

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

Japanese 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.

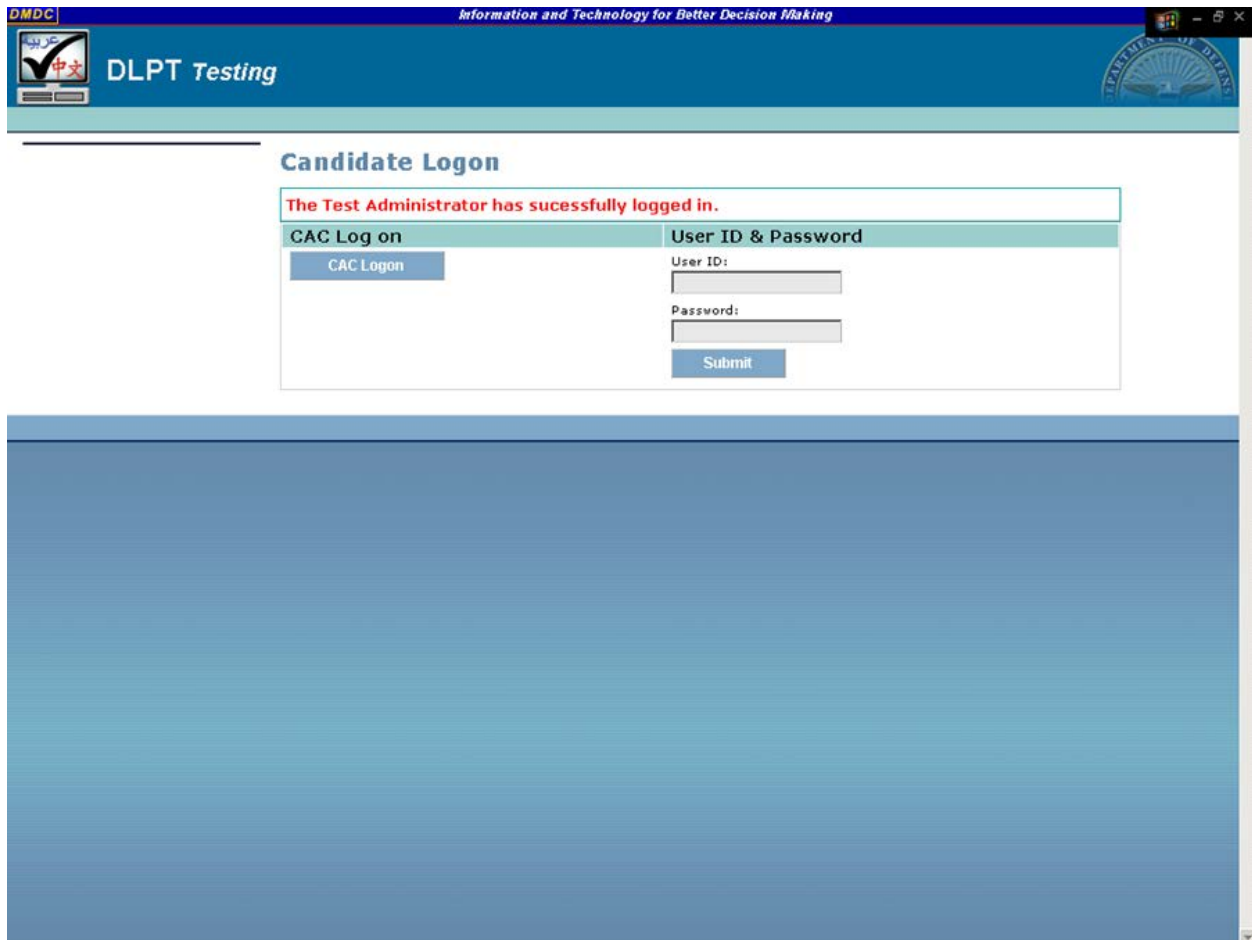
Test Procedures and Instructions for Taking the DLPT5

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> |
|--|--|

Introduction: Screen 1 of 5

Help Next

Privacy Act Statement and Disclaimer:

| DLPT5 Lower Range Reading Comprehension Test for Language X | |
|---|--|
| <p>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>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>Click on the checkbox above to confirm.</p> |
| 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> |
|---|--|

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 | Time remaining | Go to: |
|-----------|----------------|----------------|---------------------------------|
| 1 of 5 | 3 questions | 37:39 | Previous Passage / Next Passage |

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.", "When you are ready, click the [Start Test] button below.", and "The screen will move to Passage 1 and the clock will begin." At the bottom of the screen, there is a dark blue bar with 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 and the text "End of this passage" and "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.

