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

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 System (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 on 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 who 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 A). 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 this 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 Thai DLPT5 Lower-Range Test
in Multiple-Choice Format

- **Test Design**

    o The Lower-Range Reading Test contains approximately 60 questions with about 36 passages. Each passage has up to 4 questions with four answer choices per question. Passages originate from authentic Thai materials.

    o The Lower-Range Listening Test contains approximately 60 questions with about 37 passages. Each passage has up to 2 questions with four answer choices per question. Passages originate from authentic Thai materials.

    o 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.

- o The examinee has 3 hours to complete the Reading Test and 3 hours to complete the Listening Test. Approximately halfway through each test, the examinee 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, the examinee may take as much or as little time as desired to answer the questions. Managing the time effectively is the examinee's responsibility, just as it is on the Reading Test.

- **Test Content**

  - o The DLPT5 is designed to measure proficiency in the target language regardless of how it 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.

  - o The 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.

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

  - o The content of the test forms will be systematically updated.

- **Test Format**: The test includes instructions on how to take the test, examples on how to answer the questions, and question sets containing the following parts:

  - o **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.

  - o **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. The maximum length of a reading comprehension passage is approximately 400 words. Most of the passages are much shorter than the maximum length.

  - o **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 expressions that are used in the passage. The number of questions based on the passage is related to the length and complexity of the passage.

  - o **Answer choices**: Each question statement is followed by 4 answer choices, also written in English, only one of which is the best 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. Upper-Range tests are intended to cover ILR levels 3 through 4. Possible scores are 3, 3+, and 4. Separate scores are reported for reading and listening.

