) The new pope should be committed to his role as the leader of the church.
 - (D) The new pope should remain free from all worldly limitations.

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

Justification:

- (A) is **not** the correct answer, because there is no mention of any adversaries in the editorial. A pope should be compassionate even toward his adversaries, but this cannot be inferred from the author's statements.
- (B) is **not** the correct answer, because there is no mention in the editorial of the crises that plagued the Catholic church in recent years. It cannot be inferred from any statement in this passage that the new pope should take responsibility for those crises.
- (C) is the correct answer.
The statement that clearly supports this answer is at the end of the first paragraph when the author writes the old pope "hätte schon mehr Durchhaltekraft zeigen können" (*lit.* ... could surely have shown more stamina/endurance/perseverance). Prior to this statement, the author writes that the old pope, as the leader of more than a billion Catholics, resigned from his duties like a politician who plagiarized his/her doctoral thesis. Taken together, it can be inferred that the author was disappointed with the resignation and expects the new pope to be more committed to his role, i.e. show greater endurance.
In the third paragraph, the author again makes reference to the old pope, Benedict, by describing him as too focused on the traditions of the church.
- (D) is **not** the correct answer because the author does not write about any worldly limitations. The adjective "weltlich" (wordly) does appears in the editorial in the first sentence of the third paragraph, when the author demands that the new pope should be a "weltlicher Hirte" (*lit.* a worldly shepherd), closer to the real lives of the people. The context for this word in the passage is, however, different from the context described in this option.

5. For what purpose is the Berlin Wall mentioned?

- (A) To compare the impact of the resignation of a pope to the fall of the Berlin Wall.**
- (B) To show the difference between common politicians and respected theologians.**
- (C) To compare the notoriety of the Berlin Wall to the secret dealings of the Vatican.**
- (D) To show the difference between the totalitarian state and the church leadership.**

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

Justification:

(A) is the correct answer.

In the third sentence of the second paragraph, the author states that the theologian Jörg Hildebrand compared [Pope] Benedict's resignation with the fall of the Berlin Wall and proceeds to explain that "das Alte wird eingerissen und es muss Neues her" (*lit.* the Old is torn down and New needs to emerge). The Berlin Wall here can be seen as the mental boundaries of Benedict's ideals and by resigning, Benedict has effectively provided the church with the opportunity to renew itself. In the theologian's opinion, the magnitude of Benedict's resignation is comparable to the opening of the inner German border.

(B) is **not** the correct answer. In the first paragraph, the author mentions a "gemeiner Politiker" (*here:* common, *also:* mean/dastardly politician). The author compares Pope Benedict to a disdainful politician who copied/plagiarized parts of his doctoral dissertation, but does not compare the politician to the theologian.

(C) is **not** the correct answer, because there is no mention of either the notoriety of the Berlin Wall or the secret dealings of the Vatican in the passage.

(D) is **not** the correct answer. The "totalitarian state" in this option refers to the former GDR, i.e. East Germany, which erected the Berlin Wall to keep its citizens from fleeing to the West. However, the editorial does not make reference to this facet of German history.

6. What does the author imply in the discussion about the papacy of Pope Benedict?

- (A) The pope performed better as a politician than a theologian.**
- (B) The pope weakened the conservative agenda of the Vatican.**
- (C) The pope steered the church in the wrong direction.**
- (D) The pope made many enemies outside the Vatican.**

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

Justification:

- (A) is **not** the correct answer. While the politician in the first paragraph is mentioned in a comparison with the pope, there is no mention or implication in the editorial that Pope Benedict would have been a better politician than theologian.
- (B) is **not** the correct answer. The author writes in the third sentence of the third paragraph that Pope Benedict was an ultraconservative church leader, who saw the future of the church in the return to old rituals. The idea in option B of Pope Benedict weakening the conservative agenda is thus antithetical to the description of Benedict in the editorial.
- (C) is the correct answer.
The author describes Benedict as a traditionalist, whose papal agenda was a return to old values, a return to “die geistigen Wurzeln des Christentums” (...the spiritual roots of Christianity). The author then asks in the middle of the third paragraph: “Kann es Fortschritt sein, zu Altem zurückzukehren?” (Can it be progress to return to the Old?) and proceeds to argue that the new pope should be future-oriented, open, and worldlier. There is thus a strong implication in this passage that the author sees Benedict’s agenda of adhering to traditions as the wrong direction.
- (D) is **not** the correct answer, because there is no overt or implied reference to any enemies of the church, inside or outside the Vatican.

Listening Comprehension Sample Passages

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

Sample Passage: ILR Level 1

This passage is an announcement in a local grocery store.

[Announcer:]

„Liebe Kunden!

Schauen Sie heute bei unserer Fischtheke vorbei.