DLPT5 Lower Range Listening Comprehension Test for Language X

Sample Passage

This passage is a public announcement.

S1. What is one thing said about the event?

- It will offer a variety of goods at low prices.
- It will have a tourism exhibit.
- It is open to the general public.
- It features a variety of food stands.

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

Help Sample Passage 1 question Play Audio

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 a dark blue header with the text "DLPT5 Lower Range Listening Comprehension Test for Language X". Below the header, the interface is split into two white panels. The left panel is titled "End-of-Test Review Information" and contains a bulleted list of instructions. The right panel is titled "Start of Test" and contains a bulleted list of test details. At the bottom of the interface, there are several buttons and a timer: "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 | * | 38 | 58 | * |
| 6 | 6 | * | 22 | 24 | * | 32 | 42 | * | 39 | 59 | * |
| 7 | 7 | * | 23 | 25 | * | 33 | 43 | * | 61 | 60 | * |
| 8 | 8 | * | 24 | 26 | * | 34 | 44 | * | | | |
| 9 | 9 | * | 25 | 27 | * | 35 | 45 | * | | | |
| 10 | 10 | * | 26 | 28 | * | 36 | 46 | * | | | |
| 11 | 11 | * | 27 | 29 | * | 37 | 47 | * | | | |
| 12 | 12 | * | 28 | 30 | * | 38 | 48 | * | | | |
| 13 | 13 | * | 29 | 31 | * | 39 | 49 | * | | | |
| 14 | 14 | * | 30 | 32 | Blank | 40 | 50 | * | | | |
| 15 | 15 | * | 31 | 33 | * | 41 | 51 | * | | | |
| 16 | 16 | * | 32 | 34 | * | 42 | 52 | * | | | |
| 17 | 17 | * | 33 | 35 | * | 43 | 53 | * | | | |
| 18 | 18 | * | 34 | 36 | * | | | | | | |

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

Review Answers
Test ends in: 78:26
Submit

Sample Passages

The purpose of this section is to familiarize prospective examinees on the levels and types of passages as well as their associated questions that appear in a given DLPT 5 test in multiple-choice format. Below are some sample passages from ILR levels 1–3 in reading and listening taken from Japanese, 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 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。

1. What is this message about?

- (A) Mr. Mori wished Ms. Yamakawa a happy birthday.
- (B) Mr. Mori wanted Ms. Yamakawa to return his call today.
- (C) Tomorrow's meeting with Mr. Mori was canceled.
- (D) Ms. Yamakawa was invited to a party tomorrow.

The correct answer is (D).

Justification:

(A) is **not** the best answer because the message is not about Ms. Yamakawa's birthday but Mr. Mori's birthday party.

(B) is **not** the best answer because the message did not mention that Ms. Yamakawa has to return Mr. Mori's call.

(C) is **not** the best answer because the message is not about a meeting.

(D) is the correct answer.

The message is for Ms. Yamakawa about an invitation to Mr. Mori's birthday party tomorrow.

Sample Passage: ILR Level 2

From a newspaper report

10日午後4時30分ごろ東京都杉並区の環状8号線井荻トンネル内で、大型トラックとダンプカーが正面衝突し、大型トラックが炎上、ダンプカーには後続のオートバイが追突した。この事故で、大型トラックとダンプカーの運転手が死亡。追突したオートバイに乗っていた男性（20）も負傷し、杉並区内の病院に運ばれたが、重症の模様。トンネル内は上下線とも通行止めになった。

2. What incident was reported?

- (A) A head-on collision inside a tunnel.
- (B) A roadside fire causing a pile-up.
- (C) A hit-and-run on a national highway.
- (D) An explosion of a delivery truck

The correct answer is (A).

Justification:

(A) is the correct answer.

This passage is a report of a collision inside a tunnel.

(B) is **not** the correct answer. There was no roadside fire, although the truck involved in the accident went up in flames.

(C) is **not** the correct answer. This accident was not a hit-and-run: both drivers mentioned died in the accident.

(D) is **not** the correct answer because there was no mention of an explosion.

3. According to the report, what was one of the outcomes of the incident?

- (A) The motorcycle was destroyed by the fire.
- (B) The driver was being questioned by the police.
- (C) The vehicle was being examined.
- (D) Two people were killed at the scene.

The correct answer is (D).

Justification:

(A) is **not** the correct answer. There is no mention of the motorcycle being destroyed by fire.

(B) is **not** the correct answer. The report did not mention the police questioning the driver.

(C) is **not** the correct answer. The report did not mention the vehicle was being examined.

(D) is the correct answer.

The report states that the drivers of both the large truck and the dump truck died.

Sample Passage: ILR Level 3

From an editorial

「無い袖は振れない。経済の身の丈に合った制度にしなければ」「『カネがないから我慢してくれ』とは言えない、「骨太の方針」の決定を前に、医療費の抑制をめぐる経済財政諮問会議と厚生労働省の攻防が続いている。

天井知らずの医療費を抑えるには経済全体に連動した抑制目標が欠かせない、というのが、諮問会議の主張だ。それに対して、厚生労働省は、目標の必要性は認めるが、経済状況に縛られては必要な医療が受けられなくなる、と譲らない。医療費は毎年1兆円余り増えており、国内総生産（GDP）の伸び率を上回る。いま32兆円の医療費が、20年後には69兆円に跳ね上がるという試算さえある。このままでは国庫負担を増やすか、保険料や自己負担分を引き上げるほかに道がなくなってしまう。

医療費の抑制は、掛け声だけでは実現しない。何らかの分かりやすい目標を定め、それに沿って具体策を講じることが望ましい。とはいえ、伸び率を名目GDPに合わせるという諮問会議の民間議員の提案は、言い値にしても乱暴すぎる。

医療費の膨張は、医者にかかることの多い高齢者が増えているのが主な原因だ。経済が冷え込んだからといって、お年寄りの医療を削れるだろうか。一方の厚労省が経済の動きを反映した抑制目標をかたくなに拒むのも理解に苦しむ。経済が低迷するなか、老後も医療保険で守られるのか、みんな不安に思っている。そうした懸念を解消するには、経済の実勢に合った医療制度に組み替えなくてはならないはずだ。

一連の年金改革のなかで、厚労省は年金の総額の伸びと経済成長とを一致させた。4年前には、老人医療費の上限を高齢者の自然増や経済成長率をもとに設定する「伸び率管理」を提案している。なのに今回はなぜ及び腰なのか。医療にはまだまだムダが多い。必要もないのに入院する「社会的入院」はあちこちで目にする。元気なのに10種類を超す薬を飲んだり、毎日のように医者に通ったりするお年寄りもいる。

生活習慣病の予防に努める。病院を機能ごとに分け、連携を進めることで、入院日数を短くする。厚労省は新たな医療改革として、こうした方策を掲げている。目標を定めて取り組んでこそ実効も上がるし、その成果が確認できるというものだろう。決め方次第では、必要な医療が打ち

切られるような副作用も出 かねない。経済の伸びだけでなく高齢者の増加なども加味することで、国民が納得できるものにするこ とが不可欠だ と思う。

4. According to the editorial, what has been the primary cause of rising medical costs?

- (A) The long-term abuse of resources in medical facilities located in urban areas.**
- (B) The increasing number of senior citizens needing medical treatment.**
- (C) The lack of a central system to monitor medical expenditures.**
- (D) The generous medical coverage for the unemployed.**

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

Justification:

(A) is **not** the correct answer. The passage did not mention the abuse of medical resources.

(B) is the correct answer.

In the third paragraph, the author stated that the number of senior citizens needing frequent medical treatments is large and has caused medical expenditures to increase.

(C) is **not** the correct answer. Although the medical system as a whole has loopholes and allows medical resources to go to waste, the passage did not mention the lack of a system as the major reason for the increasing medical expenditures.

(D) is **not** the correct answer. There is no mention of the type of medical coverage the unemployed are entitled to receive.

5. What did the author recommend be done regarding the problem discussed in the editorial?

- (A) The government should create a policy that encompasses both social and economic concerns.**
- (B) The government should make economic growth its first concern.**
- (C) Local governments should be responsible for their share of medical expenses.**
- (D) People should be informed about their rights and obligations in the new system.**

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

Justification:

(A) is the correct answer.

In the concluding paragraph, the author suggested that the government come up with a policy that takes account of both the aging population and the rate of economic growth.

(B) is **not** the correct answer. The passage does not state that the government should consider economic growth as a means to solve the problem of high medical costs.

(C) is **not** the correct answer. There is no mention of making local governments share the medical expenses.

(D) is **not** the correct answer. The passage does not suggest that the problem stems from people's ignorance of their rights and obligations.

6. In the third paragraph, what does 掛け声だけでは mean as used in the phrase 掛け声だけでは実現しない？

- (A) Empty words
- (B) A piece of bad advice.
- (C) A lack of focus.
- (D) False hopes.

The correct answer is (A).

Justification:

(A) is the correct answer.

The word “掛け声”, when standing alone, means “a rallying cry or shout.” However, when it is put in the context of this phrase 掛け声だけでは実現しない, it refers to a lot of cheering among the group to accomplish something, but no concrete actions.

(B) is **not** the correct answer because it does not mean “a piece of advice” in the context of the phrase.

(C) is **not** the correct answer because it does not mean “a lack of focus” in the context of the phrase.

(D) is **not** the correct answer because it does not mean “false hopes” in the context of this phrase.

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 a conversation between friends.

Transcription:

| |
|---|
| <p>女1：田中さん、この週末、映画に行かない？ 今、トム クルーズの新しい映画やってるんだけど。</p> <p>女2：あ、そう。でも、わたし、小学校の時の友達と会う約束があるんだ。だから、土曜日はダメだけど、日曜日ならいいわよ。</p> <p>女1：じゃ、日曜日にしましょう。</p> |
|---|

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

- (A) Go to a movie with her.
- (B) Meet her friend this Saturday.
- (C) Visit a new theater in town.
- (D) Join a school friend for lunch.

The correct answer is (A).

Justification:

(A) is the correct answer. The woman asked Ms. Tanaka to go to the movies with her this weekend.

(B) is **not** the correct answer. The woman did not ask Ms. Tanaka to meet her friend.

(C) is **not** the correct answer. There was no mention of a new theater in town.

(D) is **not** the correct answer. Ms. Tanaka, rather than the woman, will meet a school friend.

Sample Passage: ILR Level 2

This passage is a conversation between two friends.

Transcription:

女1：週末どうだった？どこか行ったりした？
女2：うん、健二を連れて動物公園に行ってきたんだけど。落ち葉のプールっていう、ちょっとおもしろいのがあったわよ。冬の間も子供たちが遊べるように水の代わりにプールを落ち葉でいっぱいにしてあるの。
女1：へー。で、健二君どうだったって？
女2：ええ、楽しかったって。健二、はしゃいじゃって、すごかったわよ。飛び込んだり、もぐったりして。中は暖かかったって言ってたわ。
女1：そうなの。でもどういう目的なのかしらね。
女2：「都会の子供たちに自然を味わってもらおう」っていうことなんですって。ほら、最近の子って家でテレビを見たり、ゲームで遊んでばかりいて自然の中で遊ぶなんてことなんてあんまりないじゃない？
女1：そうね、そういえば最近、外で遊ぶ子ってなんだかあまり見かけないわね。落ち葉のプールなんて、いい考えね。それ、いつまでやるって？
女2：来月の半ばごろまでって。
女1：じゃ、わたしも子供たち連れて、行ってくるわね。

2. According to the conversation, what is the purpose of the feature that was talked about?

- (A) To inform visitors of new exhibits at the zoo.
- (B) To showcase plants native to the Tokyo region.
- (C) To provide an opportunity for children to experience nature.
- (D) To allow parents to get information about child-rearing.

The correct answer is (C).

Justification:

(A) is **not** the correct answer. There is no mention of new exhibits at the zoo.

(B) is **not** the correct answer. The conversation does not mention plants native to the Tokyo region.

(C) is the correct answer.

According to the conversation, people are concerned that city children hardly play outside these days. The zoo authorities provide a place for children to come into contact with nature while playing.

(D) is **not** the correct answer. The conversation does not mention how or where to obtain child-rearing information.

Sample Passage: ILR Level 3

This passage is from an interview on the radio.

Transcription:

女：また所得税の確定申告のシーズンがやってきましたが、サラリーマンの大半は確定申告を する必要がないせいか、あまり関心がないようですね。

男：そうですね。サラリーマンの場合は月給から天引きのいわゆる源泉徴収と、暮れの年末調整 ですませるケースがほとんどですからね。国としては、その方が確実に国民から税金をとりたてられる、 人件費の削減にもなる、まあ一石二鳥というわけなんでしょうけど。

女：国にとってはいいシステムだということですね。

男：ん～、国にとっては都合のいいシステムかもしれないけど、なんせ1940年代に出来上がったも んですからね、いろいろ欠点もあるんですよ。

女：例えば？

男：今の仕組みだと、すべて人任せ、結局サラリーマンの、自分が税金を収めているという自覚が欠 如しちゃうんですよ。そんな風じゃ、納税者として、政治に参加しようという意欲がわいてくるわけないで しょ。それに、肩代わりせざるをえなくなった会社は、事務の負担がかさむ。社員だって色々な細かい個 人情報まで会社に握られちゃうんですからね。それじゃ、個人の自立とプライバシーを重んじる今の時 代にはそぐわないでしょ。もちろん、今すぐ制度を切り替えるのは難しいかもしれ ませんが。戦後の社会 にずっと定着してきたもんですから。でも、時代も変わってきたんだから、いつまでも古い制度にしがみ ついてないで、申告納税をサラリーマン層に広げる努力をしなければいけない時が来たん じゃないでしょう かね。

女：その時代にあった制度に変えていくということは大切ですね。

男：「やがて増税時代がやってくる」なんて騒ぐ前に、国民一人一人が自分たちの税金がどのよう に使われているのか、もっと関心を持たな きゃね。申告納税がもっとサラリーマン層に広がれば、税金を 納めるといふことの重大さも身にしみて分かるようになるだろうし、もっと政治の動きに目を向けるようにな るはずですよ。今まで受身だったサラリーマンが口やかましい納税者にかかわることがすなわち民主主義 の活性化にもつながるんじゃないかって思うんですよ。

3. What is one drawback of the current tax system discussed by the interviewee?

- (A) It is becoming more costly to manage.**
- (B) It makes little allowance for tax adjustments.**
- (C) It puts people at risk of becoming victims of identity theft.**
- (D) It reinforces people’s indifference to their rights as taxpayers.**

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

Justification:

(A) is **not** the correct answer. The passage states that the current system actually reduces some of the government’s management costs.

(B) is **not** the correct answer. The passage states that there indeed exists an end-of-year adjustment.

(C) is **not** the correct answer. Although the passage states that employers have access to employees’ personal information under the current system, this fact is cited as a drawback in terms of loss of privacy rather than risk of identity theft.

(D) is the correct answer.

In this interview, it is stated that under the current system, since white-collar workers leave tax matters up to their employer, they lack any awareness that they are paying taxes. The interviewee thinks that, as a result, people are not motivated to participate in politics as taxpayers.

4. What suggestion was made to address concerns raised in the interview?

- (A) Make white-collar workers file their own tax returns.**
- (B) Enforce laws dealing with individual privacy issues.**
- (C) Ensure that citizens are better informed about their civic duties.**
- (D) Increase the number of tax brackets for white-collar workers.**

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

Justification:

(A) is the correct answer.

The interviewee pointed out that the current tax system is out-of-date and that it is time for the system to change so that white-collar workers file their own tax returns.

(B) is **not** the correct answer. Although the issue of individual privacy was mentioned, no laws concerning this issue were discussed.

(C) is **not** the correct answer. Although taxpayers' greater involvement in politics was discussed as a desirable goal, there was no mention of informing them of this goal directly.

(D) is **not** the correct answer. The issue of tax brackets was never discussed in the interview.