

DLPT Familiarization Guide

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

## **Levantine Familiarization Guide**



DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER  
Presidio of Monterey, CA 93944

**THIS PAGE  
INTENTIONALLY BLANK**

## Table of Contents

Introduction	<i>1</i>
<b>Overview of the DLPT5 Multiple-Choice Test</b>	
Description of the DLPT5 Lower-Range Test in Multiple-Choice Format	<i>1</i>
ss Scoring s	<i>3</i>
Preparation for Taking the DLPT5	<i>3</i>
<b>Test Procedures and Instructions for taking the DLPT5</b>	
Test Procedures Overview	<i>4</i>
Listening Comprehension Test	<i>9</i>
End-of-Test Review Information	<i>14</i>
<b>Sample Passages</b>	
Listening Comprehension Sample Passages	<i>15</i>
<b>Appendix</b>	
Interagency Language Roundtable Language Skill Level Descriptions	<i>21</i>

## **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.

## **Overview of the DLPT5 Multiple-Choice Test**

The DLPT5 is a foreign language proficiency test that measures the listening comprehension and reading comprehension of an examinee that has learned a foreign language as a second language. The test is intended to be taken by U.S. government military or civilian employees. The DLPT5 tests measure proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions, levels 0+ through 4 (see Appendix). All DLPT5s are delivered via computer.

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

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

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

## DLPT5 Familiarization Guide

- **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 passages included in the test are sampled from authentic materials and real-life sources such as radio and television broadcasts, the Internet, etc.
  - The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.
  - 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 containing the following parts:
  - **Orientation:** This is a short statement in English that appears before each passage. Its purpose is to identify the context from which the passage is taken.
  - **Passage:** This is the only element of the test that is in the target language being tested. The maximum length of a Listening Comprehension passage in the test is approximately 2 minutes. Most of the passages are much shorter than the maximum length.
  - **Question statement:** Each individual question is based on the passage, is written in English, and is posed in the form of a complete question or an incomplete statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally, questions may ask about 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.

Because test security and confidentiality are extremely important, examinees should not discuss test content with anyone.

## Scoring

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

Scores reflect current functional language proficiency in listening as defined in the ILR Skill Level Descriptions (see Appendix). Scores do **not** reflect proficiency in speaking or writing, nor do they reflect examinees’ job-related performance or ability to perform specific language-related tasks under special circumstance (e.g., 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. Examinees should know that study aids (i.e., dictionaries, reference books, etc.) are not permitted for this test. Note-taking is also not permitted for the Lower-Range test.

