

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

Romanian Familiarization Guide



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Introduction

This Familiarization Guide is designed to provide prospective examinees with information about the Defense Language Proficiency Test 5 (DLPT5) in multiple-choice format. This guide contains general information about the test design, the format of the test, its length, its content, the skills tested, and procedures used in scoring and reporting the scores. In addition, screen shots of what the examinees will see when taking the test on the computer as well as information on testing procedures are provided. Finally, there is a section of sample listening passages with questions, answer choices, and explanations for each choice.

Overview of the DLPT5 Multiple-Choice Test

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

Except as otherwise provided in DoDI 5160.71, 2019¹ or as authorized by public law, the DLPT System is the only test battery authorized for assessing an individual’s proficiency in a foreign language and for determining qualification for receiving a Foreign Language Proficiency Bonus (FLPB) for military personnel pursuant to DoD Instruction 1340.27 or Foreign Language Proficiency Pay (FLPP) for civilian personnel pursuant to DoD 1400.25-M in the Department of Defense.

The fifth generation of the Defense Language Proficiency Test (DLPT5) measures target language proficiency in two modalities, reading and listening, regardless of how the target language has been acquired. Target languages refer to the languages other than English for which the DLPT5 is developed. Like all previous generations of DLPT—since the inception of the first standardized Army Language Proficiency Tests in 1948—the DLPT5 was developed as a bilingual test requiring English language proficiency as prerequisite for foreign language proficiency testing.

The DLPT5 tests measure proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions, levels 0+ through 4 (<https://www.govtilr.org/>), where available. The results of the DLPT5 will be used to make operational readiness, incentive pay, and training decisions for civilian and military language analysts in the United States government.

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

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

- **Test Design**

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

- **Test Content**

- The DLPT5 is designed to measure proficiency in the target language regardless of how that language has been acquired. For this reason, and because of the broad proficiency orientation of the test, its content is not tied to any particular language-training program.
- The majority of passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc.
- The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific and technological, and military and security topics.
- The content of the test forms will be systematically updated.

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

- **Orientation:** This is a short statement in English that appears before each passage. Its purpose is to identify the context from which the passage is taken.

- **Passage:** This is the only element of the test that is in the target language being tested. The maximum length of a Reading Comprehension passage in the test is approximately 400 words. The maximum length of a Listening Comprehension passage in the test is approximately 2 minutes.
- **Question statement:** Each individual question is based on the passage, is written in English, and is posed in the form of a complete question or an incomplete statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally, questions may ask about specific words or phrases that are used in the passage. The number of questions asked about each passage is related to the length and complexity of that passage.
- **Answer choices:** Each question statement is followed by 4 answer choices, also written in English, only one of which is the correct answer. Each answer choice is displayed on the screen with a button next to it that examinees will click to select that choice. Examinees can change their selection by clicking on a different button.

