

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

Burmese 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.

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

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

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

Scoring

Examinee scores are reported in terms of ILR levels, including “plus” ratings. The Burmese DLPT5 Lower-Range tests measure ILR levels 2 through 3. Possible scores are 2, 2+, and 3.

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.

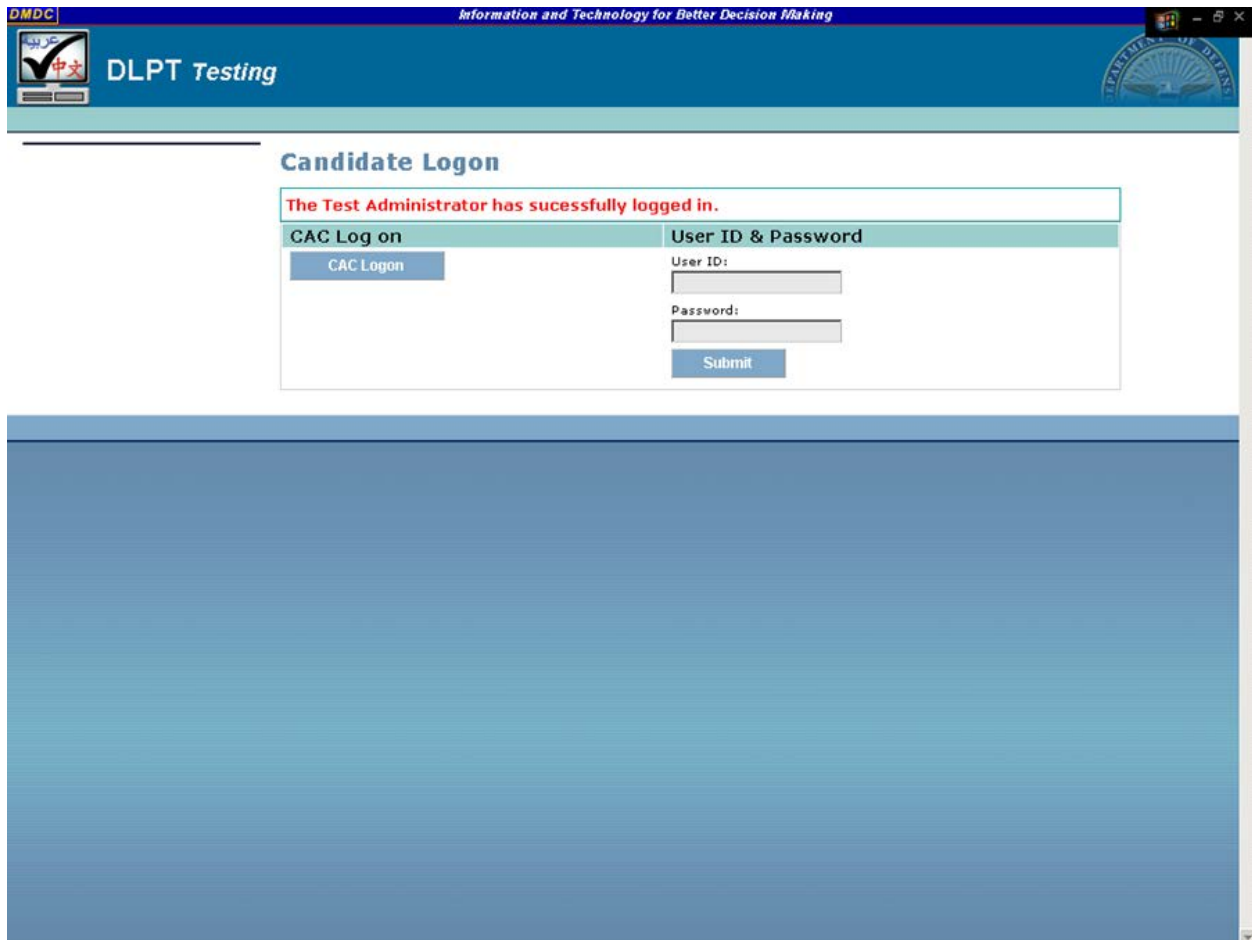
Test Procedures and Instructions for Taking the DLPT5