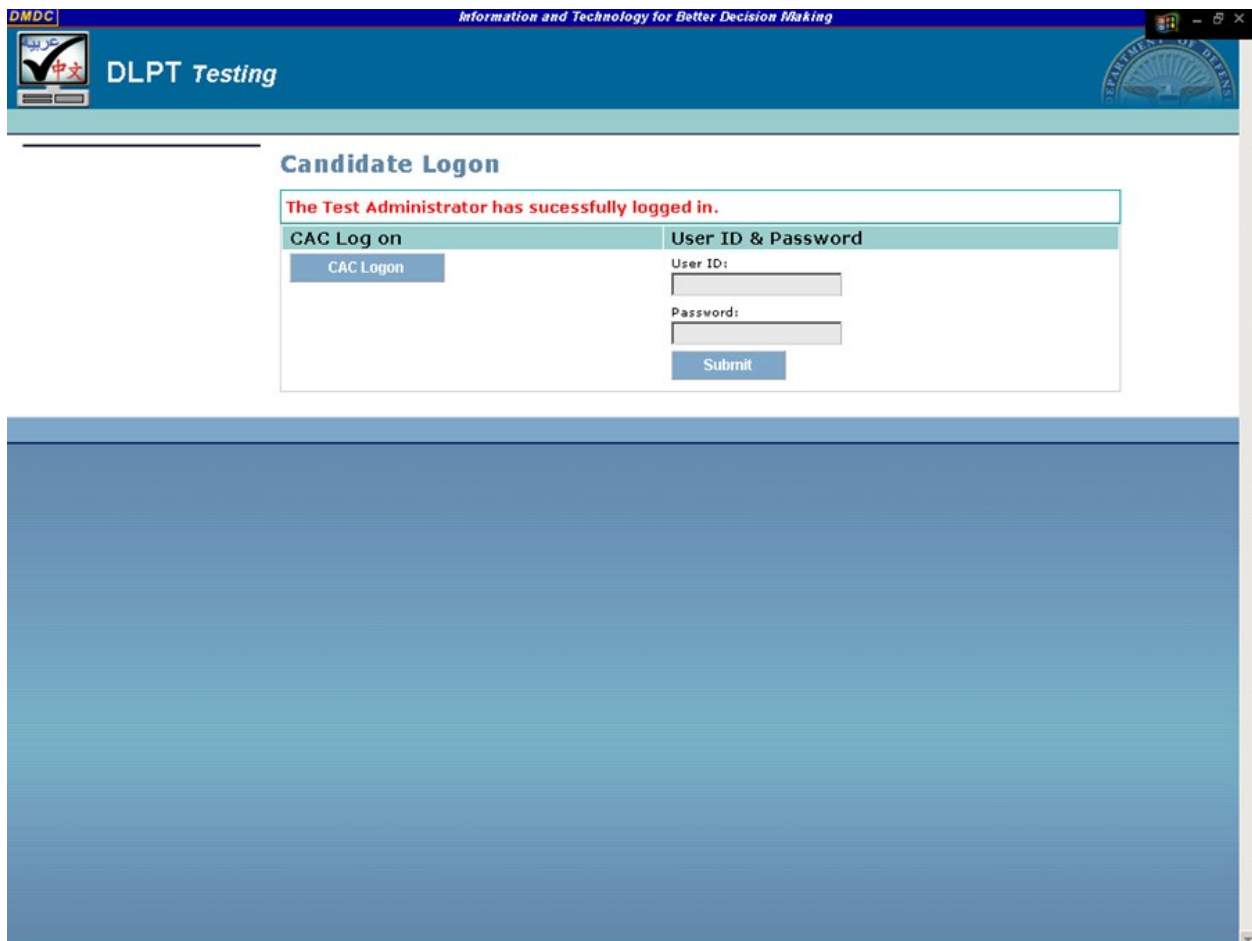
# Test Procedures and Instructions for Taking the DLPT5