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

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

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

Scoring

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

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

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

Preparation for Taking the DLPT5

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

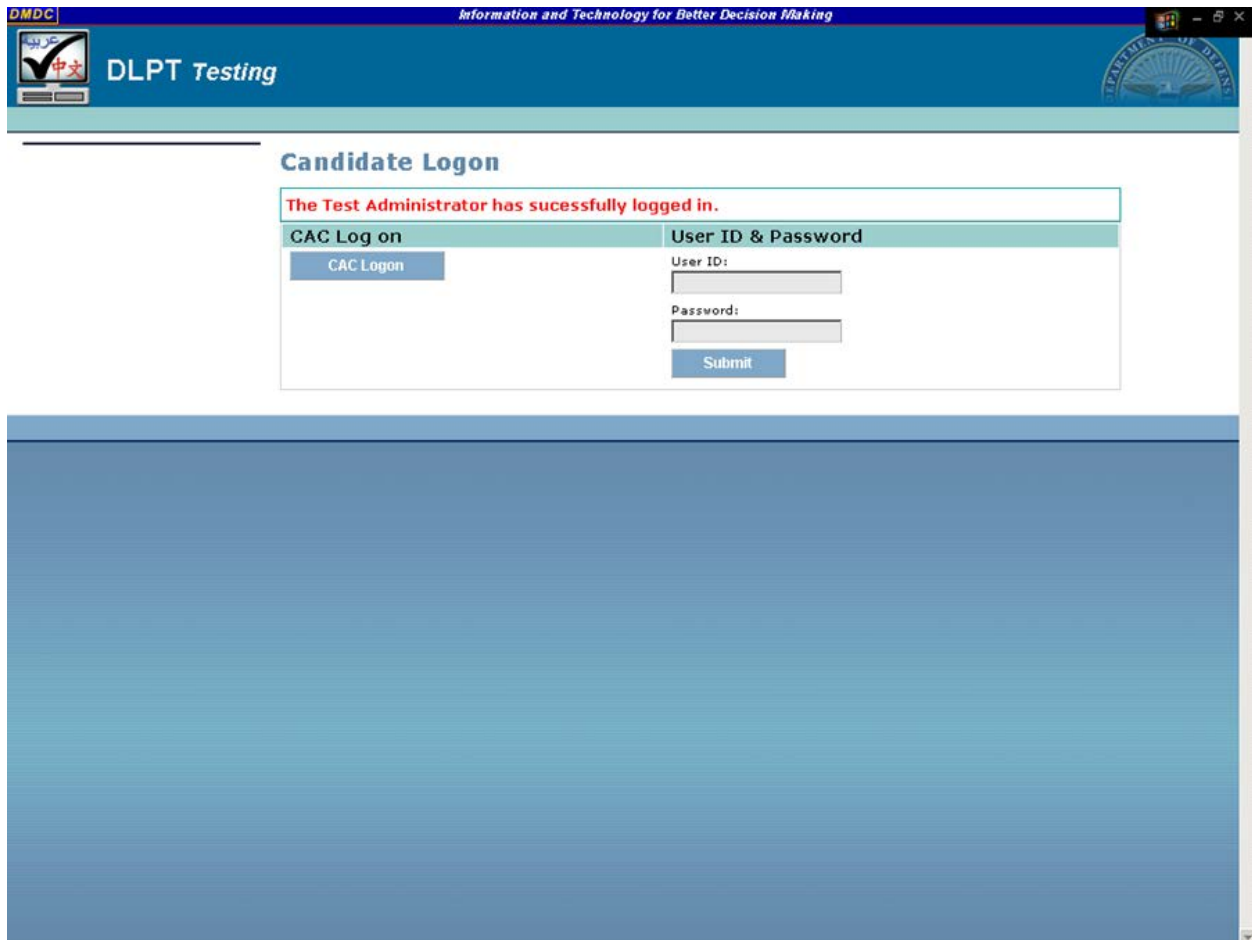
Test Procedures and Instructions for Taking the DLPT5

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

Test Procedures Overview

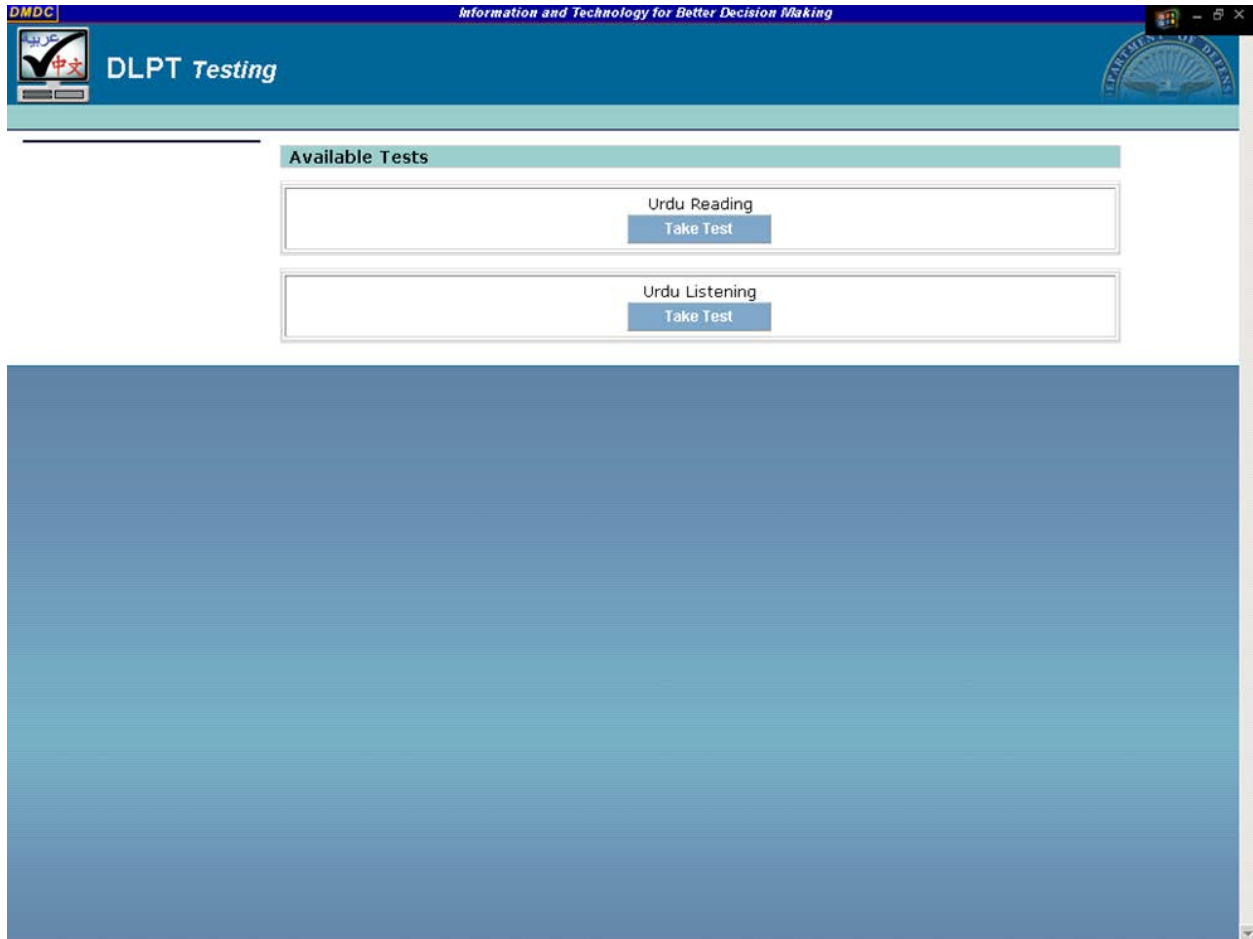
This section is to help prospective examinees become familiar with the test procedures of the DLPT5 multiple-choice Reading and Listening Comprehension Tests. First, there will be a short description of what the examinees see before the actual test begins. Then screenshots of what examinees will see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