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

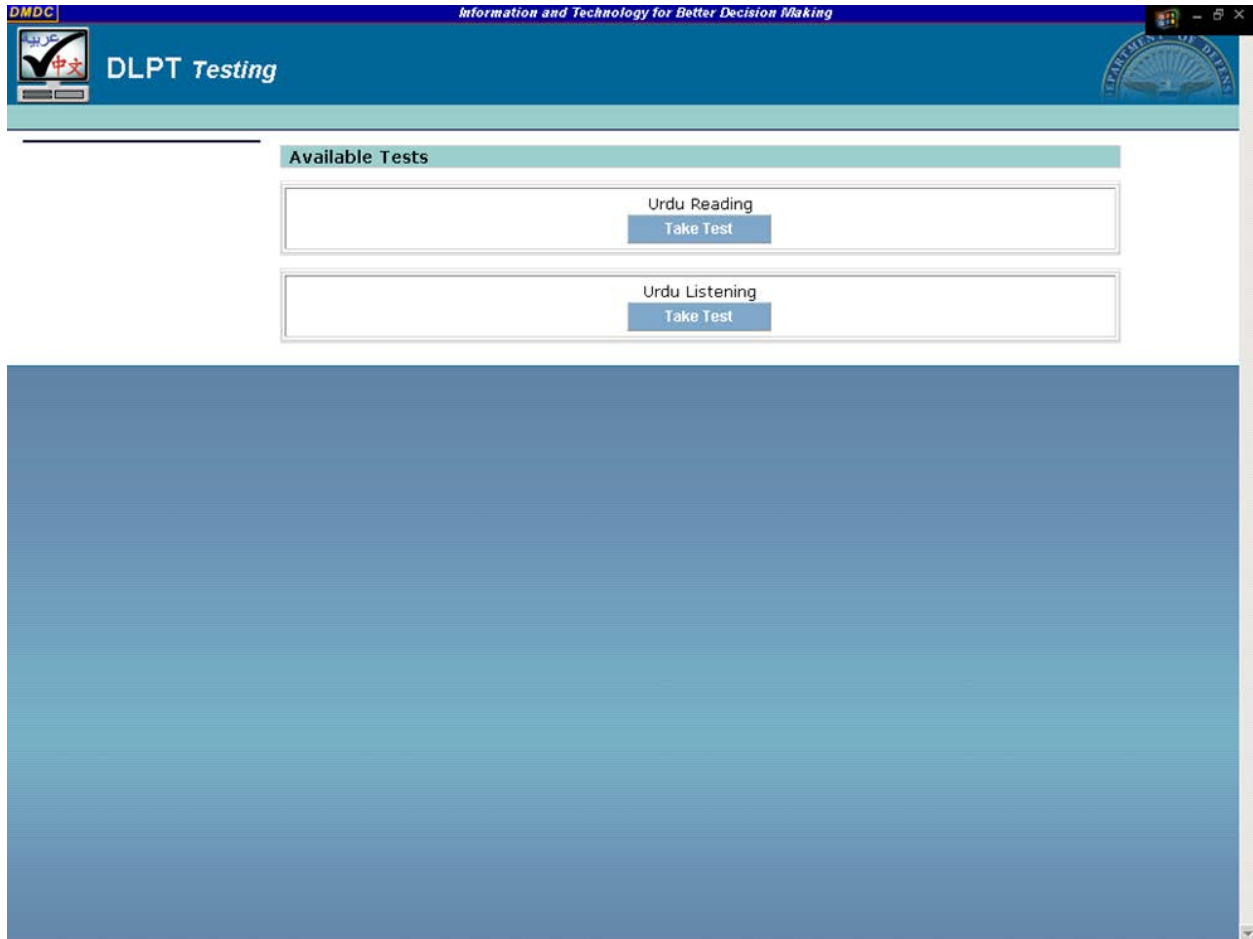
This section is to help prospective examinees become familiar with the test procedures of the DLPT5 multiple-choice Reading and Listening Comprehension Tests. First, there will be a short description of what the examinees see before the actual test begins. Then screenshots of what examinees will see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



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



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

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

DLPT5 Lower Range Reading Comprehension Test for Japanese

<p>DEPARTMENT OF DEFENSE</p> <p>Defense Language Proficiency Test Multiple Choice Format</p>  <p>Japanese Language Code JA</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>FOR OFFICIAL USE ONLY Controlled Item (Test Material)</p> <p>Not to be shown to unauthorized persons Not to be reproduced without authority granted by the Commandant Defense Language Institute Foreign Language Center</p> <p>To begin the test, click the Next button below.</p>
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Help Introduction: Screen 1 of 5 Next

Privacy Act Statement and Disclaimer:

DLPT5 Lower Range Reading Comprehension Test for Japanese

<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; color: red;">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 Japanese	
<p style="text-align: center;">Non-Disclosure Statement:</p> <p>I understand that this test is FOR OFFICIAL USE ONLY and the unauthorized possession, disclosure, or discussion of any of the test content is forbidden. Such unauthorized discussion or disclosure refers to RELATING ANY ASPECT OF THIS TEST TO ANYONE, including an instructor, supervisor, fellow employee, or spouse.</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 Japanese Reading Comprehension Test at this time if there are extenuating circumstances such as fatigue, illness, emotional distress, family or financial problems, etc., which may interfere with my performance on the test; and that the test will be administered at another time acceptable to me, the Test Control Officer (TCO) concerned, and my unit commander.</p> <p><input 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>
Help	Introduction: Screen 3 of 5

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

Reading Comprehension Test

Example of screen layout for the Reading Comprehension Test:

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

The screenshot shows the DLPT5 Reading Comprehension Test interface for Language X. The interface is divided into several sections:

- TITLE BAR:** Located at the top, it indicates the test title.
- ORIENTATION STATEMENT:** Explains the source of the passage in English.
- FOREIGN LANGUAGE PASSAGE:** Contains paragraphs of text in a generic foreign language. Annotations note that paragraphs may be marked with (F1), (F2), etc., and that specific words or phrases are shown in red or highlighted in grey. A red line indicates the end of a passage.
- QUESTIONS:** A list of multiple-choice questions. Annotations explain that to choose an answer, the user should click the button next to that choice, and to change an answer, they should click the button next to that choice. A red line indicates the end of the questions.
- STATUS BAR:** Located at the bottom, it displays the current question number (e.g., Question # 1-3 of up to 33), the time remaining (e.g., Test ends in: 89:49), and a button to go to the next passage.

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

Instructions screen for the Reading Comprehension Test:

DLPT5 Lower Range Reading Comprehension Test for Japanese

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

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

[A sample passage follows on the next screen.](#)

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

Help Introduction: Screen 5 of 5 Back Next

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

DLPT5 Lower Range Reading Comprehension Test for Japanese

Sample Passage

A message found on a desk

山川さん、

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

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 blue-bordered interface for the 'DLPT5 Lower Range Reading Comprehension Test for Japanese'. It 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 is a navigation bar with buttons for 'Help', 'End of Instructions', 'Test ends in : 180:00', 'Back', and 'Start Test'.

DLPT5 Lower Range Reading Comprehension Test for Japanese

End-of-Test Review Information

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

Start of Test

- This reading test contains:
36 passages with a total of 61 questions.
- You are allowed 3 hours (180 minutes) to complete the test.
- There will be a 15 minute break at 90 minutes. The break does not count against the total time allowed for the test.
- When you are ready, click the [Start Test] button below.
- The screen will move to Passage 1 and the clock will begin.

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

Listening Comprehension Test

Example of screen layout for the Listening Comprehension Test:

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

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 this is an orientation statement: "Passage # 1" and "This passage is taken from a news broadcast." The main area contains two multiple-choice questions. A red horizontal line is drawn below the second question. At the bottom of the main area, there is a checkbox labeled "Mark this passage for later consideration." and a "Play Audio" button. A "Help" button is located in the bottom left corner. A status bar at the very bottom displays: "Passage 1 of 40", "2 questions", and "Test Ends in: 178:02".

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.

Help Passage 1 of 40 2 questions Test Ends in: 178:02 Play Audio

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

Time Remaining

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

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

DLPT5 Lower Range Listening Comprehension Test for Japanese

Test Sequence


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

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 Japanese

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

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

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

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

Help Introduction: Screen 6 of 6 Audio Playing

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 shows a test interface with a dark blue border. At the top, it reads "DLPT5 Lower Range Listening Comprehension Test for Japanese". The main content area is white and contains the following text:

Sample Passage

This passage is a conversation between friends.

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

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

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

At the bottom of the interface, there is a dark blue bar containing 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 interface for the DLPT5 Lower Range Listening Comprehension Test for Japanese. The title bar at the top reads "DLPT5 Lower Range Listening Comprehension Test for Japanese". The interface is split into two main panels. The left panel, titled "End-of-Test Review Information", contains a list of instructions for the review period. The right panel, titled "Start of Test", contains details about the test structure and a list of instructions for starting the test. At the bottom of the interface, there is a navigation bar with buttons for "Help", "End of Instructions", "Test ends in : 180:00", "Back", and "Start Test".