Scores on either type of test reflect current functional language proficiency in reading and listening as defined in the ILR Skill Level Descriptions (see Appendix A). 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 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 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 Reading and Listening tests. Test procedures and instructions for both the Reading and Listening 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 tests. First, there will be a short description of what the examinees see before the actual test begins. Then screen shots 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.
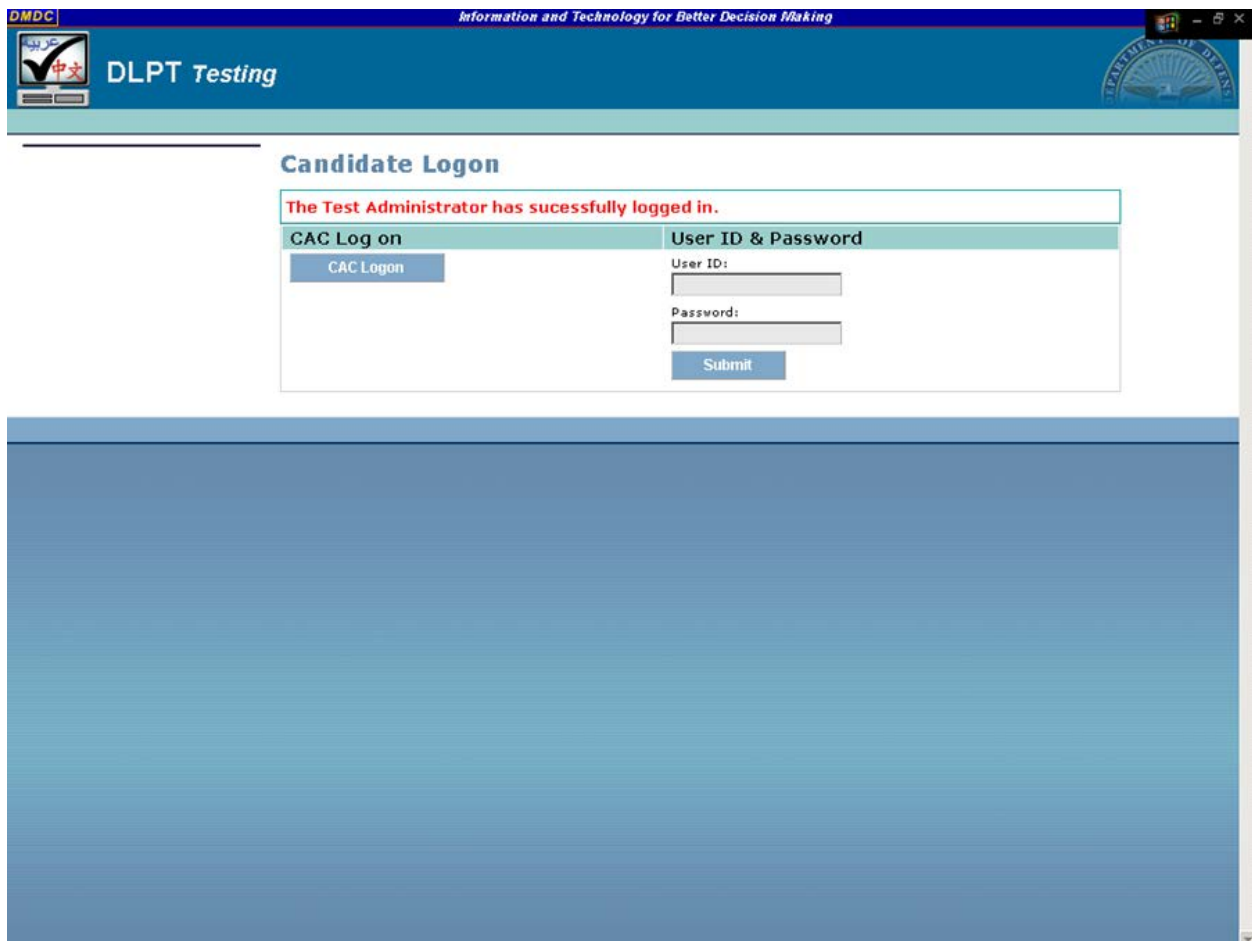
The next screen provides a list of tests for which the examinee is eligible; the examinee selects the appropriate test from the list.
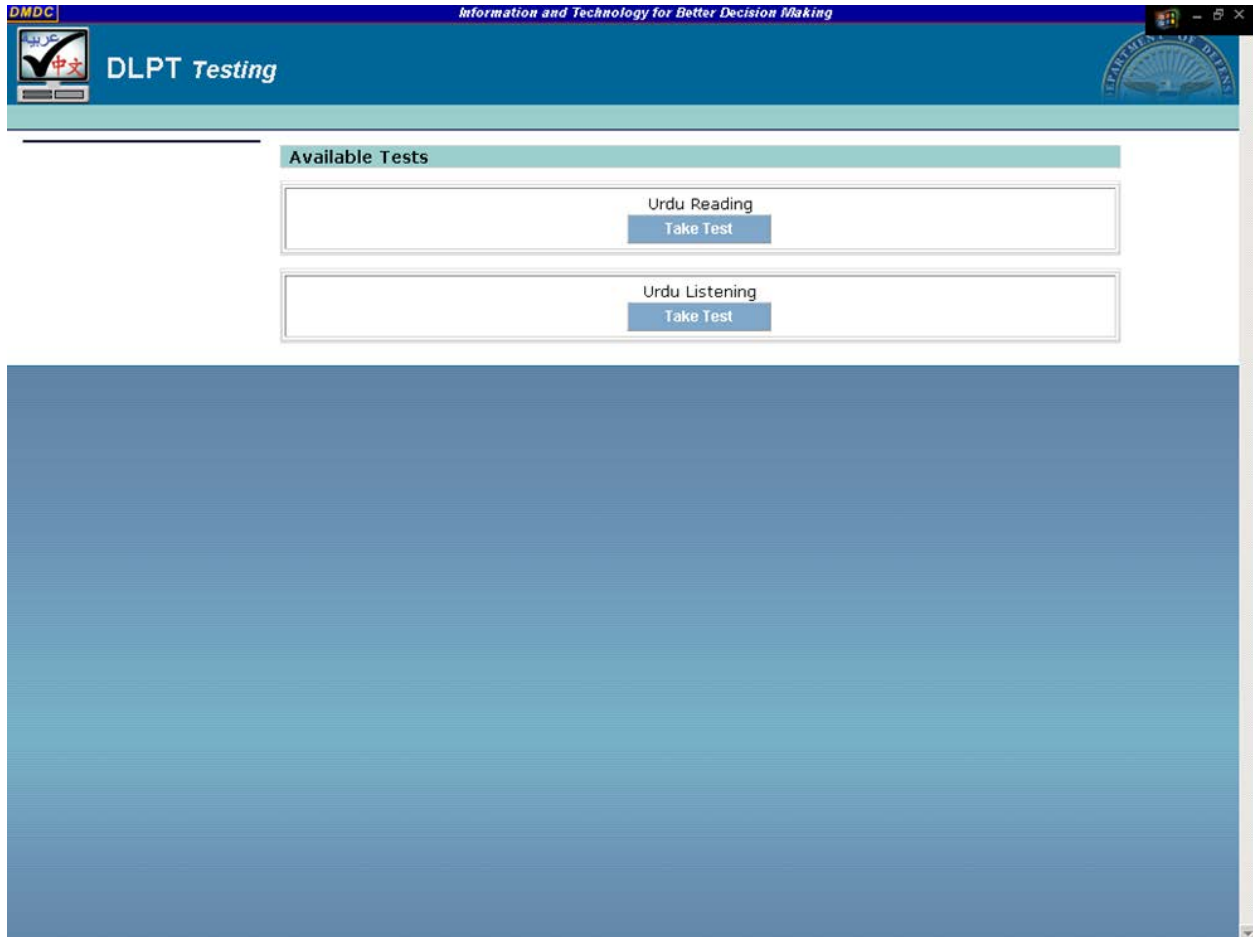
Once the test has been selected, a series of introductory screens appears. These screens contain the Privacy Act Statement, the Disclaimer for Defense language Institute Tests, the Test Administration Statement (of the examinee's ability to take the test at that time), and the Non-Disclosure Statement. The examinee must click on the indicated checkboxes under the Disclaimer and the Non-Disclosure Statement before navigating to subsequent screens.

Privacy Act Statement and Disclaimer:

DLPT5 Lower Range Reading Comprehension Test for Japanese

Privacy Act Statement:

Disclosure of requested information is solicited under the authority of Title 10, United States Code 3012, Executive Order 9397 and Army Regulation 600-2 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.