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

## Test Procedures Overview

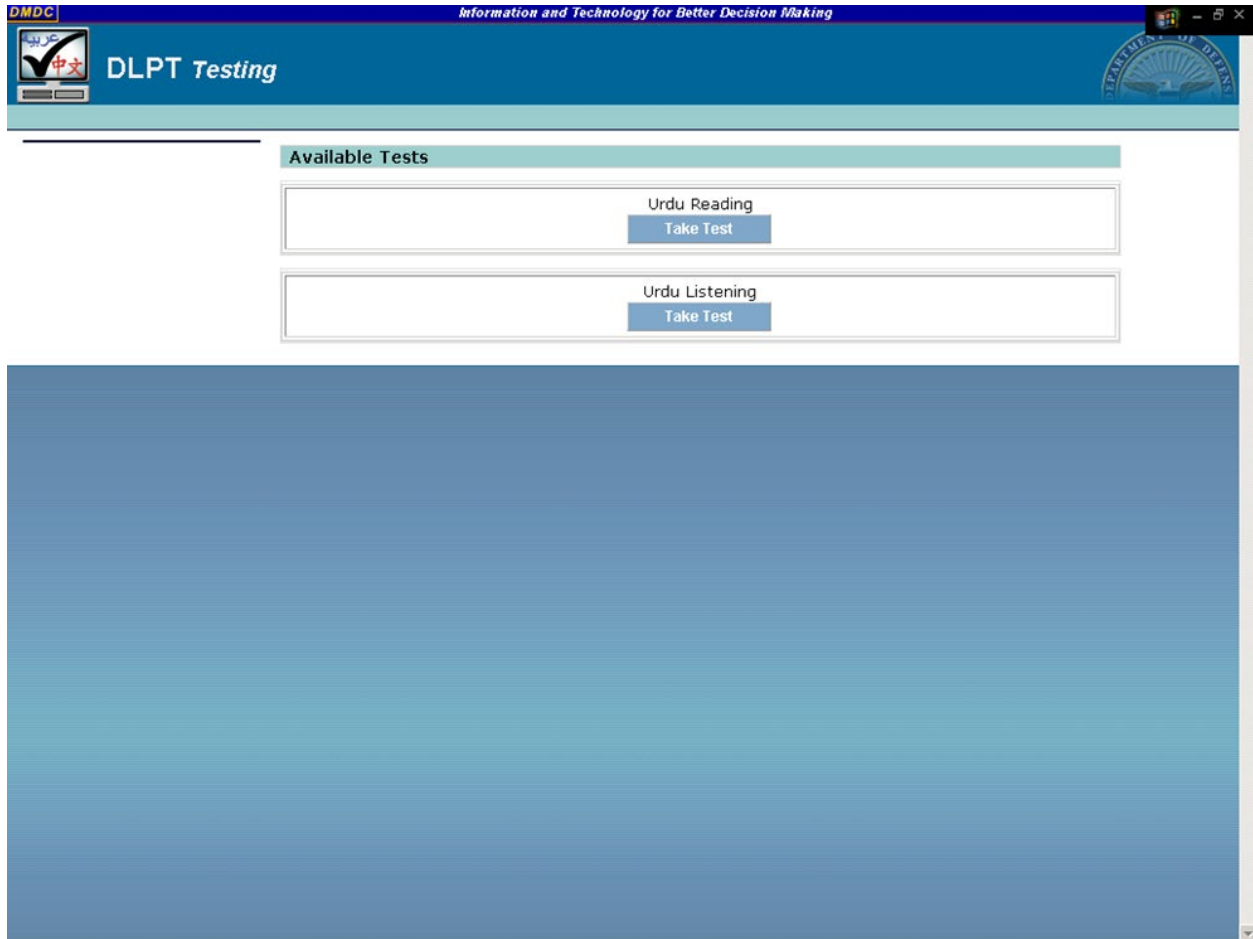
This section is to help prospective examinees become familiar with the test procedures of the DLPT5 multiple-choice Listening Test. First, there will be a short description of what the examinees see before the actual test begins. Then screenshots of what examinees will see on the computer screen will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

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



## DLPT5 Familiarization Guide

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





## DLPT5 Familiarization Guide

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.

**DLPT5 Lower Range Reading Comprehension Test for Japanese**

<p><b>DEPARTMENT OF DEFENSE</b></p> <p><b>Defense Language Proficiency Test</b> Multiple Choice Format</p>  <p><b>Japanese</b> Language Code JA</p> <p><b>Lower Range Reading Comprehension</b></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><b>FOR OFFICIAL USE ONLY</b></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><b>To begin the test, click the Next button below.</b></p>
--	---

Introduction: Screen 1 of 5

[Help](#)

[Next](#)

# DLPT5 Familiarization Guide

## Privacy Act Statement and Disclaimer:

DLPT5 Lower Range Reading Comprehension Test for Japanese	
<p><b>Privacy Act Statement:</b></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><b>Disclaimer for Defense Language Institute Tests:</b></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>
<a href="#">Help</a>	Introduction: Screen 2 of 5

# DLPT5 Familiarization Guide

## Non-Disclosure Statement and Test Administration Statement:

DLPT5 Lower Range Reading Comprehension Test for Japanese	
<p style="text-align: center;"><b>Non-Disclosure Statement:</b></p> <p>I understand that this test is <b>FOR OFFICIAL USE ONLY</b> and the unauthorized possession, disclosure, or discussion of any of the test content is forbidden. Such unauthorized discussion or disclosure refers to <b>RELATING ANY ASPECT OF THIS TEST TO ANYONE</b>, including an instructor, supervisor, fellow employee, or spouse.</p> <p><b>Civilian Personnel:</b> 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><b>Military Personnel:</b> 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;"><b>Test Administration Statement:</b></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>
<a href="#">Help</a>	Introduction: Screen 3 of 5

## DLPT5 Familiarization Guide

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.