DLPT5 Lower Range Listening Comprehension Test for Japanese

End-of-Test Review Information

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

Start of Test

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

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

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

End-of-Test Review Information

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

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

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

Example of the review screen:

DLPT5 Lower Range Listening Comprehension Test for Japanese

End of Listening Test

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

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

From an article in a newspaper

ရှမ်းပြည်နယ် မြောက်ပိုင်း မူဆယ်မြို့တွင် ယနေ့ မတ် (၉) ရက်၊ နံနက် (၉) နာရီခွဲခန့်က ဆိုင်ကယ် ခိုးယူသူ နှစ်ဦးအနက် တစ်ဦးအား တရုတ်နိုင်ငံထုတ် လက်ပစ်ဗုံးတစ်လုံး နှင့်အတူ ဖမ်းဆီးရမိကြောင်း သိရသည်။

ဖြစ်စဉ်မှာ မူဆယ်မြို့ ကမ္ဘောဇဘဏ် (၁) ရှေ့ အားကစားပစ္စည်း အရောင်းဆိုင်ရှေ့ ရပ်ထားသည့် ဆိုင်ကယ်တစ်စီးအား လူနှစ်ဦးက ခိုးယူထွက်ပြေးခဲ့ရာ ဒေသခံ ပြည်သူများက လိုက်လံ ဖမ်းဆီးခဲ့သည်။ မူဆယ်ခရိုင် ပြည်သူ့ဆေးရုံသစ်ကြီး ရှေ့ ဆိုင်ကယ်ခိုးယူသူ နှစ်ဦးအနက် တစ်ဦးအား ဖမ်းဆီးရမိခဲ့ပြီး ကျန်တစ်ဦးမှာ ထွက်ပြေးလွတ်မြောက်သွားကြောင်း သိရသည်။

ဖမ်းဆီးရမိသူ ဆိုင်ကယ်ခိုးယူသူအား စစ်ဆေးရာမှ တရုတ်နိုင်ငံထုတ် လက်ပစ်ဗုံးတစ်လုံး ၊ ခေါက်ခါး တစ်လက် ၊ ဆိုင်ကယ်ခိုးယူရာတွင်အသုံးပြုသည့် သုံးမြောက်ချွန် မာစတာကီးတစ်ခု တို့ အား တွေ့ရှိရပြီး ၎င်းတို့ကို မူဆယ်မြို့မှ ရဲစခန်းမှ ရဲတပ်ဖွဲ့ဝင်များထံ အပ်နှံခဲ့သည်။ အမှုအား တာဝန်ရှိသူများမှ ဆက်လက် စုံစမ်း အရေးယူသွားမည်ဖြစ်ကြောင်း သိရသည်။

1. What is one detail provided about the incident?

- (A) Thieves were chased by local residents after stealing a vehicle.
- (B) Gang members were questioned by police about a series of assaults.
- (C) A motorcyclist was admitted to the hospital following a car accident.
- (D) A traveler was arrested at the airport for possession of narcotics.

The correct answer is (A).

Justification:

(A) is the correct answer.

The article states directly that thieves stole a motorcycle parked in front of a sports shop and then were chased by the local people.

(B) is **not** the correct answer. Nothing in the article mentions gang members who were questioned by police.

(C) is **not** the correct answer. There is nothing in the article about a car accident.

(D) is **not** the correct answer. The article does not mention travelers at the airport or anything about narcotics.

2. What was one result of the investigation?

(A) Commendations were given to local citizens for contributions to public safety.

(B) Information about a police officer's corruption was used in securing a plea deal.

(C) Evidence collected at the crime scene was helpful in advancing another case.

(D) Weapons found among a suspect's belongings were transferred to the police.

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

Justification:

(A) is **not** the correct answer. The article did not mention commendations being given to anyone.

(B) is **not** the correct answer. There is no information in the article is about a police officer's corruption.

(C) is **not** the correct answer. The article does not mention evidence collected at the crime scene, nor does it mention any other case.

(D) is the correct answer.

The article states that the weapons were handed over to the Muse police station.

Sample Passage: ILR Level 3

From an opinion piece in a newspaper

လက်ရှိတွင် မြန်မာနိုင်ငံသည် ဒီမိုကရေစီအသွင်ကူးပြောင်းရေးခရီးရှည်၏ လမ်းအစတွင်ပင် ရှိနေသေးသည်။ နောင်နှစ်များစွာအတွင်း ဒီမိုကရေစီအုတ်မြစ်ကို ခိုင်မာစွာချနိုင်ရေး နှင့် အသွင်ကူးပြောင်းရေး ခရီးစဉ်အတွင်း နာကျင်ထိခိုက်မှုနှင့် ဆုံးရှုံးမှု များ၊ အနည်းဆုံး နှင့် အတတ်နိုင်ဆုံး တည်ငြိမ်အေးချမ်းစွာ ဖြတ်သန်းနိုင်ဖို့ရာ အရေးကြီးပါသည်။

လက်ရှိ အသွင်ကူးပြောင်းကာလသည် ရွေးကောက်ခံအရပ်သားအစိုးရအနေဖြင့် လက်ရှိ ၂၀၀၈ ခုနှစ်ဖွဲ့စည်းပုံအခြေခံဥပဒေဘောင်အတွင်းမှနေပြီး၊ အရေးကြီးကဏ္ဍများတွင် စစ်တပ်၏ အခန်းဏ္ဍကို အသိအမှတ်ပြု အုပ်ချုပ်နေရသည့်ကာလဖြစ်သည်။ နှစ်ပေါင်းများစွာ စစ်တပ်မှ ကဏ္ဍအစုံတွင် တိုက်ရိုက်အုပ်ချုပ်နေခဲ့မှုကို လျှော့ချနိုင်ခဲ့သည်ဆိုသော်ငြားလည်း အရေးကြီးကဏ္ဍတချို့မှာ စစ်တပ် ၏ ချုပ်ကိုင်မှုအောက်တွင် ရှိနေသေး၏။ ထို့ကြောင့် အခြေအနေအရ လက်ရှိဒီမိုကရေစီ အသွင်ကူးပြောင်းကာလသည် အရေးပါသော အင်အားစုများအားလုံး အတွက် ကြီးမားသော စိန်ခေါ်မှုဖြစ်ပေသည်။ ယခု လတ်တလောဖြစ်နေသည့် သတင်းမီဒီယာသမားများအား ဆက်သွယ်ရေးဥပဒေပုဒ်မဖြင့် ဖမ်းဆီးထောင်ချနေမှုများ၊ မတရားအသင်းဥပဒေဖြင့် တရားစွဲဖမ်းဆီးမှုများသည် မြန်မာနိုင်ငံဒီမိုကရေစီ ခရီးလမ်းတွင် ရှောင်လွှဲရမည့် အနေအထားများဖြစ်ပါသည်။ ထို ဥပဒေများအား ဒီမိုကရေစီ စံနှုန်းများနှင့်ညီအောင် ပြင်ဆင် (သို့) ဖျက်သိမ်းမှုများကို အမြန်ဆုံးပြုလုပ်ရမည်ဖြစ်သည်။

အရေးပါသောအင်အားစုများအကြား၊ ထိပ်တိုက်ရင်ဆိုင်မှုသည် မည်သူ့အတွက်မျှ ကောင်းကျိုးပြုမည်မဟုတ်ဘဲ ၊ နိုင်ငံသူ နိုင်ငံသားများကလည်း ထိုအင်အားစုများ၊ အဖွဲ့အစည်းများအပေါ်ယုံကြည်မှု လျော့ပါးလာမည်ဖြစ်ပြီး၊ နောင်တွင် မိမိတို့တစ်ဦးချင်း ဆန္ဒကိုသာ အဓိကထားပြီး ဦးတည်ရာမဲ့သွားနိုင်သည့် အခြေအနေကိုရောက်နိုင်သည်။ ပြည်သူများအနေဖြင့် ဦးဆောင်မည့်အဖွဲ့အစည်းနှင့် မှန်ကန်သည့်ဦးတည်ရာနှင့် သွေဖီကာ တတောတကြက်ဖဖြစ်ကာ နိုင်ငံတည်ငြိမ်မှုကိုပါ ထိပါးနိုင်ပါသည်။ ထို့ကြောင့် အရေးပါသော အင်အားစုများအနေဖြင့် ညှိနှိုင်းတိုင်ပင်ကာ ထိန်းထိန်းသိမ်းသိမ်းလုပ်ဆောင်မှသာလျှင်၊ ဒီမိုကရေစီ အသွင်ကူးပြောင်းရေးအား ချောမွေ့စွာ အကောင်အထည်ဖော် နိုင်မည်ဆိုသည်ကို သတိပြုချုပ် စေလိုကြောင်း တိုက်တွန်းအပ်ပါသည်။

3. According to the author, what is one of the challenges Myanmar is facing?

- (A) The government refuses to make budget changes needed to achieve reforms.**
- (B) Citizens are concerned that a civilian government would weaken national security.**
- (C) The actions of the military jeopardize the transition to democratic principles.**
- (D) Officials are worried that political infighting will threaten peaceful negotiations.**

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

Justification:

(A) is **not** the correct answer. The author does not mention any government refusal to make budget changes.