Disclaimer for Defense Language Institute Tests:

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.

☐ I confirm having read and understood both the Privacy Act Statement and the Disclaimer.

Click on the checkbox above to confirm.

Help   Introduction: Screen 2 of 6

Test Administration Statement and Non-Disclosure Statement:

DLPT5 Lower Range Reading Comprehension Test for Japanese

Test Administration Statement:

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 Administrator, and my unit commander.

Non-Disclosure Statement:

I understand that this test is FOR OFFICIAL USE ONLY and the unauthorized discussion, disclosure or possession of any part of this test 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. Such unauthorized discussion or disclosure refers to RELATING ANY ASPECT OF THIS TEST TO ANYONE, including an instructor, fellow service member, spouse, or class member.

☐ I confirm having read and understood both the Test Administration and the Non-Disclosure Statements.

Click on the checkbox above to confirm.

Help   Introduction: Screen 3 of 6

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

Reading Comprehension Test

Example of screen layout for the reading comprehension test:
Note: The example text represents a generic foreign language; it is not meant to be intelligible. Explanations of the parts of the screen are provided.

Note: On an actual reading comprehension test, if a question asks about a specific word or phrase, that word or phrase is highlighted in the text by appearing in red font OR by appearing with a grey background.

Instructions screen for the reading comprehension test:

DLPT5 Lower Range Reading Comprehension Test for Japanese

INSTRUCTIONS

- Read the short statement before each passage that tells you where the passage came from.

- Read the passage and the 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 6 of 6   Back   Next

The next screen contains one sample passage with its associated question(s).

 Example of a reading sample passage:

9/27/2017   11

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

Start of Test screen for the reading comprehension 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 change any answer or respond to any questions you have not answered.
- Detailed instructions for this review will be given at the end of the test.

Start of Test

- This reading test contains 36 passages and 61 questions.
- You are allowed 3 hours to complete the test.
- There will be a break at approximately 90 minutes. The break does not count against your time.
- When you are ready, click on the [Start Test] button below.
- The screen will move to Passage 1 and the clock will begin.

You are about to RESUME your test.
The clock will be restored to reflect remaining time.
The test will move to the most recently viewed passage.

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

Listening Comprehension Test

Example of screen layout for the listening comprehension test:

The next two screens contain instructions for the listening comprehension test. Note that examinees may select their answers to the questions while the audio is playing.

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 [Help] button and a [Play Audio] button will be visible.

- When you click on 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. The [Help] button will not be active while the audio is playing. *If you experience technical difficulty when the [Help] button is not visible, raise your hand.*

- 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 on 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 on the [Help] button *before* moving to the next passage.

The Clock

- The amount of time allotted for this test is 180 minutes (3 hours).

- 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, test your volume.

Test Volume

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

Help   Introduction: Screen 6 of 7   Back

Instructions for the listening comprehension test (continued):

DLPT5 Lower Range Listening Comprehension Test for Chinese-Mandarin

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

Example of listening sample questions (the sample passage audio is played while the screen is displayed):

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

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.

- Detailed instructions for this review will be given at the end of the test.

Start of Test

- This listening test contains 39 passages and 61 questions.

- The test is 180 minutes (3 hours) long.

- There will be a 15-minute break after Passage 23. The break does not count against the total time allowed for the test.

- When you are ready, click on the [Start Test] button below.

- The screen will move to Passage 1 and the clock will begin.

  You are about to RESUME your test.
  The test will move to the most recently viewed passage.

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

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.

From the review page, examinees will be able to 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:

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 Thai, and their associated questions and answer choices. Explanations of the best 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.

Reading Comprehension Sample Passages

Sample Passage: ILR Level 1

An announcement on a website

- "ตรงเวลา"

  เปิดโอกาสให้คุณเลือกซื้อนาฬิกาชื่อดังระดับโลกรุ่นใหม่ล่าสุดด้วยส่วนลดถึง 72%

- สินค้าทุกชิ้นเป็นของแท้ 100%

  นำเข้าจากผู้จำหน่ายที่ได้รับแต่งตั้งของแบรนด์นั้นๆ โดยตรง

- "ตรงเวลา" ตั้งอยู่ไม่ไกล เพียงห้านาทีเท่านั้น จากเซ็นทรัลพระรามสอง

1. **What is announced?**

   (A) Discount sale.
   (B) Repair service.
   (C) Antique show.
   (D) Job opening.

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

Justification:

(A) is the correct answer.
The announcement states that buyers have an opportunity to purchase recent models of famous watches with a 72% discount.

(B) is **not** the correct answer. The announcement does not mention a repair service.

(C) is **not** the correct answer. The announcement refers to a sale of recent models of world-class watches. There is no mention of antique watches.

(D) is **not** the correct answer. The announcement mentions a discount sale of merchandise and distributors of watches. There is no mention of a job opening.