### 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." Two multiple-choice questions are listed. A red horizontal line is drawn across the questions. 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.

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

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

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

## DLPT5 Familiarization Guide

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

## DLPT5 Familiarization Guide

Instructions screen for the Listening Comprehension Test (continued):

**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

## DLPT5 Familiarization Guide

Presented here is an example of a Listening sample question (the sample passage audio would be played while the screen is displayed):

*Note: Examinees may select their answers to the questions while the audio is playing.*

The screenshot shows a software interface for a listening comprehension test. At the top, the title reads "DLPT5 Lower Range Listening Comprehension Test for Japanese". Below this, the section is titled "Sample Passage". The passage text states: "This passage is a conversation between friends." A question is posed: "S1. What does the woman ask Ms. Tanaka to do?". There are four radio button options: "Meet her friend this Saturday.", "Visit a new theater in town.", "Join a school friend for lunch.", and "Go to a movie with her.". Below the question, there is a red horizontal line, followed by 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.*

## DLPT5 Familiarization Guide

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.

The screenshot displays the DLPT5 Lower Range Listening Comprehension Test for Japanese interface. 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 is titled "End-of-Test Review Information" and contains a list of instructions for the review period. The right panel is titled "Start of Test" and contains a list of test details. 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".

**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

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

Examinees can move on to the next passage once the audio has finished playing by clicking on the [Next] button. Examinees will **not** be able to go back to previous passages until the end of the test.



## End-of-Test Review Information

At the end of the 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 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	*	18	20	Blank	28	38	*	37	55	*
3	3	*	18	21	*	28	39	*	37	56	*
4	4	*	19	22	*	29	40	*	38	57	*
5	5	*	19	23	*	29	41	*	38	58	*
6	6	*	19	24	*	29	42	*	39	59	*
7	7	*	20	25	*	30	43	*	39	60	*
8	8	*	20	26	*	30	44	*	61	*	
9	9	*	21	27	*	31	45	*			
10	10	*	21	28	*	31	46	*			
11	11	*	22	29	*	32	47	*			
12	12	*	22	30	*	33	48	*			
13	13	*	23	31	*	34	49	*			
14	14	*	24	32	Blank	34	50	*			
15	15	*	24	33	*	35	51	*			
16	16	*	25	34	*	35	52	*			
16	17	*	26	35	*	53					
18	18	*	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 listening taken from Levantine, and their associated questions and answer choices. Explanations of the correct answer for each question are also provided. Examinees should know that study aids (i.e., dictionaries, reference books, etc.) are not permitted during the test. Note-taking is also not permitted during the test.

### 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 from a phone conversation between a customer and a travel agent in Amman.***

Transcription:

زبونة (أ): والله أنا ناوية أروح على سوريا، شو عندكم لسوريا؟  
وكيل سفر (ذ): آه والله في عندنا رحلة مرتبة للشام. في عندنا بتطلي في باصات بولمان حديثة ومكيفة  
وتقعد في أوتيل في الشام أربع نجوم. أوتيل على كيفك، وبتقعد تلت أيام مأكلة، شاربة، نايمة  
وبيفرجو... شمي الهوا وكلشي هذا بميتين دينار بس. شو بدك أحسن من هيك؟  
زبونة (أ): والله هذي فكرة حلوة. طب إحجزلي أنا ولولادي وجوزي، خمس أفراد.  
وكيل سفر (ذ): أهلا وسهلا.

1. What is one thing the customer mentions?

- (A) She will check plans with other agencies.
- (B) She will choose the package deal.
- (C) She will wait for the holiday offer.
- (D) She will discuss plans with her family.

The correct answer is (B).

## Levantine DLPT5 Familiarization Guide

Justification:

- (A) is **not** the correct answer. There was no mention of checking with other agencies during the conversation.
- (B) is the correct answer.  
The customer says that the package deal explained by the travel agent is nice and wants him to make reservations for five people.
- (C) is **not** the correct answer. The customer asks about what the agency has available for a trip to Syria, not about the holiday offer.
- (D) is **not** the correct answer. Although she mentions her family, it is because she wants the agent to make reservations for them, not because she wants to discuss the plan with her family.