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



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



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

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

DLPT5 Lower Range Reading Comprehension Test for Japanese

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

Privacy Act Statement and Disclaimer:

DLPT5 Lower Range Reading Comprehension Test for Japanese

<p style="text-align: center;">Privacy Act Statement:</p> <p>Disclosure of requested information is solicited under the authority of Title 10, United States Codes 3013, Army Regulation 350-20 and Executive Order 9397 and is mandatory. Social Security Number is used as the personal identifier number of all personnel under control of the Department of Defense, and is used in connection with updating information in official records and training files. Use of Social Security Number provides for objective scoring of Defense Language Institute tests, as the examinee's Social Security Number is the only identifier so as to maintain confidentiality when reporting test scores to examinees. Failure to provide Social Security Number may result in misidentification and non-credit for tests, and/or inadequate counseling and guidance.</p>	<p style="text-align: center;">Disclaimer for Defense Language Institute Tests:</p> <p>Materials for this test come from authentic sources within the target culture. These sources often include conversations or written material of a controversial nature which are essential for understanding world events. As a result, there may be topics, ideas, and language in the areas of politics, international relations, mores, etc., that may be considered contentious. The presence of controversial statements on a test should not be construed as representing the opinions of the test development team, the Defense Language Institute Foreign Language Center, or the Department of the Army.</p> <p><input type="checkbox"/> I, [REDACTED], confirm having read and understood both the Privacy Act Statement and the Disclaimer.</p> <p style="text-align: center; color: red;">Click on the checkbox above to confirm.</p>
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Introduction: Screen 2 of 5

Help

Non-Disclosure Statement and Test Administration Statement:

DLPT5 Lower Range Reading Comprehension Test for Japanese	
<p style="text-align: center;">Non-Disclosure Statement:</p> <p>I understand that this test is FOR OFFICIAL USE ONLY and the unauthorized possession, disclosure, or discussion of any of the test content is forbidden. Such unauthorized discussion or disclosure refers to RELATING ANY ASPECT OF THIS TEST TO ANYONE, including an instructor, supervisor, fellow employee, or spouse.</p> <p>Civilian Personnel: Any failure to comply with this prohibition may be a violation of Title 18, Section 641 of the United States Code which could subject the violator to a fine, or imprisonment up to 10 years, or both.</p> <p>Military Personnel: Any failure to comply with this prohibition is a violation of Article 92, Uniform Code of Military Justice, and will result in appropriate administrative action to fix responsibility for such unauthorized behavior with criminal sanctions of up to two years hard labor and dishonorable discharge for those involved.</p>	<p style="text-align: center;">Test Administration Statement:</p> <p>I understand that I am not required to take the Japanese Reading Comprehension Test at this time if there are extenuating circumstances such as fatigue, illness, emotional distress, family or financial problems, etc., which may interfere with my performance on the test; and that the test will be administered at another time acceptable to me, the Test Control Officer (TCO) concerned, and my unit commander.</p> <p><input type="checkbox"/> I, [REDACTED] confirm having read and understood both the Non-Disclosure and the Test Administration Statements.</p> <p style="text-align: center;">Click on the checkbox above to confirm.</p>
Help	Introduction: Screen 3 of 5