(B) is **not** the correct answer. There are no concerns mentioned about civilian government weakening the democracy movement and national security.

(C) is the correct answer.

In the second paragraph of the passage, the author makes a point about how the progress of democratic transition was impacted by the military ruling.

(D) is **not** the correct answer. Officials are worried about confrontation between the groups not within each group.

4. What is one thing the author implies that citizens of Myanmar need to do?

- (A) Support realistic candidates to attain solid reforms in government policy.**
- (B) Set aside their personal preferences for the sake of the common good.**
- (C) Launch community movements to stop corruption in local government.**
- (D) Present their political agendas with a consistent show of collective support.**

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

Justification:

(A) is **not** the correct answer. The author mentions nothing in the passage about candidates attaining solid reforms in government policy.

(B) is the correct answer.

The author implies that citizens of Myanmar should put aside individual likes or dislikes and look for common interests.

(C) is **not** the correct answer. The author does not mention community groups or corruption in local government.

(D) is **not** the correct answer. The idea expressed by the option, “Present their political agendas,” is not mentioned by the author; and additionally, the idea of a show of collective support cannot be inferred from the passage.

Listening Comprehension Sample Passages

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

Sample Passage: ILR Level 2

This passage is from a news report.

Transcription:

အသံလွှင့်သူ: တပ်မတော်ကလွှဲပြောင်းရယူခဲ့တဲ့ ထုံးဘိုအကြီးစားစက်ရုံကနေ အခုနှစ်မှာ အင်းလေး Jeep အစီး(၂၀၀)ထုတ်လုပ်မှာဖြစ်ပြီးတော့ နောက်ပိုင်းမှာ တစ်နှစ်ကို အစီး (၁၀၀၀) ထုတ်လုပ်မှာဖြစ်တယ်လို့သိရပါတယ်။တပ်မတော်ကာကွယ်ရေးဦးစီးချုပ်ဟာ ဖေဖော်ဝါရီလ(၂၅)ရက်နေ့လည်ပိုင်းက ထုံးဘိုရှိတပ်မတော်အကြီးစားစက်ရုံကိုရောက်ရှိပြီး စက်ရုံအတွင်းမော်တော်ယာဉ် အတွက်လိုအပ်တဲ့အစိတ်အပိုင်းတွေ ထုတ်လုပ်နေမှု၊ မော်တော်ယာဉ်တွေ တပ်ဆင်ထုတ်လုပ်ထားရှိမှု၊ Machine Shopနဲ့ Diesel Engine Manufacturing Plantအတွင်းနဲ့အင်ဂျင်ထုတ်လုပ်တဲ့လိုင်းတွေရှိစက်ပစ္စည်း တွေကိုလှည့်လည်ကြည့်ရှုစစ်ဆေးခဲ့ပါတယ်။ စက်ရုံကိုတပ်မတော်က လွှဲပြောင်းရယူပြီးချိန်မှာ ရပ်တန့်နေတဲ့မော်တော်ယာဉ်နဲ့ အင်ဂျင်အစိတ်အပိုင်းတွေ ထုတ်လုပ်မှုကို ပြန်လည်ထုတ်လုပ်နိုင်ဖို့ဆောင်ရွက်ခဲ့ပြီးတော့အခုအခါမော်တော်ယာဉ် တွေစတင်ထုတ်လုပ်နိုင်ခဲ့ပြီ ဖြစ်ပါတယ်။ မြန်မာနိုင်ငံမှာ ပထမဆုံး ကိုယ်ပိုင်ဒီဇိုင်းနဲ့ မော်တော်ယာဉ်တွေ စတင်ထုတ်လုပ်နိုင်ခဲ့ပြီ ဖြစ်ရာ အစီး၁၀၀မြောက်ထုတ်လုပ်ပြီးစီးနိုင်လို့ ဂုဏ်ယူပါကြောင်းတပ်မတော် ကာကွယ်ရေးဦးစီးချုပ်ကပြောကြားပြီးတော့ စက်ရုံဝန်ထမ်းတွေအတွက်ချီးမြှင့်ငွေတွေ ပေးအပ်ခဲ့ပါတယ်။

1. What is one fact reported regarding the factory?
- (A) Preparations are being made to manufacture parts for export.
 - (B) Production has been resumed under new management.
 - (C) Plans for hiring a design specialist have been finalized.
 - (D) Vehicles are being recalled for necessary safety upgrades.

The correct answer is (B).

Justification:

- (A) is **not** the correct answer. Nothing is said about the preparations, since production had already begun.
- (B) is the correct answer.
The speaker states explicitly that the factory resumed the production of vehicle and engine parts after the Tatmadaw took over.
- (C) is **not** the correct answer. Although the speaker mentions producing the first custom-designed vehicles, the hiring of a design specialist is not mentioned.
- (D) is **not** the correct answer. The speaker says nothing about recalling vehicles for safety upgrades.

2. What is reported about the commander-in-chief's visit to the factory?

- (A) He was pleased with the achievements of the workers.**
(B) He announced a new training program for employees.
(C) He approved a proposal for expanding the existing facility.
(D) He was impressed with the renovations of the assembly line.

The correct answer is (A).

Justification:

- (A) is the correct answer.
The speaker states that the commander-in-chief said he is proud of the achievement of the completed production of the hundredth vehicle; in addition, awarding bonuses to the workers also shows he was pleased.
- (B) is **not** the correct answer. The speaker does not report that the commander-in-chief mentioned any training programs.
- (C) is **not** the correct answer. The speaker says nothing about a proposal to expand the existing facility.
- (D) is **not** the correct answer. Although the speaker mentions that the commander-in-chief inspected the “assembly of vehicles,” there was no mention of renovations of the assembly line.

Sample Passage: ILR Level 3

This passage is from an interview between a male news anchor and a female local government official.

Transcription:

အသံလွှင့်သူ (M): နောက်တစ်ခုက အခုတချို့ပြည်နယ်တွေမှာ လက်နက်ကိုင် တိုက်ခိုက်မှုတွေ၊ လက်နက်ကိုင် တိုက်ပွဲတွေက အပြင်းအထန် ဖြစ်နေပါတယ်။ ဒါ တိုင်းရင်းသားလက်နက်ကိုင် အင်အားစုတွေက သူတို့ရဲ့ နိုင်ငံရေးလိုအပ်ချက်တွေနဲ့ သူတို့တောင်းဆိုနေကြတယ်။ တိုက်ပွဲဝင်နေကြတယ်။ ဆိုတော့ ဖွဲ့စည်းပုံကို လွှတ်တော်က ပြင်ပေးခြင်းသည် ဒီတိုင်းရင်းသားတွေနဲ့ ဖြစ်ပွားနေတဲ့ စစ်ပွဲတွေ၊ တိုက်ပွဲတွေ လျော့ပါးသွားဖို့အတွက် အထောက်အကူ ပြုနိုင်မယ် ထင်ပါသလားခင်ဗျ။

တာဝန်ရှိသူ (F): ကျမတို့ကတော့ ဒီလွှတ်တော်အတွင်းမှာပေါ့နော်... ဒီလို... ဖယ်ဒရယ်ဒီမိုကရေစီ ပြည်ထောင်စုကိုသွားဖို့အတွက် ဖွဲ့စည်းပုံကို ပြင်တယ်ဆိုတဲ့အခါ အဓိက အရေးကြီးဆုံးက ဗဟိုချုပ်ကိုင်မှုတွေ အရမ်းများနေတယ်။ အဲဒီတော့ ကျမတို့ တိုင်းရင်းသားတွေ လိုချင်တာကတော့ပေါ့နော်... ကိုယ်ပိုင်ပြဌာန်းခွင့်၊ ကိုယ်ပိုင်အုပ်ချုပ်ခွင့်၊ တန်းတူရေး။ ဒီလက်နက်ကိုင်နေရတဲ့ ကိုယ်ပိုင်ပြဌာန်းခွင့်တွေ၊ အဲ... ကိုယ့်ကံ... ကိုယ့်ကံကြမ္မာကို ကိုယ်ဖန်တီးခွင့်တွေ လိုချင်ကြတယ်။ ဥပမာ ကျမတို့ ရခိုင်ပြည်နယ်မှာဆိုလို့ရင်ဒီသယံဇာတတွေလည်း အများကြီးထွက်တယ်။ ရေနက်ဆိပ်ကမ်းတွေ လုပ်တော့မယ်။ နောက်တစ်ခါ ဒါပေမဲ့ ကျမတို့ ရခိုင်ပြည်နယ်အကျိုးအတွက် ဘာမှအထောက်အကူလည်း မဖြစ်ဘူး။ ရာခိုင်နှုန်းအလိုက်လည်း ကျမတို့ ရရှိတာ မရှိဘူး။ ဟို... ဝမှာဆိုလို့ရင် သူတို့က ပြည်နယ်ပိုင်ခွင့် ရှိတဲ့အတွက် ကိုယ်ပိုင်အုပ်ချုပ်ခွင့် ရတဲ့အတွက် သူတို့တိုးတက်လာတာတွေ အများကြီးရှိတယ်။ အဲတော့ ကျမတို့ပြည်နယ်မှာက ကိုယ့်မှာသယံဇာတတွေ အများကြီးရှိရဲ့သားနဲ့ ကျမတို့မှာ ကိုယ်ပိုင်စီမံခွင့်လည်း မရှိဘူး။ ကိုယ်ပိုင်အုပ်ချုပ်ခွင့်လည်း မရှိတဲ့အတွက် ဒီအခြေအနေကို ရောက်နေတဲ့အခါ လက်နက်ကိုင်ဆိုတာ ပေါ်လာပါတယ်။ အဲဒီတော့ ဖယ်ဒရယ်ကို သွားတဲ့အခါလည်း ဖယ်ဒရယ်စနစ်ဆိုတာ အမျိုးမျိုး ရှိပါတယ်။ အဲဒီတော့ တိုင်းရင်းသားတွေ လိုချင်တဲ့ ဖယ်ဒရယ်စနစ် ဖြစ်ဖို့လည်း လိုအပ်ပါတယ်။ အဲဒီအတွက်ကြောင့် ဒီ... ဒီကျမတို့က ဖွဲ့စည်းပုံတစ်ခုကို ပြင်လိုက်တာနဲ့ တိုင်းရင်းသားလက်နက်ကိုင်တွေ လျော့ပါးသွားမယ်ဆိုတာကတော့... ဟို... နည်းနည်းတော့ အလှမ်းဝေးနေအုံးမယ် ထင်... ထင်ပါတယ်။ သူတို့အနေနဲ့ ဘာကိုလိုချင်နေကြလဲ... နော်။ ဒီဖယ်ဒရယ်ကရော ဘယ်လိုပုံစံမျိုးနဲ့ သွားမလဲဆိုတာက ပိုပြီးအရေးကြီးပါတယ်။ အဲဒီအတွက်ကြောင့် ဒီတိုင်းရင်းသားအား လက်နက်ကိုင်တွေ လိုချင်တဲ့ ဖယ်ဒရယ်ကိုလည်း အစိုးရနဲ့ တပ်မတော်နဲ့ ညှိနှိုင်းပြီးတော့ သူတို့လိုချင်တဲ့ ပုံစံနဲ့ ဒီဘက်က လျှော့ပေးနိုင်တဲ့ ပုံစံမျိုးနဲ့ ညှိနှိုင်းပြီးမှသာ အဲ... လက်နက်ကိုင်တွေပေါ့နော်... တဖြည်းဖြည်း အဲလိုလျှော့ပေးသွားမှာဖြစ်တယ်လို့ ပြောချင်ပါတယ်ရှင်။

3. The official implies that her constituents

- (A) have been supplied with arms by militias in other states.**
- (B) have been gradually leaving the region to find work elsewhere.**
- (C) are fighting among each other due to religious differences.**
- (D) are economically exploited by the central government.**

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

Justification:

(A) is **not** the correct answer. The official does not give any information regarding armaments supplied by militias in other states.

(B) is **not** the correct answer. There is no implication that the official's constituents have been leaving the region to find work elsewhere.

(C) is **not** the correct answer. Nothing is said about the official's constituents fighting because of religious differences.

(D) is the correct answer.

The official says that Rakhine has many natural resources, and that deep seaports will be built; however, she also explains that the residents of Rakhine do not receive any percentage of benefits/profits from these resources.

4. What does the official imply about federalism?

- (A) Implementing a federalist system requires interstate cooperation with the central government.**
- (B) Establishing a federalist system through dialogues with ethnic groups does not seem likely.**
- (C) Adopting the proposed federalist system would not address the concerns of minorities.**
- (D) Creating an effective federalist system demands regional subordination to the central government.**

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

Justification:

(A) is **not** the correct answer. The official refers to feuding between the ethnic groups and the central government, but does not mention any feuding between the ethnic groups themselves.

(B) is **not** the correct answer. The speaker indicates the opposite opinion in the last sentence of the passage: “I would like to say that the federalism that these ethnic armed groups want will be negotiated with the government and the military in a way that can reduce [conflict], and the armed groups will gradually decrease.”

(C) is the correct answer.

The official implies that an amendment to the constitution will not be sufficient to reduce armed conflicts; the federal system needs to include self-governance for ethnic groups, i.e., minorities.

(D) is **not** the correct answer. Contrary to the idea of “regional subordination” to a central government, the official is arguing for a federal system that allows for greater self-governance.