Sample Passage: ILR Level 2

**This passage is from an interview featuring a male host and a female music teacher.**

Transcription:

المقدم ١ (ذ): أول اشي أنا بدي أتشكر قبل كلامك أتشكر إدارة المدرسة المعمدانية.  
أستاذة الموسيقى (أ): شكراً.  
المقدم ١ (ذ): يا سلام يا سلام يا سلام!  
أستاذة الموسيقى (أ): شكراً.  
المقدم ١ (ذ): لما بقدموا مجموعة من الصبايا والشباب في هذا المستوى العالمي الموسيقي المتقدم،  
مفخرة، نقطة عالسطر.  
أستاذة الموسيقى (أ): شكراً.  
المقدم ١ (ذ): انتو مدرسة أهلية محترمة وعندكم تاريخ جميل والله يعطيكم العافية.  
أستاذة الموسيقى (أ): شكراً.  
المقدم ١ (ذ): خبرينا عاد عن هاي الفرقة.  
أستاذة الموسيقى (أ): ايه ال... فرقة تأسست تقريباً من ثلاثين سنة على يد المعلمة والمربية الفاضلة  
باربرا جونسون اللي قعدت بالأردن ثلاثين سنة اشتغلت كفلنتير لتبني وتشكل فرق فرقة موسيقية بالمدرسة  
المعمدانية اللي فيها كان هدفها الأساسي انها تبني جيل واعى ايه متفهم متقبل للغير عن طريق استخدام  
ال... موسيقى - ايه وأنا كنت من احدى طالباتها بلشت بال اربع، اربع وتسعين كنت طالبة ب... بالفرقة  
بالمدرسة المعمدانية ومن وقت ما تخرجت من المدرسة بال الفين واربعة وأنا صرت زي مساعدة لا الها.  
خلصت جامعة وخلصت ماجستير وهي تركت على أمريكا وأنا استلمت... ايه مكانها.

**1. According to the music teacher, for what purpose was the school band originally started?**

- (A) To keep students engaged after the school day.
- (B) To pave a way for students to go to university.
- (C) To spread an appreciation for musical arts.
- (D) To build empathy for others through music.

The correct answer is (D).

## Levantine DLPT5 Familiarization Guide

Justification:

- (A) is **not** the correct answer. The teacher did not mention anything about engaging students after the school day in the interview.
- (B) is **not** the correct answer. The teacher mentioned university to introduce her own background, not to say that the band was started for students to go to university.
- (C) is **not** the correct answer. There is no mention that the band was created to spread an appreciation for musical arts.
- (D) is the correct answer.  
The teacher mentioned that Barbara Johnson created the musical band to “understand generations” and learn to accept others by using music.

Sample Passage: Level 3

**This passage is from a Lebanese talk show with a female program host interviewing a male forensic doctor in Beirut.**

Transcription:

