

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

## **Russian 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 Computer Adaptive (DLPT5-CA) 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 the 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 reading and listening passages with questions, answer choices, and explanations for each choice.

## Overview of the DLPT5-CA 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, 2019<sup>1</sup> 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-CA will be used to make operational readiness, incentive pay, and training decisions for civilian and military language analysts in the United States government. The DLPT5-CA provides the same level of precision and accuracy in measuring examinees’ proficiency levels as the conventional DLPT5s.

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<sup>1</sup> 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-CA in Multiple-Choice Format

- **Test Design**

Computer adaptive testing selects passages and questions adapted to the examinee's ability.

- The DLPT5-CA Reading Comprehension Test begins with a passage of medium difficulty. Depending on the examinee's answers to the questions posed for that first passage, the system selects the level of difficulty of the next passage and questions. Throughout the test, the selection of passages is dependent on the examinee's responses. A reading passage can have up to five questions, each with four answer choices. The reading test contains a minimum of 35 questions.
- The DLPT5-CA Listening Comprehension Test begins with a passage of medium difficulty. Depending on the examinee's answers to the questions posed for that first passage, the system selects the level of difficulty of the next passage and questions. Throughout the test, the selection of passages is dependent on the examinee's responses. A listening passage can have up to three questions, each with four answer choices. The listening test contains a minimum of 35 questions.
- Examinees have 3 hours to complete the Reading Comprehension Test and 3 hours to complete the Listening Comprehension Test. However, many examinees complete the DLPT5-CA in less than the allotted time. Examinees will **NOT** be prompted to take a break. **If an examinee would like a break at the 90-minute mark, an examinee can use the HELP button to request a 15-minute break.** For the Reading Comprehension Test, examinees may take as much or as little time as they wish to answer each question. 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 each question. Managing time effectively is the examinee's responsibility.
- Unlike conventional DLPT5s, DLPT5-CA does **NOT** allow examinees to skip questions, go back and forth in the test, or review or change previous answers at the end. **Examinees must answer the questions on the page they are presented in order to move forward in the test. The "NEXT" button (at bottom right) does not show up until after all the questions on the page are answered.**

- **Test Content**

- The DLPT5-CA 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.
- Test content 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 this test is approximately 500 words. The maximum length of a Listening Comprehension passage in this test is approximately 2.5 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-CA is Controlled Unclassified Information (CUI) and the unauthorized discussion, disclosure, or possession of any of the test content is forbidden.

For military personnel, failure to comply with this prohibition is a violation of Article 92, Uniform Code of Military Justice, and will result in administrative or disciplinary actions. For civilian personnel, failure to comply with this prohibition may be prosecuted under Title 18, Section 641 of the United States Code.

## Scoring

Examinee scores are reported in terms of ILR levels, including “plus” ratings. Possible scores are 0, 0+, 1, 1+, 2, 2+, 3, 3+ and 4. 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 circumstances (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. The best strategy is to answer all questions to the best of your ability.

## Preparation for Taking the DLPT5-CA

The purpose of this publication is to familiarize prospective examinees with the DLPT5-CA 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-CA 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.

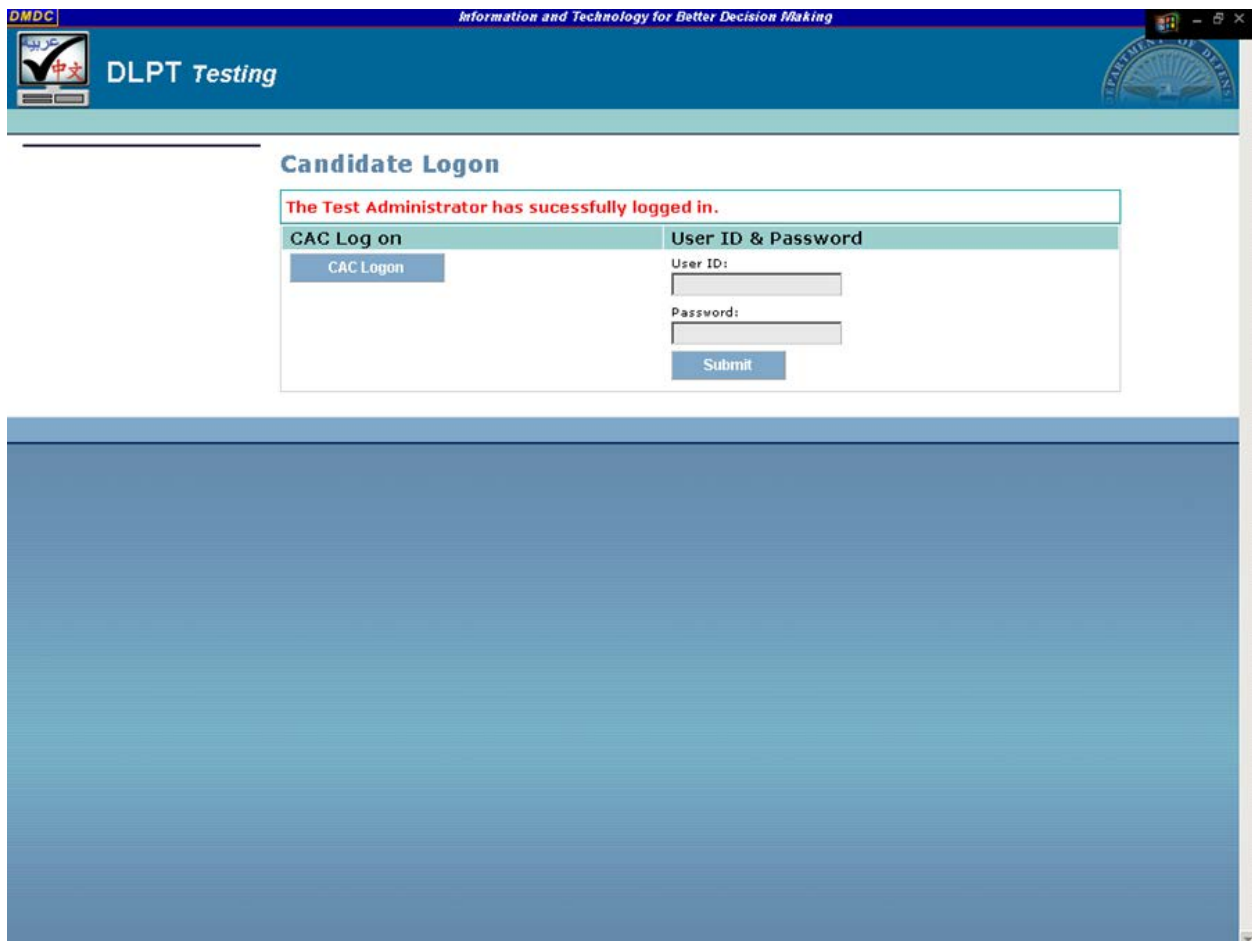
# Test Procedures and Instructions for Taking the DLPT5-CA

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

## Test Procedures Overview

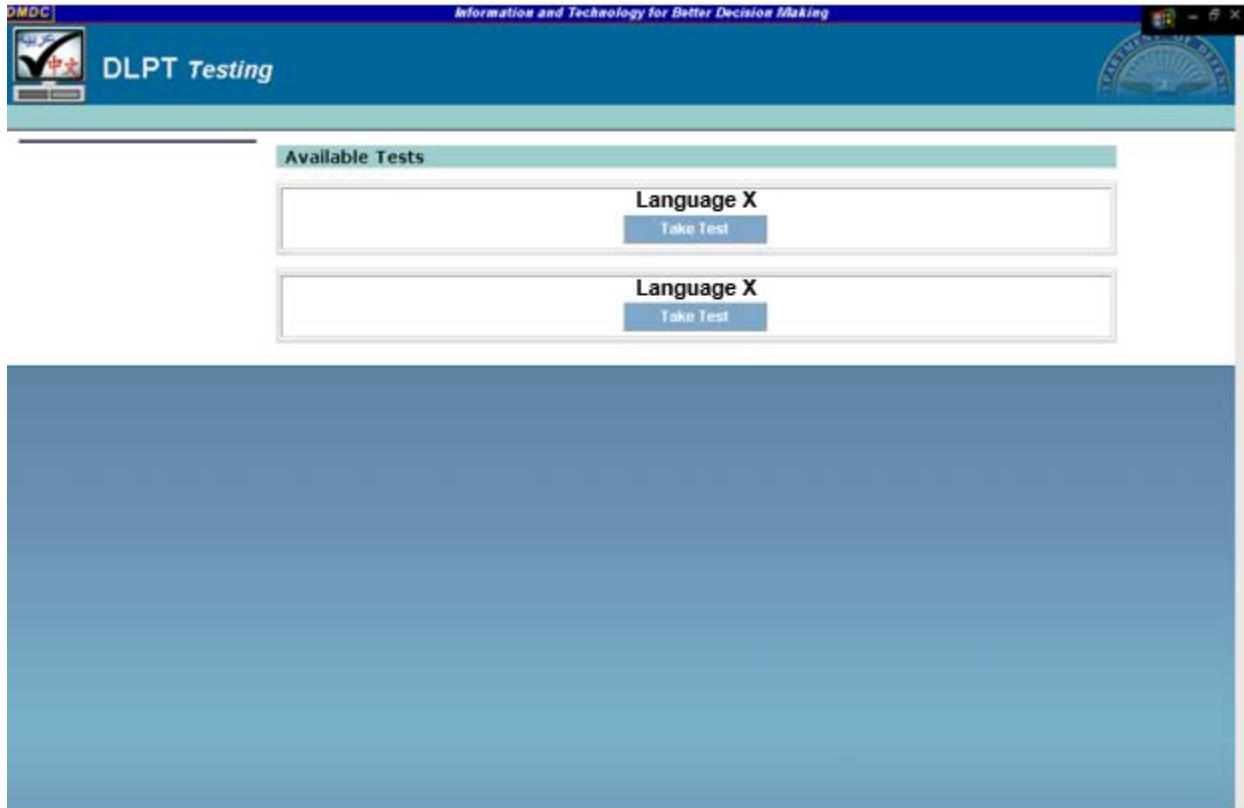
This section is to help prospective examinees become familiar with the test procedures of the DLPT5-CA multiple-choice Reading and Listening Comprehension Tests. First, there will be a short description of what the examinees see before the actual test begins. Then screenshots of what examinees will see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

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






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



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

Below are introductory screens from the Reading Comprehension Test. The Listening Comprehension Test, not depicted, has similar introductory screens.