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

Reading Comprehension Test

Example of screen layout for the Reading Comprehension Test:

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

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

- TITLE BAR:** Indicates the test title.
- ORIENTATION STATEMENT:** Explains the source of the passage in English.
- FOREIGN LANGUAGE PASSAGE:** Paragraphs may be marked with (F1), (F2), etc. If a question asks about a specific word or phrase, it is shown in red or highlighted in grey in the text. (The text shown here represents a generic foreign language. It is not meant to be legible.) A red line indicates the end of a passage. To see an entire passage, you may need to scroll.
- QUESTIONS:** To choose an answer, click the button next to that choice. To change your answer, click the button next to that choice. A red line indicates the end of the questions.
- STATUS BAR:** Contains a Help button, Question # (1-3 of up to 33), Total # of questions, Time remaining (Test ends in: 89:49), and a Next button. Below the status bar, there are labels for Question #, Total # of questions, Time remaining, and Go to: Next Passage.

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

Instructions screen for the Reading Comprehension Test:

DLPT5 Lower Range Reading Comprehension Test for Japanese

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

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

A sample passage follows on the next screen.

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

Help Introduction: Screen 5 of 5 Back Next

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

DLPT5 Lower Range Reading Comprehension Test for Japanese

Sample Passage

A message found on a desk

山川さん、

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

End of Sample Passage
Mark this passage for later consideration.

S1. What was the message about?

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

End of questions for this passage

HelpSample Passage 1 questionBackNext

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

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

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

The screenshot displays a blue-bordered interface for the 'DLPT5 Lower Range Reading Comprehension Test for Japanese'. It is divided into two main sections: 'End-of-Test Review Information' on the left and 'Start of Test' on the right. At the bottom, there are navigation buttons for 'Help', 'End of Instructions', 'Test ends in : 180:00', 'Back', and 'Start Test'.

DLPT5 Lower Range Reading Comprehension Test for Japanese

End-of-Test Review Information

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

Start of Test

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

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

Listening Comprehension Test

Example of screen layout for the Listening Comprehension Test:

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

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

TITLE BAR

- indicates the test title.

ORIENTATION STATEMENT

- explains the source of the passage in English.

QUESTIONS

- To choose an answer, click the button next to that choice.
- To change your answer, click the button next to a different choice.
- To see all the questions, you may need to scroll.
- A red line indicates the end of the questions.

STATUS BAR shows:

- Current passage number
- Total number of passages
- Number of questions for current passage
- Timer status
- Play Audio and Help buttons

Click this button if you have any technical difficulties

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

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

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

Time Remaining

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

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

DLPT5 Lower Range Listening Comprehension Test for Japanese

Test Sequence


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

The Clock

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

BEFORE YOU PROCEED, adjust your volume.

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



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

Introduction: Screen 5 of 6

Instructions screen for the Listening Comprehension Test:

DLPT5 Lower Range Listening Comprehension Test for Japanese

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

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

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

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

Help Introduction: Screen 6 of 6 Audio Playing

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

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

DLPT5 Lower Range Listening Comprehension Test for Japanese

Sample Passage

This passage is a conversation between friends.

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

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

[End of questions for Sample Passage](#)

Mark this passage for later consideration.

Help Sample Passage 1 question Play Audio

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

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

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

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

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

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

DLPT5 Lower Range Listening Comprehension Test for Japanese

End-of-Test Review Information

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

Start of Test

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

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

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

End-of-Test Review Information

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

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

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

Example of the review screen:

DLPT5 Lower Range Listening Comprehension Test for Japanese

End of Listening Test

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

Passage	Q #	Answer	Passage	Q #	Answer	Passage	Q #	Answer	Passage	Q #	Answer
1	1	*	17	19	*	27	37	*	36	54	*
2	2	*	18	20	Blank	28	38	*	37	55	*
3	3	*	19	21	*	29	39	*	38	56	*
4	4	*	20	22	*	30	40	*	39	57	*
5	5	*	21	23	*	31	41	*	38	58	*
6	6	*	22	24	*	32	42	*	39	59	*
7	7	*	23	25	*	33	43	*	36	60	*
8	8	*	24	26	*	34	44	*	37	61	*
9	9	*	25	27	*	35	45	*			
10	10	*	26	28	*	36	46	*			
11	11	*	27	29	*	37	47	*			
12	12	*	28	30	*	38	48	*			
13	13	*	29	31	*	39	49	*			
14	14	*	30	32	Blank	40	50	*			
15	15	*	31	33	*	41	51	*			
16	16	*	32	34	*	42	52	*			
17	17	*	33	35	*	43	53	*			
18	18	*	34	36	*						

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

Review Answers
Test ends in: 78:26
Submit

Sample Passages

The purpose of this section is to familiarize prospective examinees on the levels and types of passages as well as their associated questions that appear in a given DLPT 5 test in multiple-choice format. Below are some sample passages from ILR levels 1–3 in reading and listening taken from Romanian, and their associated questions and answer choices. Explanations of the correct answer for each question are also provided.

Reading Comprehension Sample Passages

Sample Passage: ILR Level 1

A flyer on a community bulletin board

Biblioteca Județeană “Ioan N. Roman” Constanța

ZICI Ziua Internațională a Cititului Împreună

Joi 16 februarie

Hai la lectură!

Orele 13-15 – Secția pentru copii

Ora 17 – Sala de lectură

Ora 18 – Filiala Brătianu

1. What does this flyer announce regarding a library?

- (A) An upcoming event.**
- (B) An improved facility.**
- (C) A schedule change.**
- (D) A job opportunity.**

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

Justification:

(A) is the correct answer.

The flyer informs the reader about the International Day of Reading Together.

(B) is **not** the correct answer. The flyer announces an upcoming event in the library, but does not mention anything about an improved facility.

(C) is **not** the correct answer. The flyer informs the reader about the date and times of the event, but does not mention anything about a schedule change.

(D) is **not** the correct answer. The flyer does not mention a job opportunity.

Sample Passage: ILR Level 2

From an article on a national news website

Parcă în ciuda vremii de afară, autoritățile se pregătesc intens de deschiderea sezonului estival pe litoralul românesc și în Delta Dunării. Organizatorii promet concerte, petreceri pe plajă, festivaluri de muzică și show-uri de drift, adică tot ce nu-i e pe plac ministrului Turismului.

Germanii ne dau de gol și se plâng autorităților că suntem zgomotoși și insensibili la reclamațiile lor. Plecând de la această remarcă, ministrul Turismului a afirmat că vrea mai multă liniște în stațiunile de la malul Mării Negre. Conform acestuia, Costinești, Eforie și Vama Veche ar fi cele mai zgomotoase locuri de pe Litoral, motiv pentru care va ordona demararea unor acțiuni de măsurare a nivelului de zgomot. Localurile care depășesc limita de zgomot acceptată vor suferi sancțiuni contravenționale.

„Mă gândesc la o măsurare a decibelilor din anumite zone de pe litoralul românesc, pentru că acest lucru mi-a fost ridicat chiar de turoperatori din Germania în momentul în care am participat la Târgul de la Berlin. Eu nu-mi permit cât conduc această instituție să avem reclamație sau să pierdem turiști doar din acest motiv”, a declarat ministrul Turismului.

2. What concern of the minister of tourism is discussed in this news article?

- (A) The lack of safety measures at organized tourist events.**
- (B) The inadequacy of customer service at seaside resorts.**
- (C) The noisiness of the entertainment activities at the seaside.**
- (D) The slow start of the new tourist season across the country.**

The correct answer is (C).

Justification:

(A) is **not** the correct answer. The article does not mention any lack of safety measures at organized tourist events.

(B) is **not** the correct answer. There is no inadequacy of customer service at seaside resorts that is mentioned in the article.

(C) is the correct answer.

The article reports that the minister of tourism is concerned about the noisiness of the entertainment activities at seaside resorts.

(D) is **not** the correct answer. The article does not report a slow start of the new tourist season across the country.

3. What is one thing that the minister of tourism wants to do?

- (A) Address the deepening concerns of foreign tour operators.**
- (B) Impose stricter sound limits at seaside entertainment venues.**
- (C) Release new guidelines on music acceptable for public places.**
- (D) Promote native tour operators at international tourism fairs.**

The correct answer is **(B)**

Justification:

(A) is **not** the correct answer. Although the article mentions that the issue of noise was raised by the German tour operators, the article doesn't say that the minister of tourism wants to address their deepening concerns.

(B) is the correct answer.

The article reports that the minister of tourism wants to impose stricter sound limits at seaside entertainment venues.

(C) is **not** the correct answer. The minister of tourism wants to solve the issue of noisiness by imposing stricter sound limits, not by releasing new guidelines on music acceptable for public places.

(D) is **not** the correct answer. The article does not report that the minister of tourism wants to promote native tour operators at international tourism fairs.

Sample Passage: ILR Level 3***From an opinion piece written by a military officer***

Profesia de militar este, prin excelență, o meserie de vocație. De aceea, a devenit un imperativ al armatei, la acest moment, de a angaja nu cetățeni, ci militari de vocație. Rezerviști voluntari: soldați/gradați, maiștri militari și subofițeri, ofițeri. Stăpâni și deplin conștienți de alegerea lor, de faptul că îmbrățișează acest mod de viață unic, sub jurământ față de țară, care le testează limitele și le pune în valoare calitățile fizice, morale și intelectuale.

A avea vocație pentru cariera armelor înseamnă să fii chemat spre această profesie, să simți până în măduva oaselor că tot ce faci ți se potrivește și te reprezintă. Înseamnă să faci munca din plăcere, să vii cu drag la cazarmă în perioadele de convocare, ca la un spectacol bine regizat, să treci cu fruntea sus peste greutăți și asperități, să te pregătești zilnic, umăr la umăr cu colegii tăi, pentru tot ce poate fi mai greu și mai rău.

Meseria caracterelor tari înseamnă voință împinsă la extrem, implicare, efort susținut, bătălie cu propriile limite, rigoare, disciplină, dorința de a fi mai bun. Înseamnă să înveți să lucrezi în echipă, să îți asumi cu modestie succesul, dar, mai ales, cu demnitate eșecul, să-ți salvezi aproapele din situații-limită, să ajuți, să motivezi, să învingi.

Când devii instructor și comandant, la toate acestea se adaugă noi valențe. Tactul pedagogic este, printre ele, o componentă a capacității și aptitudinii de a comanda și de a obține rezultatele scontate, o abilitate de a înțelege subordonații, de a fi exigent și corect, sever și omenos. Exemplul personal, lucrul planificat și organizat, capacitatea de a sprijini și a îndruma luptătorii, de a-i motiva pe fiecare în funcție de personalitate, de a cumpăni îndelung la acordarea recompenselor și sancțiunilor se adaugă la toate acestea. Un bun comandant este cel care comunică permanent, indiferent de situație și de multitudinea factorilor de stres. Pe lângă informațiile și cunoștințele pe care le transmite zilnic, el este legat sufletește de oamenii lui.

Am întâlnit, în cariera mea, comandanți și dascăli care m-au îndrumat și mi-au rămas la inimă. De la fiecare am învățat, de-a lungul timpului, ca dintr-o carte deschisă, secretele muncii cu oamenii, cu tehnica și echipamentele militare. Așteptăm, de la cei care se vor înrola în corpul rezerviștilor voluntari, să vină cu hotărârea de a-și împlini chemarea într-o meserie călită la flacăra pasiunii pentru cariera armelor.

4. Considering the author’s comments, what can be inferred about a volunteer army?

- (A) Recruiting volunteers into military service assures the acquisition of passionate individuals.**
- (B) Transitioning to an exclusively volunteer military has been a difficult decision.**
- (C) Attracting highly educated volunteers into military service has been an enormous challenge.**
- (D) Becoming a military volunteer requires passing demanding personality tests.**

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

Justification:

(A) is the correct answer.

The author’s main message in the passage is that volunteers are fully aware of their choice, therefore passionate people enter the military service as their vocation.

(B) is **not** the correct answer. Nothing in the author’s comments leads to the idea that transitioning to an exclusively volunteer military has been a difficult decision.

(C) is **not** the correct answer. Even though the author mentioned intellectual qualities of the people entering the volunteer army, nothing in the comments indicates that it has been a challenge to attract highly educated volunteers into military service.

(D) is **not** the correct answer. The author does not mention anything about a personality tests requirement in order to become a military volunteer.

5. In light of the author’s comments, what is one conclusion that can be reached regarding a military career?

- (A) In contrast with civilian jobs, it presents an opportunity for patriotism and good citizenship.**
- (B) It provides overachievers many routes to pursue accelerated promotion.**
- (C) It allows individuals a chance to focus extensively on their interests.**
- (D) In addition to expanding technical skills, it nurtures leadership and interpersonal abilities.**

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

Justification:

(A) is **not** the correct answer. The author’s comments in the passage do not indicate anything about civilian jobs.

(B) is **not** the correct answer. The author’s comments do indicate that a volunteer military career improves interpersonal and work-related abilities, but there is no mention that this career would provide many routes to pursue accelerated promotion.

(C) is **not** the correct answer. The author's comments in the passage do not mention that a military career offers individuals a chance to focus extensively on their interests.

(D) is the correct answer.

The author's comments lead to the conclusion that a military career develops leadership abilities and improves interpersonal communications, all while expanding technical skills.

Listening Comprehension Sample Passages

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

Sample Passage: ILR Level 1

This passage is a voice mail message left by a female caller.

Transcription:

Femeia (F): Bună, dragă, eu sunt. Mergem mâine la petrecere? Mâine seară, de fapt. Trebuie sa te rog ceva. Putem lua mașina ta? Mașina mea e la mecanic. După cum stii, petrecerea e în jur de ora șapte. Putem pleca dupa ora șase. Mă gândesc să cumpărăm ceva mâine. Ne oprim pe drum și cumpărăm o sticlă, două de vin. Cumpărăm și un buchet de flori, bine? De-abia aștept să mergem la petrecerea asta! Sună-mă! Te pup! Pa!

1. The woman wants to stop on the way to the party in order to

- (A) pick up a neighbor.**
- (B) drop off her groceries.**
- (C) buy something to bring.**
- (D) pay her mechanic.**

The correct answer is (C).

Justification:

(A) is **not** the correct answer. The woman wants to stop in order to buy something to bring to the party, not to pick up a neighbor.

(B) is **not** the correct answer. The woman mentioned food to bring to the party, not dropping off her groceries on the way to the party.

(C) is the correct answer.

In her voice mail message, the woman states that she wants to stop on the way to the party in order to buy something to bring to the party.

(D) is **not** the correct answer. Even though the woman mentions that her car is at the mechanic, paying the mechanic is not the reason she wants to stop on the way to the party.

Sample Passage: ILR Level 2

This passage is from a news report featuring two female reporters and a male police officer.

Transcription:

Reporter 1 (F): Șoselele țării vor fi mai libere în această vară. Aproape 2.000 de șoferi au rămas fără permisul de conducere în minivacanța de Rusalii, fie pentru că s-au urcat băuți la volan, fie pentru că s-au crezut regii șoselelor și au apăsat mult prea tare pedala de accelerație.

Reporter 2 (F): Sărbătorile și minivacanțele sunt perioadele în care cei mai mulți români sunt sancționați în trafic sau rămân fără permisul de conducere. Ca de fiecare dată, cauzele principale sunt conducerea sub influența alcoolului și viteza excesivă. Numai în minivacanța de Rusalii, polițiștii au dat aproape 30.000 de amenzi de circulație și au ridicat aproape 2.000 de permise auto.

420 de radare au împânzit șoselele din întreaga țară în ultimele zile. Numai ieri au fost surprinși 15 șoferi care călcaseră pedala de accelerație până la podea.

Polițist (M): În această perioadă, zilnic 2.000 de polițiști de la Rutieră s-au aflat în stradă pentru fluența și siguranța traficului rutier. Aceștia au folosit 420 de aparate radar pe toate drumurile naționale, pe autostrăzi, pentru depistarea celor care nu respectă regimul legal de viteză.

La data de patru iunie anul curent, polițiștii Brigăzii Autostrăzi și Misiuni Speciale a Poliției Române au depistat cincisprezece vitezomani, care circulau cu viteze excesive pe autostrăzi. Cea mai mare viteză a fost de 232 de kilometri la oră, înregistrată pe Autostrada A3.

2. According to the report, what is one common reason for a person's driver's license being revoked?

- (A) Driving under the influence of alcohol.**
- (B) Displaying aggressive driving behavior.**
- (C) Endangerment of road workers.**
- (D) Accumulation of multiple tickets.**

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

Justification:

(A) is the correct answer.

It is reported that driving under the influence of alcohol is one common reason for a person's driver's license being revoked.

- (B) is **not** the correct answer. Even though the report mentions excessive speed, aggressive driving behavior is not cited as a common reason for a person's driver's license being revoked.
- (C) is **not** the correct answer. There is no mention in the report of road workers being endangered.
- (D) is **not** the correct answer. The report makes no mention of accumulation of multiple traffic tickets.

3. In the report, what is one strategy to improve road safety that is mentioned?

- (A) Checkpoints on the highways.**
(B) Speed surveillance by radar.
(C) Undercover traffic monitoring.
(D) Posting officers at intersections.

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

Justification:

- (A) is **not** the correct answer. The report clearly states that it was the speed surveillance by radar, not checkpoints on the highways, that was the police strategy to improve road safety.
- (B) is the correct answer.
It is reported that the police used radar equipment on all national highways, to detect those who did not comply with the legal speed limit.
- (C) is **not** the correct answer. The report does not mention any undercover traffic monitoring.
- (D) is **not** the correct answer. The report does not say anything about posting officers at intersections to improve road safety.

Sample Passage: Level 3

This passage is from a documentary about the post-Communist government in Romania, featuring a male commentator and a male narrator.

Transcription:

Comentator (M): Domnul Caramitru a devenit Ministrul Culturii. Domnul Pleșu a fost, de asemenea, Ministrul Culturii, Ministrul de Externe. La Cultură au fost Petre Sălcudeanu, scriitor important, a fost Marin Sorescu. Tuturor acestor oameni, nu le-a mai ajuns cariera lor literară sau artistică, mă rog. Au considerat-o ca pe un soi de trambulină, un soi de etapă premergătoare încununării existenței lor în politică. Adrian Păunescu a făcut același lucru. În calitate de politician, era catastrofal. Domnul Sorescu s-a dus la Ministerul Culturii ca să facă niște călătorii în străinătate. Asta a fost singurul lui scop, pot să-ți spun acum. S-a dus peste tot, prin China, prin America, prin țările scandinave. Un om cu umorul lui excepțional, cu simțul ridicolului pe care-l arată în scris, nu se vedea pe sine. Asta este interesant. Cum ajung mari scriitori întruchipări ale penibilului din opera lor. Și nu-și dau seama.

Narator (M): Mulți dintre oamenii de cultură și artă din România n-au rezistat tentației de a face politică. Urmarea? Au ieșit adesea din scenă dezamăgiți, șifonați, ba chiar compromiși. Totuși, există și nume mari, cu notorietate și popularitate uriașe care n-au profitat de atuurile lor pentru a le transforma în capital politic.

4. What does the first speaker indicate about the ministers he names?

- (A) They lacked the necessary practical connections to accomplish their legislative goals.**
- (B) They provided a welcome change to typical politicians appointed under the former system.**
- (C) They held conflicting ideas on the best way for the government to support the arts.**
- (D) They exploited the acclaim they earned in the cultural arena to obtain a political position.**

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

Justification:

- (A) is **not** the correct answer. The first speaker does not say anything about the ministers lacking the necessary practical connections for accomplishing their legislative goals.
- (B) is **not** the correct answer. The first speaker implies that the shift in career paths from culture to politics was a personal choice with the goal of gaining advantages that they did not have as authors. He does not say anything about them providing a welcome change to typical politicians appointed under the former system.

- (C) is **not** the correct answer. The first speaker does not discuss the idea that the ministers held conflicting ideas on the best way for the government to support the arts.
- (D) is the correct answer.
The first speaker points out that the ministers he names used their popularity in the field of culture to acquire a political position.

5. In reference to the information given by the first speaker, what is the likely reason the second speaker admires the authors who refrained from entering politics?

- (A) The authors refused to use their public recognition to criticize those in office.**
(B) The authors continued to focus on further development of their craft.
(C) The authors resisted the opportunity to take advantage of their popularity.
(D) The authors acknowledged their failure to gain experience before seeking office.

The correct answer is (C).

Justification:

- (A) is **not** the correct answer. There is no mention of the authors' refusal to use their public recognition to criticize politicians.
- (B) is **not** the correct answer. Although the idea might be inferred from his remarks, it is not the reason the second speaker gives for admiring the authors who refrained from entering politics.
- (C) is the correct answer.
This idea is apparent in the second speaker's statement that there are some great authors who did not take advantage of their literary or artistic assets to transform them into political assets.
- (D) is **not** the correct answer. Nothing is mentioned about the authors acknowledging failure to gain experience before seeking office.