Heute Morgen haben wir eine extra große Lieferung an frischem Hummer und Krabben bekommen. Direkt von den Fischerbooten in Husum. Frischer können sie Meeresfrüchte heute nicht kaufen. Dieses Angebot gibt es nur heute. Beeilen sie sich, bevor alles verkauft ist.“

1. What is announced?

- (A) A one-day sale of frozen dinners.**
- (B) A free tasting of smoked-fish dips.**
- (C) A new section for local specialties.**
- (D) A special delivery of fresh seafood.**

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

Justification:

- (A)** is **not** the correct answer, because there is no mention of any frozen product in the announcement. On the contrary, the announcer points out that customers cannot buy seafood any fresher today.
- (B)** is **not** the correct answer, because there is no mention of a free tasting of any product, least of all smoked-fish dips.
- (C)** is **not** the correct answer, because there is no mention in the announcement of the supermarket creating a new section for local specialties.

(D) is the correct answer.

The announcer mentions an “extra große Lieferung an frischen Hummer und Krabben” (an especially large delivery of fresh lobster and crabs), and proceeds to state “Dieses Angebot gibt es nur heute” (This offer is only available today). Taken together, the listener learns that the supermarket has a special delivery of fresh seafood.

Sample Passage: ILR Level 2

This passage is from a cooking show with a famous chef.

[Show host:]

„Hallo und willkommen zu einer neuen Folge von „Gemüse-Küche.“ Heute haben wir etwas ganz Besonderes für Sie – mein absolutes Lieblingsgemüse: frischer Spargel. Alles, was Sie, liebe Zuschauer, zu dieser wunderbaren Köstlichkeit wissen müssen, erfahren Sie heute von Sternekoch Rüdiger Hammauer vom Lamm-Hof in Breitenbach.“

[Rüdiger Hammauer:]

„Spargel ist das deutscheste aller Gemüse. Um kein Gemüse macht der Deutsche mehr Aufhebens als um den Spargel. Und wir tun das nicht umsonst, das ist ja das Fantastische daran. Spargel ist nämlich ein sehr, sehr delikates und edles Gemüse. Es gibt ihn in Weiß und in Grün. Weiß ist der Spargel, wenn er ganz in der Erde wächst; grün wird er, wenn man ihn aus der Erde herauswachsen lässt. Wenn Sie ganz frischen Spargel kaufen möchten, nehmen Sie zwei Stangen in die Hände und reiben sie ganz einfach aneinander. Wenn der Spargel quietscht, dann ist er besonders frisch. Dann quietscht er sozusagen vor Freude.

Am besten schmeckt Spargel, wenn man ihn mit Butter serviert. Die kann zerlassen sein oder in einer Sauce Hollandaise. Man kann den Spargel aber auch roh essen, gar kein Problem. Mein Kollege Thomas Mühler zeigt Ihnen jetzt allerdings eine etwas andere Art, Spargel zuzubereiten. Nämlich mit einer leichten, mediterranen Kräutersauce, die nicht ganz so kalorienreich ist wie die klassische Sauce Hollandaise.“

2. What does the chef say about Germans and the vegetable discussed in this cooking show?
- (A) Germans eat it only on special holidays.
 - (B) Germans believe it has healing powers.
 - (C) Germans make a lot of fuss about it.
 - (D) Germans almost always overcook it.

The correct answer is (C).

Justification:

- (A) is **not** the correct answer, because neither the show host nor the guest chef says that Germans eat asparagus only on special holidays.

(B) is **not** the correct answer, because there is no mention of asparagus possessing healing powers.

(C) is the correct answer.

The guest chef mentions at the beginning of his presentation (second paragraph, second sentence in the transcript): “Um kein Gemüse macht der Deutsche mehr Aufhebens als um den Spargel” (*lit.* Over no vegetable makes a German more fuss than the asparagus). The following description of asparagus as being a noble vegetable, of how it grows and how to recognize its freshness also supports only this option.

(D) is **not** the correct answer, because neither the show host nor the guest chef mentions anything of this magnitude.

3. According to the chef, how can a person tell if this vegetable is fresh?

(A) It makes a squeaky noise when it is rubbed together.

(B) It turns from white to green when it is steamed.

(C) It releases a buttery aroma when it is chopped.

(D) It feels firm when it is squeezed between the fingers.

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

Justification:

(A) is the correct answer.

The guest chef, Rüdiger Hammauer, describes the process how to determine freshness in his explanation (seventh and eighth sentence, second paragraph of the transcription) when he says “...nehmen Sie zwei Stangen in die Hände und reiben sie ganz einfach aneinander. Wenn der Spargel quitscht, dann ist er besonders frisch.” (...take two stems into your hands and simply rub them together. If the asparagus squeaks it is especially fresh).

(B) is **not** the correct answer. The guest chef describes how asparagus is white when it grows entirely within the soil, and green when it grows out of the soil. The color of the vegetable, however, is not related to a cooking method.

(C) is **not** the correct answer. The guest chef mentions the cognate “Butter” when he mentions that asparagus is best served with butter. However, there is no mention of a buttery aroma that asparagus releases.

(D) is **not** the correct answer. Neither the show host nor the guest chef says that the asparagus should be squeezed between the fingers.

Sample Passage: ILR Level 3

This passage is from an interview with an author.

[Interviewer:]

Anfang März haben Sie in einem Beitrag geschrieben „Die FIFA muss weg,“ also der Weltfußballverband. Wieso soll der weg?

[Author:]

Ja, die FIFA... wenn man „korrupt“ hier steigern würde, dann hieße es „korrupt, korrupter, FIFA.“

[Interviewer:]

Was ist denn so korrupt an der FIFA? Was genau ist da Ihre Kritik?

[Author:]

Es ist ja erwiesen, dass da annähernd jede Entscheidung in dem Exekutivkomitee gekauft worden ist. Das Perfide an der ganzen Sache ist ja, dass die FIFA ein eingetragener Verein ist, gemeinnützig sein soll, aber Milliarden Gewinne macht. Die Leute im FIFA-Exekutivkomitee bekommen Gehälter in zweistelliger Millionenhöhe und alles gemeinnützig. Und wir lassen uns das einfach gefallen.

[Interviewer:]

Steuern bezahlt die FIFA in den einzelnen Ländern ja offenbar auch nicht, obwohl die da enorme Gewinne machen?

[Author:]

Ja, alles ist komplett steuerbefreit. Auch so eine Sache. Die FIFA hat ihren Sitz ja in der Schweiz, in Zürich, und wird also dort angeblich schon besteuert. Aber, wie schon gesagt, die FIFA ist ein eingetragener Verein und als solcher zahlen die so vier Prozent Steuern. Das ist lachhaft. Und, ja, Länder wie jetzt Brasilien zum Beispiel, die diese unglaublich teuren Fußballweltmeisterschaften austragen, die werden dadurch...also denen entgehen dadurch sogar die ganzen Einnahmen, die im Land erzielt werden. Die gehen nämlich an die FIFA.

4. What does the author refer to by saying “wir lassen uns das einfach gefallen”?

- (A) The lack of action against FIFA’s dishonest business practices.
- (B) The tax haven offered by Switzerland to wealthy individuals.
- (C) The possibility that some games at the World Cup were fixed.
- (D) The inability of FIFA to tackle corruption in its governing body.

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

Justification:

(A) is the correct answer.

The interviewer asks about the author's specific criticism of FIFA and the author provides three specific examples: 1) corrupt decision making, 2) billions in profit as a non-profit ("gemeinnützig") association, 3) salaries in the tens of millions. At the end of the explanation, the author states "Und wir lassen uns das einfach gefallen" (And we just accept that). The demonstrative pronoun "das" (that) in this sentence refers to all of the aforementioned points of criticism. The reflexive verb "sich gefallen lassen" (to accept, to put up with) implies a lack of action, and from the author's explanations it can be inferred that FIFA's business practices, while not illegal, might not be the most fair-minded.

(B) is **not** the correct answer. It is implied in the interview that Switzerland serves as a tax haven for FIFA, but there is no discussion about Switzerland being a tax haven for wealthy individuals.

(C) is **not** the correct answer, because there is no mention of fixed, i.e. manipulated, games at the World Cup.

(D) is **not** the correct answer. The author thinks that FIFA is corrupt, in this case meaning the members of the executive committee. This is, in fact, a widespread criticism which has been well-documented. Neither the interviewer nor the author, however, mentions this specific issue; nor is it implied in the interview.

5. What is one point the author makes by stating that FIFA is a registered association?

(A) FIFA can maintain its operation as a nonprofit organization.

(B) FIFA can reduce its tax liabilities with charity donations.

(C) FIFA has to pay only a comparatively low amount of taxes.

(D) FIFA has to donate some of its profits to member states.

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

Justification:

(A) is **not** the correct answer. Neither the interviewer nor the author talks about FIFA's ability to maintain operations.

(B) is **not** the correct answer, because neither the interviewer nor the author mentions a reduction of tax liabilities or any charity donations.

(C) is the correct answer.

The interviewer brings up the topic of FIFA's tax liabilities in the World Cup host nations. The author responds that FIFA is entirely exempt from paying taxes in the host nations due to the fact that the association is already taxed in Switzerland. The author proceeds to explain that FIFA is a registered association "...und als solcher zahlen die so vier Prozent Steuern. Das ist lachhaft" (...and as such they are paying around four percent in taxes. That is laughable). By stating "Das ist lachhaft" (That is laughable), the author clearly implies that he believes four percent in [revenue] tax is too low.

(D) is **not** the correct answer, because there is no mention of an obligation of FIFA to donate profits to member states.