Sample Passage: ILR Level 2

From a news report

มะเขือเทศถือได้ว่า เป็นพืชที่มีความสำคัญทางเศรษฐกิจและอุตสาหกรรม
ทั้งยังเป็นพืชที่อุดมไปด้วยคุณค่าทางอาหารเช่นวิตามินซี วิตามินเอ ฟอสฟอรัส
โพแทสเซียม แมกนีเซียมและแร่ธาตุอื่นๆ อีกหลายชนิด ดังนั้น
ทางโครงการหลวงร่วมกับบริษัทซิซซ์เลอร์จึงได้พัฒนาการปลูกมะเขือเทศให้ได้หลา
กหลายสีสัน เป็นการปลูกมะเขือเทศแฟนซีแห่งแรกในประเทศไทย
โดยปลูกที่ศูนย์พัฒนาโครงการหลวงหนองหอยอำเภอแม่ริม จังหวัดเชียงใหม่
คุณนงชนก สถานานนท์ ผู้ช่วยรองประธานบริหารกลุ่มการตลาดบริษัท เอส แอล
อาร์ ที จำกัด
ผู้ดำเนินงานร้านอาหารซิซซ์เลอร์ในประเทศไทยและประเทศจีนเปิดเผยว่า
ภายหลังจากที่ซิซซ์เลอร์ได้เปิดตัวแคมเปญซิซซ์เลอร์รักสุขภาพ
และเริ่มใช้ผักโครงการหลวงไว้บริการลูกค้าของซิซซ์เลอร์ตั้งแต่เดือนกันยายนปีที่ผ่า
นมานั้น ซึ่งก็ได้รับการตอบรับจากลูกค้าเป็นอย่างดี
เห็นได้จากจำนวนลูกค้าที่มาใช้บริการในร้านซิซซ์เลอร์ทั้ง ๓๗ สาขาทั่วประเทศ
มีจำนวนเพิ่มขึ้น เพื่อเป็นการตอกย้ำภาพลักษณ์ของ
แบรนด์ภายใต้แนวคิด "ซิซซ์เลอร์ ศิลป์แห่งการรับประทาน ศิลป์แห่งการดำรงชีพ"
ซิซซ์เลอร์จึงสรรหาผักสดประเภทใหม่ๆ เพิ่มเติมในสลัดบาร์ไว้บริการลูกค้า
ซึ่งส่วนใหญ่นิยมรับประทานสลัดจากสลัดบาร์ควบคู่กับการรับประทานอาหารประเ
ภทเมนูย่าง ทั้งประเภทเนื้อสัตว์และซีฟู้ด
ทั้งนี้เพื่อสร้างคุณประโยชน์เพิ่มเติมและสร้างความสุขให้กับกลุ่มลูกค้าของซิซซ์เลอร์
ที่รักการดูแลสุขภาพมากขึ้น

1. What is one thing Sizzler did in collaboration with the Royal Project?

  (A) Sizzler began working with the Royal Project to donate food to charity organizations.

(B) Sizzler began using vegetables from the Royal Project to serve restaurant customers.

(C) Sizzler partnered with the Royal Project to raise funds for small-scale local farmers.

(D) Sizzler partnered with the Royal Project to raise food-safety awareness in the region.

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

Justification:

(A) is **not** the correct answer. Sizzler was working in cooperation with the Royal Project on growing new varieties of tomatoes, but there was no plan to donate them to charity organizations.

(B) is the correct answer.
The report states that Sizzlers began serving vegetables from the Royal Project after it launched the campaign "Sizzler loves health."

(C) is **not** the correct answer. Although the report mentions the involvement of Sizzler in the farming of the first Fancy Tomatoes in Chiang Mae Province, there is no reference to fundraising for small-scale, local farmers.

(D) is **not** the correct answer. Although the report states that Sizzler was interested in emphasizing the image of a restaurant that serves fresh vegetables and healthy food, there is no mention of raising awareness of food safety.

2. **According to the report, what is the reason Sizzler is making changes to its salad bar?**

   (A) To encourage diners with health issues to reduce meat consumption.
   (B) To compete more successfully against other popular restaurant chains.
   (C) To show the company's commitment to buying locally grown produce.
   (D) To increase the level of satisfaction among health-conscious customers.

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

Justification:

(A) is **not** the correct answer. Although the report states that Sizzler's customers like to eat grilled meat and seafood in addition to salad, there is no reference to encouraging them to consume less meat.

(B) is **not** the correct answer. There is no mention of other restaurant chains in the report.

(C) is **not** the correct answer. Although the report mentions that Sizzler uses vegetables from the Royal Project, it does not state that the company does it because of a commitment to buy locally grown produce.

(D) is the correct answer.
In the second paragraph it is stated by the assistant executive vice president of marketing that Sizzler launched a campaign titled "Sizzler loves health," and at the closing paragraph, it is stated again that Sizzler wants to increase the happiness of its health-conscious costumers.

Sample Passage: ILR Level 3

From an opinion piece in a newspaper

ไหนบอกว่า มีเขื่อนแควน้อยแล้วน้ำจะไม่ท่วม อ. บางระกำ อ. พรหมพิราม
จ. พิษณุโลก ไหนบอกว่า มีเขื่อนป่าสักแล้วน้ำจะไม่ท่วมลพบุรี อยุธยา อ่างทอง
ไหนบอกว่า เมื่อมีเขื่อนแล้วจะป้องกันน้ำท่วมได้ เหล่านี้คือ "วาทกรรม"
ที่นักสร้างเขื่อนมักจะออกมาพูดโฆษณาชวนเชื่อกลบเกลื่อนความจริงมาโดยตลอด

เมื่อมีเหตุน้ำท่วมขึ้นมาทีไร ก็จะพลอยโทษฟ้าโทษฝน สารพัดข้ออ้าง
เสร็จสรรพแล้วก็ยัดเหตุผลว่าทางแก้ที่ดีที่สุดคือ "การสร้างเขื่อน" อย่างเดียวเท่านั้น
โดยไม่ยอมพูดความจริงต่อสังคมว่า ที่พูดไปนั้นเป็นแค่ "กลลวง" ทั้งสิ้น แท้จริงแล้ว
การสร้างเขื่อนเพียงแค่ถูกใช้เป็นเหตุผลให้ได้มาซึ่งงบประมาณส่วนเกิน
ซึ่งต้องเป็นเงินทอนให้ผู้อนุมัติโครงการและตรวจรับงาน ๒๐-๓๐%
กันอย่างอิ่มหมีพีมันเท่านั้น
กี่เขื่อนแล้วที่สร้างขึ้นมาเพื่ออ้างป้องกันน้ำท่วมแล้วมันสามารถป้องกันได้จริงไหม
โดยเฉพาะเขื่อนที่เป็นตำนานมหากาพย์ที่สุดในขณะนี้ คือ "เขื่อนแก่งเสือเต้น"

เขื่อนแก่งเสือเต้น
เริ่มต้นเดิมทีเป็นแค่โครงการสร้างเขื่อนเพื่อผลิตกระแสไฟฟ้าของการไฟฟ้าฝ่ายผลิตแ
ห่งประเทศไทย (กฟผ.) แต่พอชาวบ้านเขาคัดค้านกันมาก
รวมทั้งเมื่อศึกษาผลกระทบสิ่งแวดล้อม (EIA)
แล้วพบว่าเป็นการทำลายทรัพยากรของโลกมากที่สุดแห่งหนึ่ง
ธนาคารโลกจึงไม่ยอมปล่อยเงินกู้ให้
ก็เลยใช้เล่ห์กลโยนให้กรมชลประทานมาเป็นเจ้าภาพแทนในปี ๒๕๒๘
โดยใช้ข้ออ้างว่า เพื่อการชลประทานและป้องกันน้ำท่วม ทั้งๆ
ที่พื้นที่ดังกล่าวก็มีเขื่อนอยู่แล้วมากมาย แต่ก็ยังไม่สามารถช่วยป้องกันน้ำท่วมได้

แต่ทว่า

รัฐบาลทุกชุดที่เข้ามาบริหารประเทศก็มักจะพยายามปลุกผีรื้อฟื้นการสร้างเขื่อนแก่งเสือเต้นขึ้นมาอยู่เสมอ ๆ

โดยผ่านกระบวนการวาทกรรมของพวกนักสร้างเขื่อนในกรมชลประทาน

โดยความร่วมมือกับนักการเมืองท้องถิ่นและระดับชาติ

ข้าราชการในพื้นที่ที่ประจบสอพลอตั้งแต่แพร่ สุโขทัย พิษณุโลก พิจิตร นครสวรรค์

ฯลฯ

ปัญหาน้ำท่วมในพื้นที่ดังกล่าวไม่ใช่ปัญหาที่เกิดขึ้นเพราะไม่มีเขื่อน

แต่เป็นปัญหาที่มีการตัดไม้ทำลายป่าและเผาป่ากันอย่างมโหฬารทุกปี

ปล่อยให้มีการทำข้าวไร่ข้าวโพดกันบนยอดเขาอย่างผิดกฎหมายโดยที่ข้าราชการและหน่วยงานราชการต่าง ๆ ที่เกี่ยวข้องในพื้นที่ต่างละเว้นเพิกเฉยเอาหูไปนา เอาตาไปไร่ ไร้การป้องปราบ หรือบังคับใช้กฎหมายอย่างจริงจังเด็ดขาด

ต่างหาก

1. **According to the author, what is the true motivation of dam builders?**

   (A) **Attract foreign companies to invest in construction projects.**
   (B) **Improve their image by showing concern about energy costs.**
   (C) **Exploit the issue of flood prevention for financial gains.**
   (D) **Gain support by exaggerating the potential for new jobs.**

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

Justification:

(A) is **not** the correct answer. The author mentions the World Bank and a couple of construction projects that were planned to generate electricity and provide irrigation, but there is no mention of foreign companies that are interested in investing in construction projects.

(B) is **not** the correct answer. There is no discussion of energy costs in the essay. Furthermore, it does not appear from the description of the dam builders that they are concerned about their image.

(C) is the correct answer.

The author states that "dam building is only used as a reason to obtain surplus funds" and later uses the idiom "happily full like a fat bear after a good big meal," to describe the dam builder.

(D) is **not** the correct answer. There is no indication that dam builders are concerned with job creation. On the contrary, local villagers oppose the dam construction because of the danger they pose to the environment and natural resources.

2. What conclusion can be reached from the author's remarks in the final paragraph?

    (A) Bureaucratic regulations are driving up the cost of dam construction.
    (B) Citizens should be educated to recognize their role in flood control.
    (C) Farms need to update irrigation systems for better flood readiness.
    (D) Government authorities are ignoring the root causes of flooding.

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

Justification:

(A) is **not** the correct answer. Although the author mentions government officials and agencies, there is no discussion about the cost of dam construction or bureaucratic regulations.

(B) is **not** the correct answer. The author mentions forest burning and illegal farming in deforested areas, but there is no suggestion that people should be taught that these activities can cause flooding.

(C) is **not** the correct answer. There is no mention of irrigation systems or flood readiness.

(D) is the correct answer.
The author states that government officials and agencies turn a blind eye to the destruction of forests in mountainous areas for the sake of illegal farming, which is the root cause of flooding, and that law enforcement do not actively prevent these illegal activities.

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 public announcement.

Transcription:

> ประกาศกรมอุตุนิยมวิทยา
>
> ร่องมรสุมพาดผ่านพม่า ลาว เวียดนามตอนบน และทะเลอันดามัน ประเทศไทย
>
> ขอให้ประชาชนในพื้นที่เสี่ยงภัยบริเวณภาคเหนือ ภาคตะวันออกเฉียงเหนือตอนบน
>
> และภาคตะวันออก ระวังอันตรายจากน้ำท่วมฉับพลัน
>
> สำหรับชาวเรือในทะเลอันดามัน ควรเพิ่มความระมัดระวังในการเดินเรือ

1. **What is one purpose of this announcement?**

   (A) **To provide a flood warning.**
   (B) **To alert listeners about ferry delays.**
   (C) **To issue a tidal wave watch.**
   (D) **To remind listeners of dock closures.**

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

Justification:

(A) is the correct answer.
   The announcement alerts listeners to flash floods caused by a monsoon that passes through the northern and eastern parts of Thailand and neighboring countries.

(B) is **not** the correct answer. There is no mention of ferry delays.

(C) is **not** the correct answer. Although the announcement mentions a monsoon, there is no mention of a tidal wave.

(D) is **not** the correct answer. The announcement mentions sailing in the Andaman Sea but there is no mention of dock closures.

Sample Passage: ILR Level 2

This passage is from a radio news report.

Transcription:

นายสุวิทย์ คุณกิตติ รัฐมนตรีว่าการกระทรวงทรัพยากรธรรมชาติและสิ่งแวดล้อม

เดินทางไปร่วมประชุมผลการสืบสวนสอบสวน นายสุชาติ มูฮัมหมัด อายุ 32 ปี

ชาวไทย นายอึ้งกิมไทย ชาวกัมพูชา และนายเหวียง เติ้ง ยัง อายุ 37

ปีชาวเวียดนาม ทั้งสามรายถูกตั้งข้อหาร่วมกันกระทำการใดๆ

เพื่อให้ได้มาซึ่งความลับสำหรับความปลอดภัยของประเทศ

นายสุวิทย์ย้ำว่าหลักฐานที่ตำรวจค้นพบในตัวผู้ต้องหา เช่น

แผนที่ทางทหารของกัมพูชา

แผนที่ประเทศไทยซึ่งเต็มไปด้วยการจดบันทึกข้อความพิกัดหมายเลข 10

หลักหลายจุด ล้วนแต่เป็นพื้นที่ความมั่นคงของไทย

แม้ว่าในขณะนี้ผู้ต้องหายังไม่ให้การรับสารภาพ

แต่ว่าถ้าการสืบสวนขยายผลพบผู้ต้องหากระทำผิด

ก็ได้กำชับให้ตำรวจดำเนินคดีตามกฎหมายอย่างเคร่งครัด

แต่ยอมรับว่าไม่ต้องการให้เกิดผลกระทบต่อความสัมพันธ์ระหว่างไทย-กัมพูชา

ขอให้เจ้าหน้าที่ตรวจสอบข้อเท็จจริงอย่างละเอียด

"คือเราไม่ต้องการให้เกิดความกระทบต่อความสัมพันธ์

และเราถึงต้องตรวจสอบข้อเท็จจริงกัน

แล้วก็หวังว่าจากหลักฐานที่มีอยู่ที่ทางเจ้าหน้าที่ตำรวจได้ตรวจยึดมาได้

มันก็เป็นหลักฐานสำคัญที่จะบอกความจริงว่าเขาเข้ามาเพื่ออะไร"

---

1. **What is the reason that the three men are in the news?**

   (A) **They planned an attack on military bases in Thailand.**
   (B) **They are leaders of an unknown militant group.**

(C) They are suspected of espionage against Thailand.
(D) They were caught stealing arms from military bases.

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

Justification:

(A) is **not** the correct answer. Although the news report mentions a military map and security bases in Thailand, there is no indication that the men were planning an attack on military bases.

(B) is **not** the correct answer. There is no indication in the news report that the three men belonged to a militant group, known or unknown, or that they were leaders of any group.

(C) is the correct answer.
The news report states that the three men were charged with espionage against the national security of Thailand and that the police found incriminating evidence on their bodies.

(D) is **not** the correct answer. Although the news report mentions that the suspects had a map that showed the locations of security bases in Thailand, the men were not stealing arms from these bases.

2. **What is the reason that the minister asked the police to conduct a careful investigation?**

   (A) He worries that Thai police interrogators might torture the Cambodian citizen.
   (B) He wants to ensure that the case has no effect on Thailand's relations with Cambodia.
   (C) He has to show Cambodia that Thailand adheres to international conventions.
   (D) He knows the suspects have diplomatic immunity and cannot be prosecuted in Thailand.

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

Justification:

(A) is **not** the correct answer. While it might be true that the minister worries about torture, the news report does not states that the minister is concerned about the torture of any suspect.

(B) is the correct answer.

According to the news report one of the suspects was Cambodian and the minister insisted that the police prosecutes the suspects in accordance with the law because he "did not want to affect Thailand-Cambodia relations."

(C) is **not** the correct answer. Although the news report indicates that the minister insisted that the police prosecutes in accordance with the law, there is no indication that he has to show that Thailand adheres to international conventions, but rather that Thailand is following the law of the land.

(D) is **not** the correct answer. There is no indication in the news report that the minister knows that any of the suspects has diplomatic immunity.

Sample Passage: Level 2+

This passage is from a report about a medical topic.

Transcription:

ผู้หญิง: ขณะที่คณะแพทย์ผู้เชี่ยวชาญด้านสมุนไพร
พยายามผลักดันการรักษาโรคด้วยสมุนไพรกว่า 500 ชนิด
มีการจัดตั้งหน่วยงานแปรรูปสมุนไพรให้เป็นตัวยาเพื่อผลักดันเข้าสู่ระบบการรักษา
ตามโรงพยาบาลต่าง ๆ แต่ก็พบปัญหาเรื่องต้นทุนสูง
ประกอบกับคณะแพทย์และพยาบาลไม่มีความรู้เรื่องสมุนไพรไทย
ทำให้ไม่ได้รับการตอบรับที่ดี

ดังนั้นทางสถาบันแพทย์แผนไทยประยุกต์ ศิริราชพยาบาล
โรงพยาบาลเจ้าพระยาอภัยภูเบศรร่วมกับกระทรวงสาธารณสุขเร่งฟื้นฟูด้วยการจัด
ตั้งสถาบันสอนศาสตร์แพทย์แผนไทยและจัดตั้งศูนย์คลินิกรักษาสมุนไพรไทย
เพื่อผลิตบุคลากรให้มีความเชี่ยวชาญและเร่งพัฒนาระบบประสิทธิภาพยาให้ทันสมั
ยควบคู่กับวิธีการรักษาแบบดั้งเดิม
ผู้ชาย: "คือสมุนไพรเนี่ยก็เป็นของที่หาง่ายนะครับ นะ ปลูกขึ้นเองก็ได้นะครับ
หรือหาตามป่าตามดงที่อยู่ใกล้ ๆ บ้านเราก็ได้นะครับ นะ
มันก็จะไม่มีราคาแพงใช่ไหมฮะ เราไปเก็บมาเอง นะ ตอนนี้ที่เราทำก็คือ
อันที่หนึ่งบางอย่างเราก็แนะนำวิธีการใช้
ให้ประชาชนใช้เองเลยจากสมุนไพรที่เก็บมาได้นะครับ นะ ใช้สด ๆ ก็ดีนะครับ
เอามาตากแห้งชงเป็นชา เป็นอาหารอย่างนี้นะครับ ก็แนะนำนะครับ
ระดับสูงขึ้นมาหน่อยก็ให้ชุมชนนะครับ องค์กรในชุมชน เช่น...เช่น ชมรมต่าง ๆ
นะครับ น่ะ มีความรู้เรื่องการผลิตสมุนไพร แปรรูปสมุนไพรมาใช้
ประโยชน์ในเรื่องสุขภาพ นะ อันนี้ก็ต้นทุนก็ต่ำ"

1. According to the report, what is one problem regarding the use of herbal medicines in hospitals?

    (A) Health officials are worried about side effects of herbal remedies.
    (B) Many health care professionals are unfamiliar with herbal remedies.
    (C) Drug companies have opposed the introduction of herbal remedies.
    (D) Many insurers refuse to pay doctors who prescribe herbal remedies.

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

Justification:

(A) is **not** the correct answer. There is no indication in the report that health officials are worried about the effects of Herbal remedies. On the contrary, they are pushing to use more of them.

(B) is the correct answer.
    The report states in the first paragraph that "medical doctors and nurses do not have knowledge about Thai herbs, so Thai herbs have not received a good response."

(C) is **not** the correct answer. The report mentions the Institute of Thai Traditional Medicine, and the Thai Herbal Medicine Clinic Center, the Ministry of Public Health and several hospitals, but no drug companies are mentioned.

(D) is **not** the correct answer. There is no reference to any insurance company in the report.

2. What is one goal of the partnership mentioned in the report?

    (A) To educate community organizations about medicinal herbs.
    (B) To work with foreign companies that prepare herbal medicines.
    (C) To attract investors interested in production of medicinal herbs.
    (D) To assure medical professionals of the safety of herbal medicines.

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

Justification:

(A) is the correct answer.
    The report indicates that medical practitioners do not have knowledge about Thai herbs so the ministry of public health joined forces with several hospitals and organizations involved in Thai traditional medicine in order to teach people in the community about herbs, the processing of herbs, and the health benefits of medicinal herbs.

(B) is **not** the correct answer. The report does not mention foreign companies.

(C) is **not** the correct answer. The report does not mention investors who are interested in the production of medical herbs, only people from the community who are taught to pick medicinal herbs and use herbal remedies, whether fresh, dried, or as food.

(D) is **not** the correct answer. The report indicates that Thai medical herbs had not received a good response but not because of safety concerns.

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. (Has been coded L-0 in some nonautomated applications.   [Data Code 00]

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. (Has been coded L-0+ in some nonautomated applications.)   [Data Code 06]

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. (Has been coded L-1 in some nonautomated applications.) [Data Code 10]

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. (Has been coded L-1+ in some nonautomated applications.)   [Data Code 16]

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. (Has been coded L-2 in some nonautomated applications.) [Data Code 20]

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. (Has been Coded L-2+ in some nonautomated applications.) [Data Code 26]

Listening 3 (General Professional Proficiency)
Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers it they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some nonautomated applications.) [Data Code 30]

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. (Has been coded L-3+ in some nonautomated applications.) [Data Code 36]

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. (Has been coded L-4 in some nonautomated applications.) [Data Code 40]

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. (Has been coded L-4+ in some nonautomated applications.) [Data Code 46]

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. (Has been coded L-5 in some nonautomated applications.) [Data Code 50]

ILR Language Skill Level Descriptions: Reading

R-0: Reading 0 (No Proficiency)
No practical ability to read the language. Consistently misunderstands or cannot comprehend at all. [Data Code 00]

R-0+: Reading 0+ (Memorized Proficiency)
Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or a character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office and shop designations. The above often interpreted inaccurately. Unable to read connected prose. [Data Code 06]

R-1: Reading 1 (Elementary Proficiency)
Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include descriptions of persons, places or things: and explanations of geography and government such as those simplified for tourists. Some misunderstandings possible on simple texts. Can get some main ideas and locate prominent items of professional significance in more complex texts. Can identify general subject matter in some authentic texts. [Data Code 10]

R-1+: Reading 1+ (Elementary Proficiency, Plus)
Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field.
In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding. [Data Code 16]

R-2: Reading 2 (Limited Working Proficiency)
Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read with some misunderstandings straightforward, familiar, factual material, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general

proficiency level. The individual can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence which aids the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical material written for the general reader. Generally the prose that can be read by the individual is predominantly in straightforward/high-frequency sentence patterns. The individual does not have a broad active vocabulary (that is, which he/she recognizes immediately on sight), but is able to use contextual and real-world cues to understand the text. Characteristically, however, the individual is quite slow in performing such a process. Is typically able to answer factual questions about authentic texts of the types described above. [Data Code 20]

R-2+: Reading 2+ (Limited Working Proficiency, Plus)
Sufficient comprehension to understand most factual material in non-technical prose as well as some discussions on concrete topics related to special professional interests. Is markedly more proficient at reading materials on a familiar topic. Is able to separate the main ideas and details from lesser ones and uses that distinction to advance understanding. The individual is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. Has a broad active reading vocabulary. The individual is able to get the gist of main and subsidiary ideas in texts which could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning. [Data Code 26]

R-3: Reading 3 (General Professional Proficiency)
Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or international news items in major periodicals, routine correspondence, general reports, and technical material in his/her professional field; all of these may include hypothesis, argumentation and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas and "read between the lines," (that is, understand the writers' implicit intents in text of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms. [Data Code 30]

R-3+: Reading 3+ (General Professional Proficiency, Plus)
Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or rarely experiences difficulty relating ideas or making inferences. Able to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties. Able to comprehend a considerable range of intentionally complex structures, low frequency idioms, and uncommon connotative intentions, however, accuracy is not complete. The individual is typically able to read with facility, understand, and appreciate contemporary

expository, technical or literary texts which do not rely heavily on slang and unusual items. [Data Code 36]

R-4: Reading 4 (Advanced Professional Proficiency)

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers' use of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader. [Data Code 40]

R-4+: Reading 4+ (Advanced Professional Proficiency, Plus)

Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent. [Data Code 46]

R-5: Reading 5 (Functionally Native Proficiency)

Reading proficiency is functionally equivalent to that of the well-educated native reader. Can read extremely difficult and abstract prose; for example, general legal and technical as well as highly colloquial writings. Able to read literary texts, typically including contemporary avant-garde prose, poetry and theatrical writing. Can read classical/archaic forms of literature with the same degree of facility as the well-educated, but non-specialist native. Reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references. With varying degrees of difficulty, can read all kinds of handwritten documents. Accuracy of comprehension is equivalent to that of a well-educated native reader. [Data Code 50]