**DLPT5 Reading Comprehension Test for Language X**

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

Privacy Act Statement and Disclaimer:

DLPT5 Reading Comprehension Test for Language X	
<p><b>Privacy Act Statement:</b></p> <p>Disclosure of requested information is solicited under the authority of Title 10, United States Codes 3013, Army Regulation 350-20 and Executive Order 9397 and is mandatory. Social Security Number is used as the personal identifier number of all personnel under control of the Department of Defense, and is used in connection with updating information in official records and training files. Use of Social Security Number provides for objective scoring of Defense Language Institute tests, as the examinee's Social Security Number is the only identifier so as to maintain confidentiality when reporting test scores to examinees. Failure to provide Social Security Number may result in misidentification and non-credit for tests, and/or inadequate counseling and guidance.</p>	<p><b>Disclaimer for Defense Language Institute Tests:</b></p> <p>Materials for this test come from authentic sources within the target culture. These sources often include conversations or written material of a controversial nature which are essential for understanding world events. As a result, there may be topics, ideas, and language in the areas of politics, international relations, mores, etc., that may be considered contentious. The presence of controversial statements on a test should not be construed as representing the opinions of the test development team, the Defense Language Institute Foreign Language Center, or the Department of the Army.</p> <p><input type="checkbox"/> I, [REDACTED] confirm having read and understood both the Privacy Act Statement and the Disclaimer.</p> <p>Click on the checkbox above to confirm.</p>
<p>Help</p>	<p>Introduction: Screen 2 of 5</p>

Non-Disclosure Statement and Test Administration Statement:

DLPT5 Lower Range Reading Comprehension Test for Language X

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

Help Next

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

## Reading Comprehension Test

Example of screen layout for the Reading Comprehension Test:

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

The screenshot shows the DLPT5 Reading Comprehension Test for Language X interface. It is annotated with the following elements:

- TITLE BAR:** Indicates the test title.
- ORIENTATION STATEMENT:** Explains the source of the passage in English.
- FOREIGN LANGUAGE PASSAGE:** Paragraphs may be marked (¶1), (¶2), etc.
  - If a question asks about a specific word or phrase, it is shown in red or highlighted in 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:**
  - Help
  - Questions 1-3 of up to 33
  - Time remaining: 89:49
  - Next
  - Question #
  - Total # of questions
  - 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 Reading Comprehension Test for Language X

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

- Read the short statement before each passage that tells you where the passage came from.
- Read each passage and question or questions carefully. Some questions may be in the form of an incomplete statement.
- Based on what you have read in the passage, choose the best answer to each question from among the four answer choices. The answer to each question may be stated overtly in the passage or only implied.
- Click on the button next to the answer you have chosen. You may change your answer by clicking on a different button.
- Once you have answered ALL questions the [Next] button will appear at the bottom right of the screen.
- Click on the [Next] button to go to the next passage.
- When 'time remaining' shows 90:00, you may take a 15-minute break by clicking the HELP button to get the TA's attention

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**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 Comprehension Test sample passage with its associated question:

The screenshot displays a test interface with a dark blue border. At the top center, it reads "DLPT5 Reading Comprehension Test for Language X". The interface is split into two main vertical panels. The left panel is titled "Sample Passage" and contains the text: "From the advice section of a magazine" followed by "Dejar el grifo abierto mientras te lavas los dientes puede consumir mucha agua. Si solamente mojas el cepillo, te cepillas y después lo enjuagas, empleas sólo un litro." Below this text is a red horizontal line and the text "End of Sample Passage". The right panel is titled "S1. What advice is given in this passage?" and contains four radio button options: "How to improve water quality.", "How to avoid dehydration.", "How to maintain good oral hygiene.", and "How to save on water." Below the options is another red horizontal line and the text "End of questions for this passage". At the bottom of the interface, there are three buttons: "Help" on the left, "Sample Passage 1 question" in the center, and "Back" and "Next" on the right.

After the sample passage, the examinee clicks on the [Next] button and moves to the Start of Test screen. Examinees should do their best to answer all questions on each screen because they will **NOT** be able to go back to previous passages.

Start of Test screen for the Reading Comprehension Test:

DLPT5 Reading Comprehension Test for Language X

### Start of Test

- This reading test contains:  
between 35 - 38 questions.
- You are allowed 3 hours (180 minutes) to complete the test.
- To get the best score you must finish all the questions within the time limit. So, work accurately, but do not spend too much time on any one question.
- The test starts with a passage of medium difficulty. You might feel challenged initially because the test does not start with an easy passage. The selection of subsequent passages will depend on your responses to previous passages.
- After you select your answer and click the NEXT button, you CANNOT go back to change or review your answer.
- 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

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



Comments screen: At the end of the Reading Comprehension Test, examinees will have the option to leave comments about the test.

Your Name

Your results have been submitted.

We would appreciate your feedback on either the content of the test, environmental/technical issues during your test, or both areas. Please click Next to continue, or Log Off if you don't want to leave feedback. Thank you.

Please leave comments regarding test content issues and/or technical/environmental issues during the test.

### Content Issues

**I had issues with or would like to leave feedback about:**

- Audio Quality (listening passage background noise, static, etc.)
- Foreign Language Passage
- English content or instructions
- Other

Please explain:

2000

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### Technical & Testing Environment Issues

**I had the following technical issues or would like to leave feedback about: (Internet, headset, equipment problems, etc.) and/or issues with the testing environment (room temperature, distractions, breaks, etc.).**

- Re-login due to test interruption

2000

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## 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 the DLPT5 Listening Comprehension Test interface for Language X. The main content area displays "Passage 1" with an orientation statement: "This passage is taken from a news broadcast." Below this are two questions with multiple-choice options. A red line indicates the end of the questions. The interface includes a title bar, a status bar at the bottom showing "Questions 1-2 of up to 32" and "Test ends in: 09:49", and buttons for "Help" and "Play Audio".

**DLPT5 Listening Comprehension Test for Language X**

**Example of Screen Layout**

**Familiarize yourself with the features of this screen now.**

**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 question number(s)
- Total number of questions
- Timer status
- Play Audio and Help buttons

Click this button if you have any technical difficulties

Help Questions 1-2 of up to 32 Test ends in: 09:49 Play Audio

Question # Total # of questions Time remaining To hear the audio for a passage, click this button.

Help Introduction: Screen 4 of 7 Next

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

Note-taking: A space for note-taking might be available for a few selected passages.

**Example of Screen Layout**

The screenshot shows the interface for the DLPT5 Listening Comprehension Test for Language X. It is divided into two main vertical panels. The left panel contains the test content, including a passage title, an orientation statement, two multiple-choice questions, and a 'Play Audio' button. The right panel is a large text area for taking notes, with a red line indicating the end of the questions. A status bar at the bottom provides information on the current question number, total questions, and time remaining.

**TITLE BAR**  
 • Indicates the test title.

**ORIENTATION STATEMENT**  
 • Explains the source of the passage in English.

**TEXT BLOCK**  
 • Allows you to take notes while the audio is playing.

**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 question number(s)  
 • Total number of questions  
 • Timer status  
 • Play Audio and Help buttons

Question #  
 Total # of questions

Time remaining

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

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

DLPT5 Listening Comprehension Test for Language X

### Test Sequence

- When a passage screen opens, you will see the passage number, orientation statement, and the question or questions with their answer choices.
- At the very bottom of the screen a [Play Audio] button will be visible.
- When you click the [Play Audio] button, the audio will begin. The phrase 'Audio Playing' will be displayed in the status bar at the bottom of the screen.
- You may answer questions at any time during the playing of the audio.
- You may not move to the next passage until the audio finishes playing AND you have answered all questions. When the audio finishes and you have answered all questions, the [Next] button will appear at the bottom right of the screen. Click the [Next] button when you are ready to move on to the next passage.
- 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.

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### The Clock

- The amount of time allotted for this test is 3 hours (180 minutes).
- It is your responsibility to keep track of where you are in the test, and how much time is remaining.
- When 'time remaining' shows 90:00, you may take a 15-minute break by clicking the HELP button to get the TA's attention

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**BEFORE YOU PROCEED, adjust your volume.**

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



Introduction: Screen 6 of 7

Instructions for the Listening Comprehension Test:

**DLPT5 Listening Comprehension Test for Language X**

**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.

---

**A sample passage follows on the next screen.**

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

[Help](#)      Introduction: Screen 7 of 7      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 Listening Comprehension Test for Language X

**Sample Passage**

This passage is from a conversation between two friends.

S1. What is the mother telling her friend?

- Her son decided to go to college.
- Her son visited friends in the city.
- Her son opened an office downtown.
- Her son found a new apartment.

---

End of questions for Sample Passage

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. Examinees should do their best to answer all questions on each screen because they will **NOT** be able to go back to previous passages.

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 Listening Comprehension Test:

DLPT5 Listening Comprehension Test for Language X

**Start of Test**

- This listening test contains:  
between 35 - 37 questions.
- You are allowed 3 hours (180 minutes) to complete the test.
- To get the best score you must finish all the questions within the time limit. So, work accurately, but do not spend too much time on any one question.
- The test starts with a passage of medium difficulty. You might feel challenged initially because the test does not start with an easy passage. The selection of subsequent passages will depend on your responses to previous passages.
- After you select your answer and click the NEXT button, you CANNOT go back to change or review your answer.
- 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.

Comments screen: At the end of the Listening Comprehension Test, examinees will have the option to leave comments about the test.

Your Name

Your results have been submitted.

We would appreciate your feedback on either the content of the test, environmental/technical issues during your test, or both areas. Please click Next to continue, or Log Off if you don't want to leave feedback. Thank you.

Please leave comments regarding test content issues and/or technical/environmental issues during the test.

### Content Issues

**I had issues with or would like to leave feedback about:**

- Audio Quality (listening passage background noise, static, etc.)
- Foreign Language Passage
- English content or instructions
- Other

Please explain:

2000

 characters left

### Technical & Testing Environment Issues

**I had the following technical issues or would like to leave feedback about: (Internet, headset, equipment problems, etc.) and/or issues with the testing environment (room temperature, distractions, breaks, etc.).**

- Re-login due to test interruption

2000

 characters left



## 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 DLPT5-CA test in multiple-choice format. Below are some sample passages from ILR levels 1–4 in reading and listening taken from Russian, 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

*From an email message to a friend*

**Костя, в эти выходные в Центральном парке будет выставка московских фотографов. Я знаю, как ты любишь фотографию, поэтому приглашаю тебя пойти со мной. Если хочешь пойти - дай мне знать до пятницы, мы договоримся, где встретиться.**

1. What is one thing Kostya is invited to do?

- (A) Meet with a photographer.
- (B) Enter a photo contest.
- (C) Join a photography class.
- (D) Attend a photo exhibition.

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

Justification:

(A) is **not** the correct answer. The friend does not invite Kostya to meet a photographer.

(B) is **not** the correct answer. The friend does not suggest Kostya enter a photography contest.

(C) is **not** the correct answer. The friend does not mention any photography class.

(D) is the correct answer.

The friend does invite Kostya to attend a photo exhibition in the park.

Sample passage: ILR Level 2

*An article in a newspaper*

Возможность посетить кинотеатр, не выходя из своих автомобилей, получили в конце прошлой недели москвичи. В столице открылся первый в нашей стране кинотеатр под открытым небом для автолюбителей, получивший название «Галактион».

Внешне «Галактион», расположившийся по соседству с велотреком в Крылатском, напоминает летний кинотеатр. Однако вместо обычного зрительного зала в нем заасфальтирована стоянка для автомобилей, рассчитанная на 150 машин.

Смотреть кино на экране размером 18x9 метров можно через лобовое стекло, а звук подается напрямую в машину через радиопередатчик, настроенный на одну из радио-частот. Работать «Галактион» будет ежедневно, но только по вечерам – с одиннадцати часов вечера. Билет не из дешевых – около 200 рублей. Однако стоит учесть, что в его стоимость включен легкий ужин, который будет подаваться прямо в машины.

Новое ночное развлечение просуществует до конца сентября, после чего временно закроется на дождливый и снежный сезон.

2. What is one reason readers might be interested in going to the business described in this article?

- (A) It is the only establishment of its kind in the city.
- (B) There are additional showings during summertime.
- (C) There is ample parking a short walk from the facility.
- (D) It is the only one with a state-of-the-art sound system.

The correct answer is (A).

Justification:

(A) is the correct answer.

The theater is described as the first such theater in all of Russia.

(B) is **not** the correct answer. Although the theater will operate during the summer, no additional showings are mentioned.

(C) is **not** the correct answer. The nature of the facility entails that people drive into it rather than park elsewhere and walk to it.

(D) is **not** the correct answer. The facility itself is not described as having a sound system of its own.

**3. What is mentioned as an additional benefit for customers of this business?**

- (A) Valet parking is available for season ticket holders.**
- (B) Reserved seating is offered to early ticket buyers.**
- (C) A meal comes with the price of admission.**
- (D) A discounted price is offered for the late show.**

The correct answer is (C).

Justification:

(A) is **not** the correct answer. Neither valet parking nor availability of season tickets is mentioned.

(B) is **not** the correct answer. There is no mention of reserved seating being offered for any group of buyers.

(C) is the correct answer.

The report mentions that, although the tickets for this drive-in theater are expensive, they include a light dinner, which is brought out to the cars.

(D) is **not** the correct answer. No discount prices are mentioned for any showings.

Sample passage: ILR Level 3

*From a weekly business magazine*

Заметили ли вы, что, чем успешнее ваша карьера, тем больше желающих на вас стукнуть? Это хорошо. То, что на вас стучат. Будь вы каким-нибудь Акакием Акакиевичем, ваша скромная персона мало бы кого интересовала. Стучат – значит кого-то вы уязвили фактом своего существования. С чего, собственно, карьеры и начинаются.

С «дятлами» бороться бесполезно. Они были, есть и будут. Говорят они общими фразами и от третьего лица: «есть мнение», «говорят, что». Они не работают, они налаживают связи с общественностью. Пытаться дружить с ними – пустое дело. Любое неформальное общение они воспринимают как шанс максимально много узнать о вас. И потом, перевернув с ног на голову, преподнести начальству. Переделывать, угрожать или стыдить «дятла» бесполезно. Он вряд ли вас поймёт. Это станет лишним поводом слить на вас компромат боссу.

Если вы не хотите, чтобы о вас судачили в кабинете шефа, не кормите любопытство коллег – из него вырастет чудовище, которое с аппетитом проглотит вас. «Дятел» мало того, что настучит. Приврёт, из частного случая выведет правило – и вот вы – убогий, к которому всё время цепляется ментура, а женщины рисуют рога. Впрочем, нельзя оставить коллектив без какой-либо информации о себе, а то коллеги такого про вас насочиняют! Ведь стукач – это информационный пылесос, и он не разделяет информацию на позитивную и негативную. Так что не переусердствуйте!

Умело манипулируя информацией о себе, вы можете посадить стукача в лужу. Между делом расскажите в курилке коллегам о том, что у вас есть точная информация о кадровых перестановках в фирме-конкуренте. Ваша «деза» быстро дойдёт до босса, и репутация стукача в глазах начальника будет подпорчена. Еще пара подобных проколов со стороны информатора – и кабинет или в крайнем случае уши босса будут для него закрыты. Если же вы видите, что шеф вас тихо гнобит, не приглашает на летучки, не предлагает вам там высказаться, значит, и правда на вас «накапали». Постарайтесь вычислить, кто накапал вашему руководителю. Тогда вам будет проще догадаться, каких собак тот мог на вас повесить.

4. The author of this passage provides advice on how to

- (A) turn an enemy into a friend.
- (B) put someone's boss in their place.
- (C) turn the tables on an adversary.
- (D) put someone's colleagues at ease.

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

Justification:

(A) is **not** the correct answer. No advice is given on how to turn an enemy into a friend.

(B) is **not** the correct answer. It is the informer rather than someone's boss who is being put in their place.

(C) is the correct answer.

In the last paragraph, the author describes a form of revenge a victim of this activity can take, in which false information is given out in the expectation that the offending coworker(s) will pass this misinformation along to the boss and thus be made to look foolish. This strategy could be described as “turning the tables on an adversary.”

(D) is **not** the correct answer. No advice is given on how make others feel more comfortable or relaxed.

**5. In the last paragraph, the expression посадить стукача в лужу most closely means**

**(A) to deflate someone's ego.**

**(B) to put someone on the spot.**

**(C) to intimidate someone.**

**(D) to let someone down.**

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

Justification:

(A) is **not** the correct answer. The expression does not carry the idea of reducing someone's self-importance or pride.

(B) is the correct answer.

The author mentions this expression and then describes how the use of this method will affect the offending coworker. It will make the informer feel foolish by putting him or her into an uncomfortable predicament.

(C) is **not** the correct answer. The expression does not refer to intimidation.

(D) is **not** the correct answer. The expression does not convey the meaning of disappointing someone.

## Sample Passage: ILR Level 4

*From an essay in a literary magazine*

*“Где нет тропы, надо часто оглядываться назад, чтобы прямо идти вперед.”*

¶1 Больше ста лет назад Россия входила в двадцатый век, как сейчас она входит в двадцать первый. Какой она себя при этом ощущала? Какие уроки вынесла из предыдущего столетия, какие упования возлагала на наступившее? Прибегнем к услугам лучшей в мире машины времени - своего воображения. Пусть она высадит нас в январской Москве 1901 года, скажем, в Замоскворечье.

¶2 Склон, ведущий к протоптанной на крепком льду Москвы-реки тропинке, залит ярким, по-особому бодрящим зимним солнцем. Наверху степенно беседуют мамы, бабушки и дедушки, катают младенцев, чтобы дышали свежим воздухом. Около одной из колясочек высокий старик со строгим лицом в меховом картузе. Время от времени он берет за ручку коляски и покачивает - скорее всего, не внука, а правнука - хотя тот не плачет. Уникальный исторический миг! Два века еще соединены через физическое тело коляски, но совсем скоро они расцепятся, и зазор между ними начнет увеличиваться.

¶3 Деятнадцатый век - в морщинах и седине старика, в его железной памяти. Старик весь там, новый век ему не нужен, на него нет уже ни сил, ни любопытства. Он полон дорогим его сердцу прошлым, которое кончилось для календаря, но не для него. Он видит, как мальчишкой сидит на коленях любимого дяди, и тот рассказывает ему про недавнее нашествие Наполеона... А вот и он сам уже молодой офицер в лагере под Евпаторией, поднимающий стакан за павших во вчерашней битве друзей... Глядя на храм Христа Спасителя, сверкающий золотым куполом на той стороне реки, он вспоминает церемонию его освящения, когда он стоял совсем близко от нового царя, сменившего на троне убитого бомбой отца, и хорошо разглядел его богатырскую фигуру. И лица, лица, лица - красивые, добрые, милые. Их уже никого нет, видевших то же самое, что видел он, и, яко ночной вран на нырище, он один хранит в себе яркость, богатство, мощь и красоту наполненного калачами, лошадьми, победами, березовыми вениками, гулом голосов, шепотом влюбленных и маршами духовых оркестров неповторимого великого столетия Великой России.

¶4 Он знает, что сей, лежащий в колясочке, увидит восстание и падение многих. Гимназистом-выпускником он узнает об отречении царя и раскупорит с однокашниками шампанское: свобода! Фантазия восторженного юноши нарисует ему прекрасное вольное Отечество, но эта эйфория прервется гражданской войной, которая будет носить его от Варшавы до Волочаевска. Потом... Вот наилучший вариант его

**судьбы:** он поедет строить Магнитку и, окончив заочно институт, станет инженером. Получит от Ворошилова орден за вклад в советскую металлургию и снова уйдет на войну, на этот раз с фашистами. По ее окончании - возвращение в родную Москву, смерть Сталина, хрущевская "вторая попытка" построения коммунизма, застой, начало перестройки (если Бог даст ему дожить до нее), полное разочарование во всем. Не на то он надеялся, не того ждал, приветствуя мятежный Февраль... Где-то была допущена ошибка, а где?

6. By beginning with the epigraph, what point does the author of this essay most likely intend to make?
- (A) The past is the best predictor of the future.
  - (B) No one can escape their own destiny.
  - (C) The path to the future is unpredictable.
  - (D) Everyone should learn from their mistakes.

The correct answer is (A).

Justification:

- (A) is the correct answer.

The passage is the author’s attempt to predict the course that the 21st century will take as the 20th century comes to an end. To accomplish this, he brings the reader back to the beginning of the 20th century, to see, in turn, how it evolved from the century before it, using an old man and his great-grandson as symbols of the two centuries. This idea is captured in the beginning by the epigraph, “Where there is no path, one often needs to look back in order to move forward.”

- (B) is **not** the correct answer. Although the baby’s destiny is discussed, it is not portrayed as inescapable; what the author portrays is the best that the baby can hope for, leaving room for other possible life paths.
- (C) is **not** the correct answer. Even though the baby’s destiny is not portrayed as inescapable, it is portrayed as bounded, and the point of the passage as a whole is that an understanding of the future’s course can be learned from the past.
- (D) is **not** the correct answer. While the passage suggests that one should learn from their own experiences, including mistakes, the epigraph’s emphasis on 'оглядываться назад' (looking back) implies a broader scope of reflection, encompassing both successes and failures.

7. The author's attitude toward 19th century Russia seems to be one of

- (A) skepticism about its historical impact.
- (B) admiration of its cultural qualities.
- (C) regret over its unfulfilled promises.
- (D) acceptance of its shortcomings.

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

Justification:

- (A) is **not** the correct answer. The author does not express skepticism in his remarks about 19th-century Russian history.
- (B) is the correct answer.  
The author discusses the 19th century in the third paragraph, describing the old man's positive memories from his lifetime, many of which relate directly to qualities of Great Russia such as brightness, richness, power, and beauty.
- (C) is **not** the correct answer. The author does not express regret over Russia's failure to fulfill promises made in the 19th century.
- (D) is **not** the correct answer. The portrayal of Russia in the third paragraph does not deal with Russia's shortcomings.

8. In the last paragraph, the words **вот наилучший вариант его судьбы** most likely suggest that the young man will

- (A) encounter betrayal.
- (B) experience hardship.
- (C) overcome his fears.
- (D) sacrifice his principles.

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

Justification:

- (A) is **not** the correct answer. The words do not suggest that the young man will face betrayal in his future.
- (B) is the correct answer.  
In the last paragraph of the passage, the author introduces the baby's imagined destiny as the best future that the baby can hope for and goes on to paint a picture of great promise unfulfilled, with attendant hardships to endure and then ultimate disappointment.



- (C) is **not** the correct answer. The young man's fears, as opposed to his hopes, are never addressed.
- (D) is **not** the correct answer. Although the young man is forced to sacrifice his hopes, it is never implied that his principles are also sacrificed.

## Listening Comprehension Sample Passages

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

Sample Passage: ILR Level 1

***This passage is an announcement made by an airline employee.***

Transcription:

**Уважаемые пассажиры! Рейс SU-245 Москва-Волгоград задерживается по метеоусловиям. Внимание! Место и время посадки изменились! Посадка будет осуществляться через выход номер 24 в 13.00. Приносим извинения за доставленные неудобства.**

1. What is one piece of information passengers are advised of in this announcement?

- (A) The weather is improving.
- (B) The flight has been delayed.
- (C) The boarding process is starting.
- (D) The seating capacity has been reached.

The correct answer is (B).

Justification:

- (A) is **not** the correct answer. There is no mention of any improvement in the weather.
- (B) is the correct answer.  
The passengers are informed about the flight being delayed.
- (C) is **not** the correct answer. Although the location for boarding is mentioned, nothing is said about it beginning.
- (D) is **not** the correct answer. There is nothing mentioned about seating capacity.

Sample Passage: ILR Level 2

***This passage is from a local news broadcast.***

Transcription:

**Возле города Павлово на реке Ока провалились под лед три автомобиля. Как сообщили в Областном Управлении Автоинспекции, водители трех легковых автомобилей не обратили внимание на знаки, запрещающие въезд на реку, и, преодолев заградительный вал из снега, выехали на лед. Однако переправиться таким способом через реку им не удалось - не доехав до правого берега Оки, все три машины провалились под лед.**

**Водителям и пассажирам двух машин удалось спастись. Водитель и два пассажира третьего автомобиля утонули вместе с машиной.**

**Поиск утонувших людей и автомобилей ведут оперативная группа отдела по чрезвычайным происшествиям и водолазы аварийно-спасательного отряда, взявшие с собой судно на воздушной подушке.**

**2. What was reported regarding the cause of the accident?**

- (A) The drivers of the cars had disregarded posted warning signs.**
- (B) The cars were not in compliance with safety regulations.**
- (C) The protective wall made of snow collapsed under the weight of the cars.**
- (D) The cars were not properly equipped for driving on ice-covered roads.**

The correct answer is (A).

Justification:

(A) is the correct answer.

According to the report, the cars ignored posted warning signs.

(B) is **not** the correct answer. The cars' condition with regard to safety regulations was not mentioned.

(C) is **not** the correct answer. Although the cars drove over a protective snow barrier, the accident occurred once they reached the frozen river.

(D) is **not** the correct answer. The cars' equipment was never mentioned and the accident occurred on an ice-covered river not an ice-covered road.

**3. What was one outcome of the accident?**

- (A) A rescue car plunged into the river.**
- (B) A traffic patrol officer was hurt.**
- (C) Two passengers suffered head injuries.**
- (D) Three people drowned in a car.**

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

Justification:

- (A) is **not** the correct answer. There is no rescue car mentioned or reported to have plunged into the river.
- (B) is **not** the correct answer. No traffic patrol officers are mentioned in the report.
- (C) is **not** the correct answer. No head injuries to any of the accident victims were reported.
- (D) is the correct answer.  
The passage reports that the driver and two passengers in one of the cars drowned after the car sank.

Sample Passage: Level 3

*This passage is from an interview with a prison warden.*

Transcription:

**Ф:** Анатолий Григорьевич, похоже, что по количеству заключенных мы тоже впереди планеты всей. За счет чего пополняются наши тюрьмы и следственные изоляторы?

**М:** Действительно, серьезный вопрос. Так завелось у нас все еще с советских времен, что нужно как можно больше людей посадить в тюрьму. Существует палочная система. Работники органов внутренних дел должны за сутки несколько человек доставить в отделение полиции.

**Ф:** А кто это в план им спускает?

**М:** Ну, такого руководителя внутренних дел, который бы приказал: ты, Иванов должен, допустим, доставить в отделение полиции, пьяных, там, 20 человек, наркоманов, там, 15 человек, такого руководителя нет, конечно. Но негласная такая установка все еще существует.

**Ф:** А почему?

**М:** Видимо, это связано с тем, что, когда проходят отчеты, квартальные, там, годовые, чтобы рапортовать наверх, что вот такой орган внутренних дел раскрыл столько-то преступлений, такой - столько-то... Некое вот состязание между подразделениями.

**Ф:** И в результате число заключенных растет, количество преступлений тоже растет?

**М:** Конечно. Мы преступность можем искоренить только поднимая социальный уровень человека. А вот то, что некоторые работники правоохранительных органов пытаются внедрить в наше сознание, что, вот, смертную казнь надо ввести, нужны более суровые наказания, - это неправильно. Есть история... Давайте учиться на ошибках истории.

4. Regarding the legal system in Russia, what is one point the prison warden makes?
- (A) Some Interior Ministry officials issue illegitimate arrest orders.
  - (B) The total number of inmates is higher than in Soviet times.
  - (C) The law-enforcement personnel follow an unwritten law.
  - (D) Police base the number of arrests on historical crime statistics.

The correct answer is (C).

Justification:

- (A) is **not** the correct answer. Nothing is mentioned about officials issuing illegitimate arrest orders.
- (B) is **not** the correct answer. Although the problem is said to have originated in Soviet times, no comparison is made with the present time in terms of number of prisoners.
- (C) is the correct answer.  
One of the possible causes mentioned by the warden is that police are required to arrest a certain number of people per day, although this requirement has never been issued as an explicit directive.
- (D) is **not** the correct answer. The warden implies that the number of arrests is based on a competition between precincts rather than on historical crime statistics.

**5. What is one conclusion that can be reached from this discussion?**

- (A) Holding law enforcement accountable will eliminate the quota system.**
- (B) Improvements in living conditions are likely to reduce crime.**
- (C) Stiffer sentences for crime will diminish the effect of the quota system.**
- (D) High arrest rates will likely reduce the number of crimes over time.**

The correct answer is (B).

Justification:

- (A) is **not** the correct answer. No reason is given to believe that the elimination of the quota system could be achieved simply by holding law enforcement accountable for their actions.
- (B) is the correct answer.  
The warden ends up by offering his opinion that the solution to the prison problem lies in raising the general quality of life in society rather than in imposing harsher penalties, as some have suggested.
- (C) is **not** the correct answer. The warden implies that stiffer penalties have historically proven to be a mistake.
- (D) is **not** the correct answer. The problem has actually been linked to high arrest rates and shows no signs of abating over time.

Sample Passage: Level 4

*This passage is from a talk show about anthropology.*

Transcription:

**M1: Я, скорее, игрок, чем фаталист: я больше верю в случай.**

**M2: А не заложен ли случай в той же самой нашей судьбе? На мой взгляд, у меня есть такой образ: наша жизнь – это как какой-то тоннель, скажем, трехметровой-четырёхметровой ширины. Общее направление задано. Вы можете лавировать, то есть изменять, как вы считаете нужным, вы можете изменять свою жизнь только на этих вот четырех метрах, а общее направление задано. И свет или что-то там – в конце того тоннеля. Как вы относитесь к такому образу?**

**M1: Любые образы и любые аналогии – они чреватые. Но я могу сказать, что: а теперь представьте себе, что моя онтология – не туннель, а наоборот – пустота, где вообще никаких рамок.**

**M2: Прекрасно.**

**M1: И как быть тогда?**

**M2: Не знаю.**

**M1: Зато я знаю. Надо смиренно ждать случая. Только надо все время ставить, то есть – все время работать. Каждый по-своему ставит. Поэтому – все зависит от наших онтологий. Если ваша онтология такова, то я не знаю, как там действовать. Это – ваша онтология. Я живу в другой онтологии и не знаю, как действовать в вашей.**

**M2: А я не знаю, как действовать в вашей.**

**M1: Отлично. И мы каждый бежим по-своему.**

**M2: Да. Да, я – по тоннелю, а вы...**

**M1: А я в пустоте.**

**M2: Кстати, как вы относитесь к роману Пелевина «Чапаев и Пустота»? Его понятие пустоты мне показалось созвучным вашему.**

**M1: Ну, пустота, наверно, всем созвучна одинаково – как пустота. А-А, но, вообще-то, это буддистское понятие. И я думаю, что корни представлений и у Пелевина и у многих других идут как отголоски буддизма. Буддизм был**

**и остается одним из мощнейших философских течений, которые... которыми мы заражены, даже не замечая этого. Это проникает, как и христианство проникает, в людей; не замечают люди этого проникновения – порой.**

**М2: Ну, да, такие понятия как доброта, по-моему, присущи всем.**

6. One major difference between the speakers with regard to world view is about

- (A) the manner in which the course of an individual's life is determined.
- (B) the role that moral values such as kindness play in society.
- (C) the path an individual must follow to reach enlightenment.
- (D) the degree to which religion has influenced the progression of history.

The correct answer is (A).

Justification:

(A) is the correct answer.

One speaker believes in a predetermined course, using the image of traveling through a tunnel to illustrate this idea, but also suggests that individuals can make adjustments or maneuver within the constraints of this predetermined path. In contrast, the other speaker thinks that life is characterized by emptiness, implying a lack of predetermined direction or structure.

(B) is **not** the correct answer. Moral values on the societal level are never discussed directly.

(C) is **not** the correct answer. Although the life path of an individual is discussed, the goal of enlightenment is never mentioned.

(D) is **not** the correct answer. Although the influence of Buddhism and Christianity are mentioned by one of the speakers, it is in connection with people's philosophy of life rather than with history.

7. What does one of the speakers imply about the concept of emptiness?

- (A) It accounts for a different range of phenomena than the concept of chance does.
- (B) Its best exposition is found in the writings of Pelevin.
- (C) Its propagation by a well-known belief system has led to a common understanding.
- (D) It is too abstract to base a coherent philosophy of life on.

The correct answer is (C).



Justification:

- (A) is **not** the correct answer. The range of phenomena that can be explained by chance versus emptiness is never discussed.
- (B) is **not** the correct answer. The only discussion of Pelevin’s exposition of emptiness involves its origin rather than its relative quality in his writings.
- (C) is the correct answer.  
Toward the end of the conversation, one of the speakers is asked to elaborate on the concept of emptiness as expounded by the author Pelevin, and he offers the opinion that the concept is a result of the subtle, pervasive influence of Buddhism on society in general and on Pelevin in particular.
- (D) is **not** the correct answer. Although one of the speakers does say that he cannot base his philosophy of life on emptiness, he does not imply that his reason is the abstractness of the concept.