مستضيفة البرنامج (أ): خَلينا نبدا معك دكتور ملاح. يعني حضرتك عم بتشوف شبه يومياً—  
الطبيب الشرعي (ذ): إي.  
مستضيفة البرنامج (أ): -جرائم قتل.  
الطبيب الشرعي (ذ): لأ، مش شبه يومياً، بس الجرائم عم تحصل بلبنان، للأسف صايرة بشكل شبه يومي.  
مستضيفة البرنامج (أ): ما هوي إذا في أربعة بالنهار، فيهن يتوزعوا على الأيام، إذا عم نحكي عن المعدل يعني [تضحك].  
الطبيب الشرعي (ذ): إي، للأسف، وصل الموضوع لأرقام قياسية بلبنان. أنا من جيل الحرب وعشنا بالـ 75-76 كان في غياب كلي للدولة، للضابطه العدليه، وللقضاء كان غياب شبه كلي. ما وصلت هالنسب المرتفعه للجريمه مثل الشئ يللي وصلنالو هالأ. وبعدا الأمور عم تستمر. رغم الحمله الإعلاميه يللي صارت من شهر ومن شهرين، كل يوم عم نتفاجأ بشئ جديد، وبنوع جديد، وبطريقه جديدة، وكأنو كل هالتهديدات يللي صدرت، وكل هالتواعد من الأجهزة الأمنية، ومن القضاء، والمطالبات ما لقيت أي صدی.  
مستضيفة البرنامج (أ): إذا بدي فوت شي شي شي أبعد من مهمتك أحياناً، يعني لما شخص بشوف هالكَم من العالم، وبهالظروف، بيقدر يستنتج نوع المشكله الاجتماعيه يللي عم بتوصل لهون. شو هي نوعيه المشاكل الاجتماعيه؟  
الطبيب الشرعي (ذ): نوع المشكله هي ثقافة هالبيئه، ثقافة هالشعب. في بعض دول العالم أُلغيت السجون. يعني شبه أُلغيت العقوبه، يعني انعدمت الجريمه. عنّا صارت ثقافة شعب. مثلاً بشوف مثل واحد قوص - قوص إنسان. ليش قوصتو؟ بقلي لأنو سبني. عملية شتيمه، ردت فعل، بشيل مسدس وبقوصوه. هيدي صارت ثقافه. ويللي زاد الأمور، حالة اليأس يللي عايشها الشعب اللبناني. الشعور بالمظلوميه وبالإضطهاد. وهيدا إلو تراكماتو—  
مستضيفة البرنامج (أ): نعم.  
الطبيب الشرعي (ذ): —تراكماتو السياسيه، والإجتماعيه، والأخلاقيه، والثقافيه، والإقتصاديّه - عم بيودي بالشباب - ردت فعلو، بدو يفجر طاقاتو. بدو يبرز حالو، غير أبه بالعواقب - إنو بقتل—  
مستضيفة البرنامج (أ): نعم.  
الطبيب الشرعي (ذ): المخدرات إلهها وجودا.  
مستضيفة البرنامج (أ): نعم.  
الطبيب الشرعي (ذ): الكحول إلو وجودو.

1. What is the forensic doctor's purpose in referring to the prisons of other countries?

- (A) To propose that the Lebanese prison system should be abolished.
- (B) To prove that harsher penalties are an effective crime deterrent.
- (C) To show that societies can eliminate violence from their cultures.
- (D) To suggest that youth in other countries express despair differently.

The correct answer is (C).

Justification:

- (A) is **not** the correct answer. In the interview, there is no reference to the Lebanese prison system.
- (B) is **not** the correct answer. The forensic doctor implied that crime can only be eliminated only through education and social awareness, not that harsher penalties are an effective crime deterrent.
- (C) is the correct answer.  
The forensic doctor compares Lebanon with some countries that have abolished prisons. He points out that crime has become the people's culture in Lebanon, but that crime can be eliminated as has been done in other countries.
- (D) is **not** the correct answer. There is no indication in his interview, of youth expressing despair differently in other countries.

## Appendix

### Interagency Language Roundtable (ILR) Language Skill Level Descriptions

#### Preface

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

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

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details. Unless otherwise specified, the term “native speaker” refers to native speakers of a standard dialect.

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

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



## **ILR Language Skill Level Descriptions: Listening**

### **Listening 0 (No Proficiency)**

No practical understanding of the spoken language. Understanding is limited to occasional isolated words with essentially no ability to comprehend communication.

### **Listening 0+ (Memorized Proficiency)**

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

### **Listening 1 (Elementary Proficiency)**

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

### **Listening 1+ (Elementary Proficiency, Plus)**

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding is uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections) but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand facts.

**Listening 2 (Limited Working Proficiency)**

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

**Listening 2+ (Limited Working Proficiency, Plus)**

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

**Listening 3 (General Professional Proficiency)**

Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers if they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications.

**Listening 3+ (General Professional Proficiency, Plus)**

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

**Listening 4 (Advanced Professional Proficiency)**

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

**Listening 4+ (Advanced Professional Proficiency, Plus)**

Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme nonstandard dialects and slang, as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of the well-educated native listener but still not equivalent.

**Listening 5 (Functionally Native Proficiency)**

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech.