Chinese Mandarin
Defense Language Proficiency
Test 5

Familiarization Guide

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Introduction

This Familiarization Guide is designed to provide you with information about the Chinese-Mandarin Defense Language Proficiency Test 5 (DLPT5) in multiple-choice format. This guide contains information about the test design, the format of the test, its length, its content, the skills tested, and procedures used in scoring and reporting the scores. In addition, screen shots on what the examinees will see when taking the test on the computer, general information on testing procedures and sample passages with questions in reading and listening are provided.

Overview of the Chinese-Mandarin DLPT5

The Chinese-Mandarin DLPT 5 is designed to assess the general language proficiency in reading and listening of native speakers of English who have learned Chinese as a second language. The Chinese-Mandarin DLPT5 measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions, levels 0+ – 4 (see Appendix A). The Chinese-Mandarin DLPT 5 will be delivered on the computer.

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

Description of the Chinese-Mandarin DLPT5

Lower-Range Test

- **Test Design**
  - The Lower-Range Reading Test contains approximately 60 questions with about 36 authentic passages. Each passage has up to 4 questions with four answer choices per question. The Reading Test includes passages in both the simplified and traditional writing systems starting at level 1+. The percentage of passages per level in the traditional writing system increases from 20% to 50% as the test progresses. Examinees who take the test will be required to read both writing systems.

- The Lower-Range Listening Test contains approximately 60 questions with about 40 authentic passages. Each passage has up to 2 questions and four answer choices per question. In the test, passages at the beginning will be played once. After a certain point in the test, examinees will hear the passages twice before having to answer the questions.

- For research purposes, some questions are not scored. These questions do not count toward the final score the examinee receives. Examinees will not be told which questions are not scored.

- Examinees have 3 hours to complete the Reading Test and up to 2.5 hours to complete the Listening test (test length for Listening will depend on the length of the passages selected for the test). Approximately halfway through each test, examinees will be given a 15-minute break. The break does not count toward the test time.

- **Test Content**
  - The test is designed to measure proficiency in Mandarin Chinese regardless of how it has been acquired. For this reason, and because of the broad proficiency orientation of the test, its content is not tied to any particular language-training program.

  - The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc.

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

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

  - **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 Chinese. The maximum length of a listening comprehension passage in the test is approximately 2 minutes. The maximum length of a reading comprehension passage is approximately 600 characters.

- **Question statement**: Each individual question is based on the passage, is written in English, and is posed in the form of a complete question or an incomplete statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally, questions may ask about expressions that are used in the passage. The number of questions based on the passage is related to the length and complexity of the passage.

- **Answer choices**: Each question statement is followed by 4 answer choices, also written in English, only one of which is the best answer. Each answer choice is displayed on the screen with a button next to it that examinees will click to select that choice. Examinees can change their selection by clicking on a different button.

Upper-Range Test

- **Test Design**
  - The Upper-Range Chinese-Mandarin Reading Test contains approximately 36 questions with about 14 authentic passages. Each passage has up to 5 questions with four answer choices per question. The test includes equal number of passages in both the simplified and traditional writing systems. Examinees who take the test will be required to read both writing systems.

  - The Upper-Range Chinese-Mandarin Listening Test contains approximately 36 questions with about 14 authentic passages. Each passage has up to 3 questions with four answer choices per question. All passages will be played twice.

  - For research purposes, some questions are not scored. These questions do not count toward the final score the examinee receives. Examinees will not be told which questions are not scored.

  - Examinees have 3 hours to complete each form of the Reading and up to 1.5 hours to complete the Listening Test (test length for Listening will depend on the length of the passages selected for the test). Approximately halfway through the tests, examinees will be given a 15-minute break. The break does not count toward the test time.

- **Test Content**
  - The test is designed to measure proficiency in Mandarin Chinese regardless of how it has been acquired. For this reason, and because of the

broad proficiency orientation of the test, its content is not tied to any particular language-training program.

- The passages included in the test are sampled from authentic materials and real-life sources such as signs, publications, radio and television broadcasts, the Internet, etc.

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

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

  - **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 Chinese. The maximum length of a listening comprehension passage in the test is approximately 2 minutes and 40 seconds. The maximum length of a reading comprehension passage is approximately 800 characters.

  - **Question statement**: Each individual question is based on the passage, is written in English, and is posed in the form of a complete question or an incomplete statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally, questions may ask about expressions that are used in the passage. The number of questions based on the passage is related to the length and complexity of the passage.

  - **Answer choices**: Each question statement is followed by 4 answer choices, also written in English, only one of which is the best answer. Each answer choice is displayed on the screen with a button next to it that examinees will click to select that choice. Examinees can change their selection by clicking on a different button.

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

Scoring

Examinee scores are reported in terms of ILR levels, including "plus" ratings. Lower-Range tests are intended to cover ILR levels 0+ through 3. Possible scores are 0+, 1, 1+, 2, 2+, and 3. Upper-Range tests are intended to cover ILR levels 3 through 4. Possible scores are 3, 3+, and 4. Separate scores are reported for reading and listening.

Scores on either type of test reflect current functional language proficiency in reading and listening as defined in the ILR Skill Level Descriptions (see Appendix A). Scores do **not** reflect proficiency in speaking or writing, nor do they reflect examinees' job-related performance or ability to perform specific language-related tasks under special circumstance (e.g., reading or listening to a target language passage indefinitely many times with the aid of supplemental reference materials and information sources).

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

Preparation for Taking the Chinese-Mandarin 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 Mandarin Chinese, both through formal training, and language exposure and use in a variety of real-life language-use settings. Examinees should know that study aids (i.e., dictionaries, reference books, etc) are not permitted for this test.

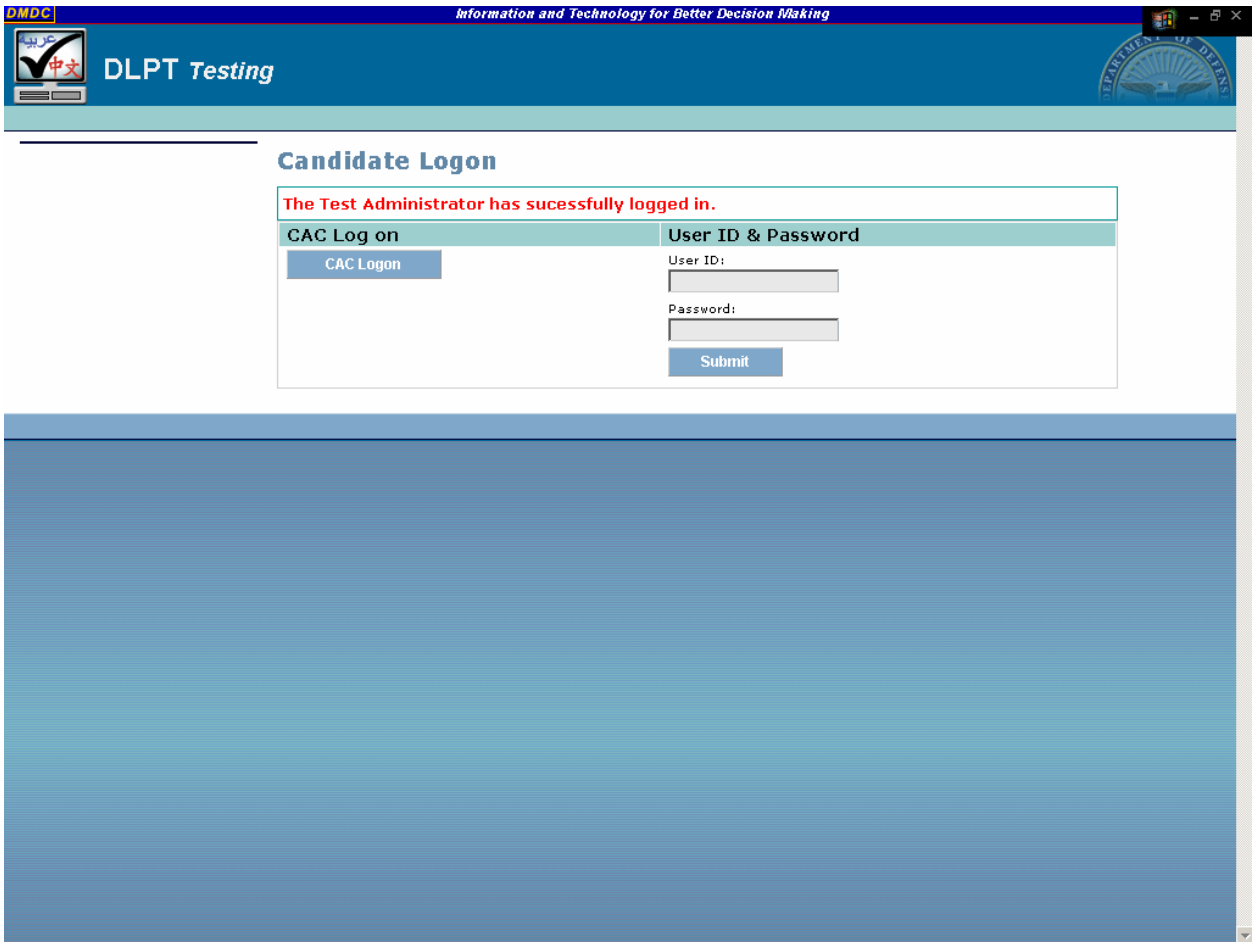
Instructions for taking the Chinese-Mandarin DLPT5

The purpose of this section is to familiarize perspective examinees with how to take the computer-based Chinese-Mandarin DLPT 5 multiple-choice Reading and Listening tests. Test procedures and instructions for both the Lower-Range and Upper-Range Reading and Listening tests are provided. Sample passages from ILR levels 1 – 4 in reading and listening with their associated questions are included in this section. Explanations of the best answer for each question are also provided.

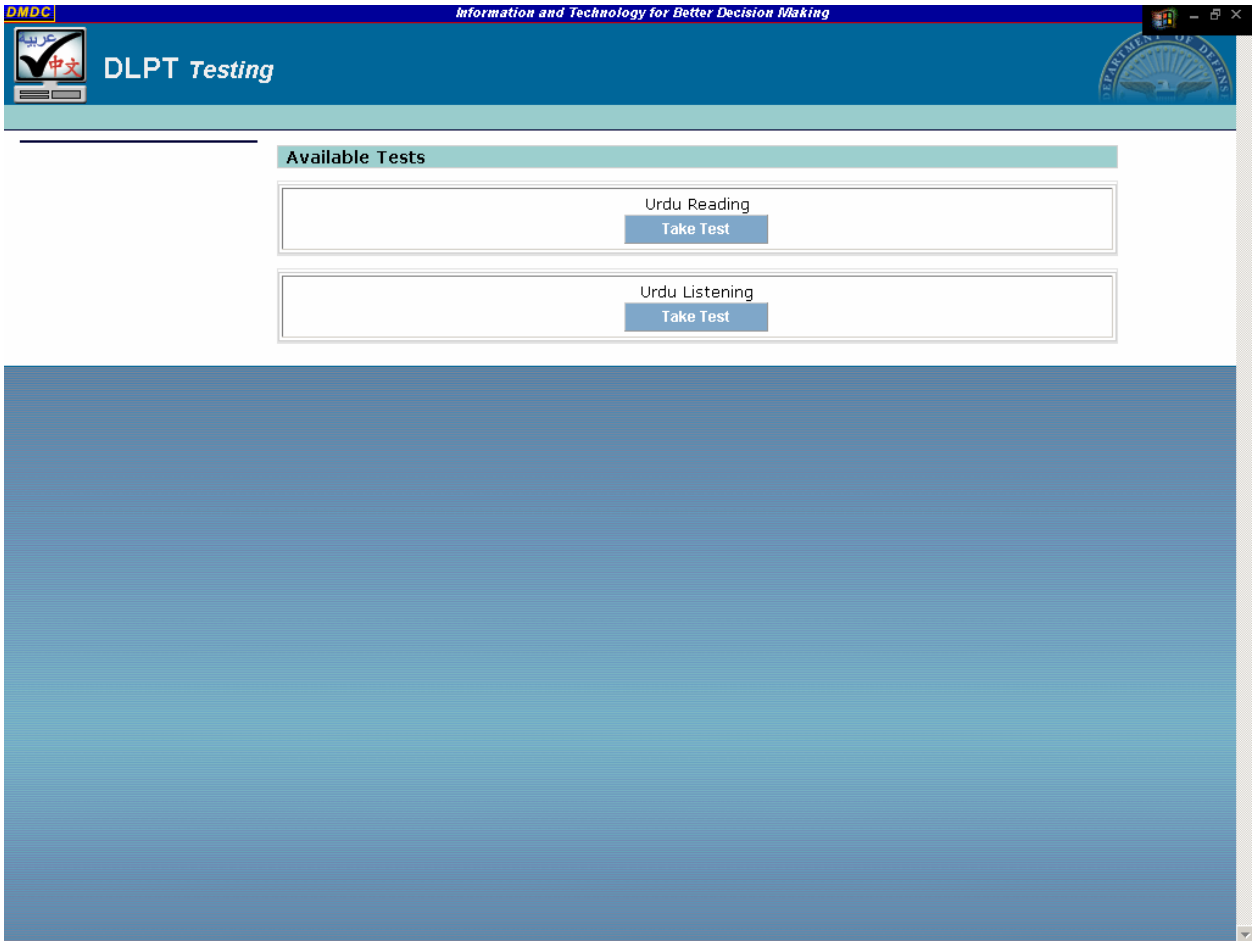
Test Procedures

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

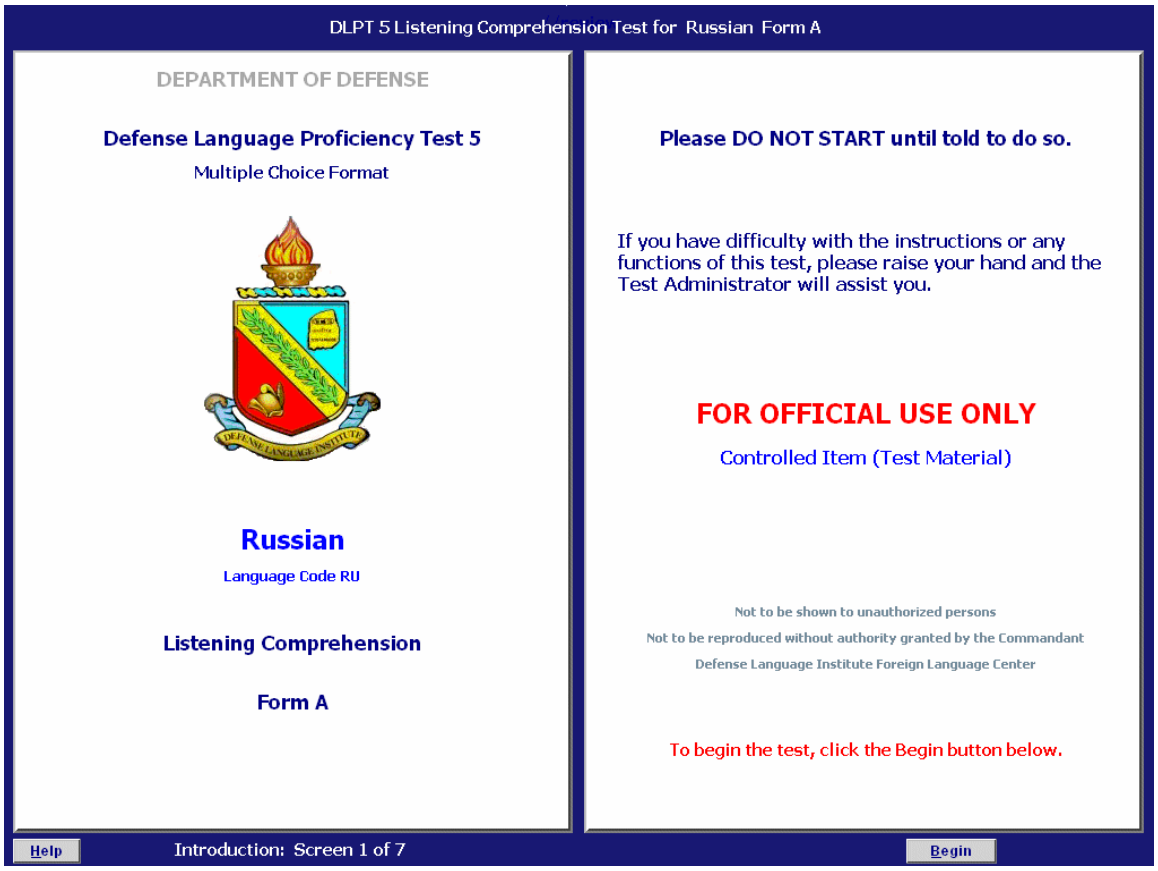
At the beginning of the test session, the examinee logs on to the system using a Common Access Card (CAC) or a user ID and password that were provided when the examinee registered to take the test. The examinee must click on the [CAC Logon] or [Submit] button before moving to the next screen.



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



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



DLPT 5 Listening Comprehension Test for Dari Form A

Privacy Act Statement:

Disclosure of requested information is solicited under the authority of Title 10, United States Code 3012, Executive Order 9397 and Army Regulation 600-2 and is mandatory. Social Security Number is used as the personal identifier number of all personnel under control of the Department of Defense, and is used in connection with updating information in official records and training files. Use of Social Security Number provides for objective scoring of Defense Language Institute tests, as the student's Social Security Number is the only identifier so as to maintain confidentiality when reporting test scores to students. Failure to provide Social Security Number may result in misidentification and non-credit for tests, and/or inadequate counseling and guidance.

Disclaimer for Defense Language Institute Tests:

Materials for this test come from authentic sources within the target culture. These sources often include conversations or written material of a controversial nature, which are essential for understanding world events. As a result, there may be topics, ideas, and language in the areas of politics, international relations, mores, etc. that may be considered contentious. The presence of controversial statements on a test should not be construed as representing the opinions of the test development team, the Defense Language Institute Foreign Language Center, or the Department of the Army.

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

Click on the checkbox above to confirm.

Help | Introduction: Screen 2 of 7 | << Back

DLPT 5 Listening Comprehension Test for Dari Form A

Test Administration Statement:

I understand that I am not required to take the Dari Listening Comprehension Test at this time if there are extenuating circumstances, such as fatigue, illness, emotional distress, family or financial problems, etc., which may interfere with my performance on the test; and that the test will be administered at another time acceptable to me, the Test Administrator, and my unit commander.

Non-Disclosure Statement:

I understand that this test is FOR OFFICIAL USE ONLY and the unauthorized discussion, disclosure or possession of any part of this test is a violation of Article 92, Uniform Code of Military Justice, and will result in appropriate administrative action to fix responsibility for such unauthorized behavior with criminal sanctions of up to two years hard labor and dishonorable discharge for those involved. Such unauthorized discussion or disclosure refers to RELATING ANY ASPECT OF THIS TEST TO ANYONE, including an instructor, fellow service member, spouse, or class member.

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

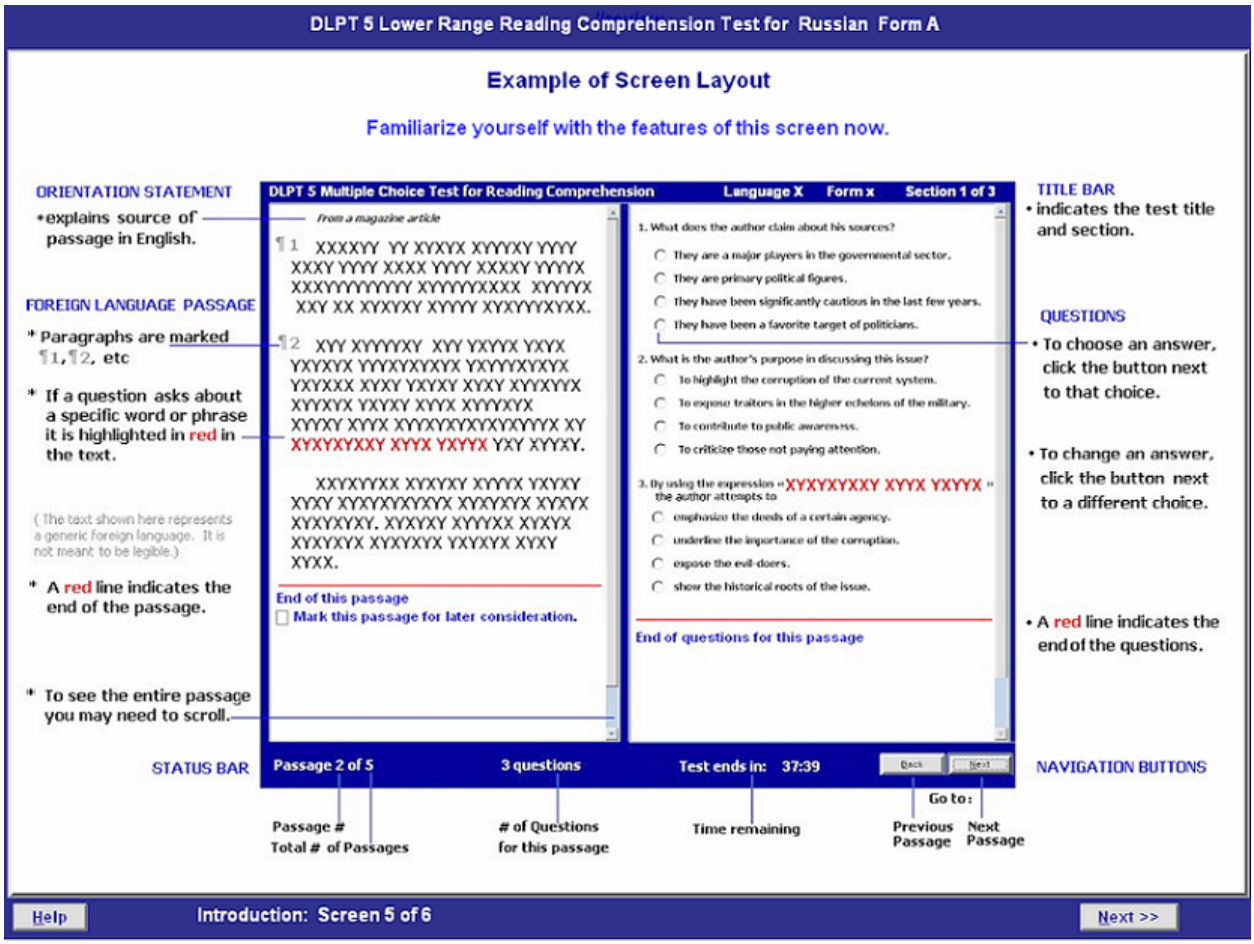
Click on the checkbox above to confirm.

Help | Introduction: Screen 3 of 7 | << Back | Next >>

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

Reading comprehension test

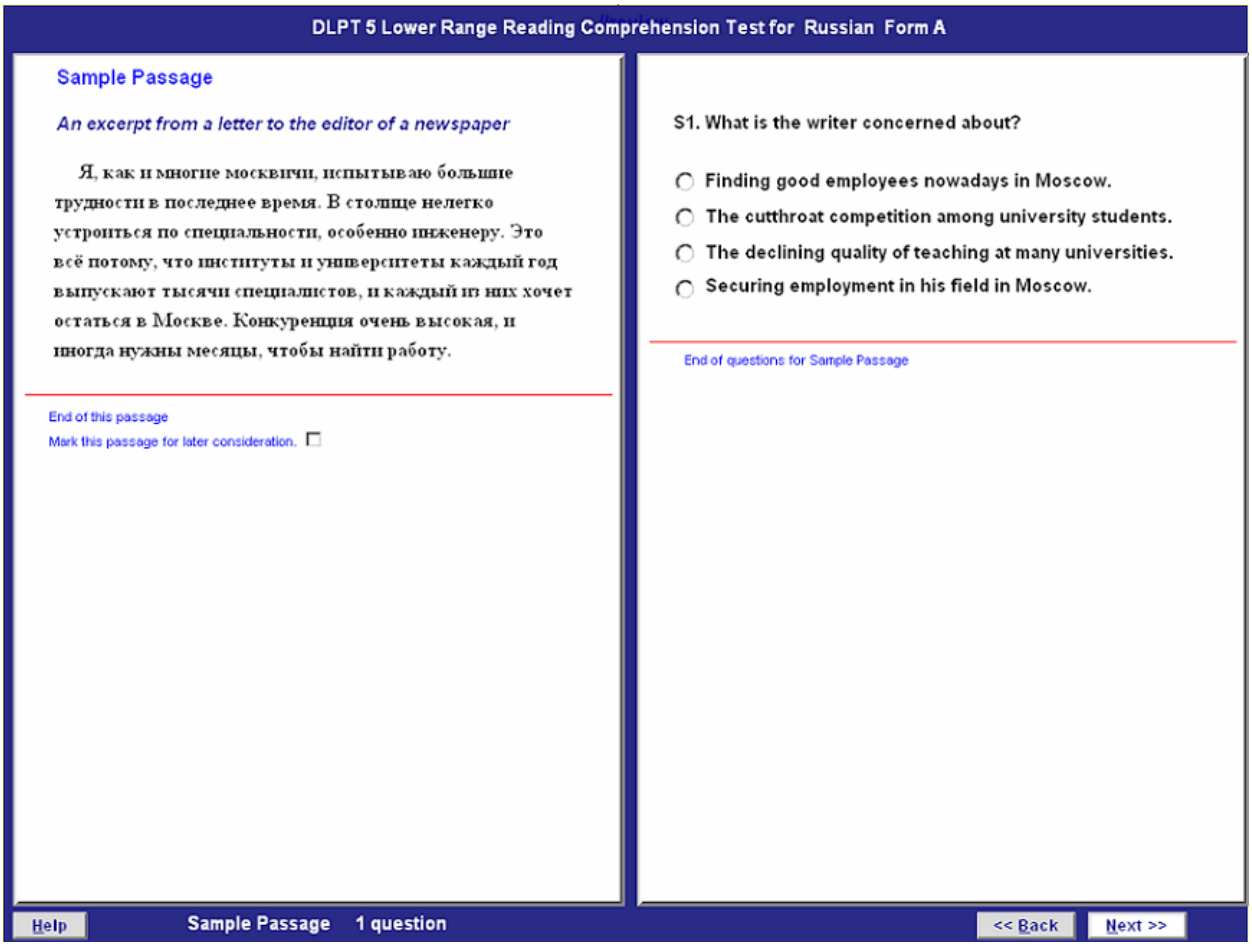
Example of screen layout for the reading comprehension test: The example text represents a generic foreign language; it is not meant to be legible. Explanations of the parts of the screen are provided.



Instructions screen for the reading comprehension test:

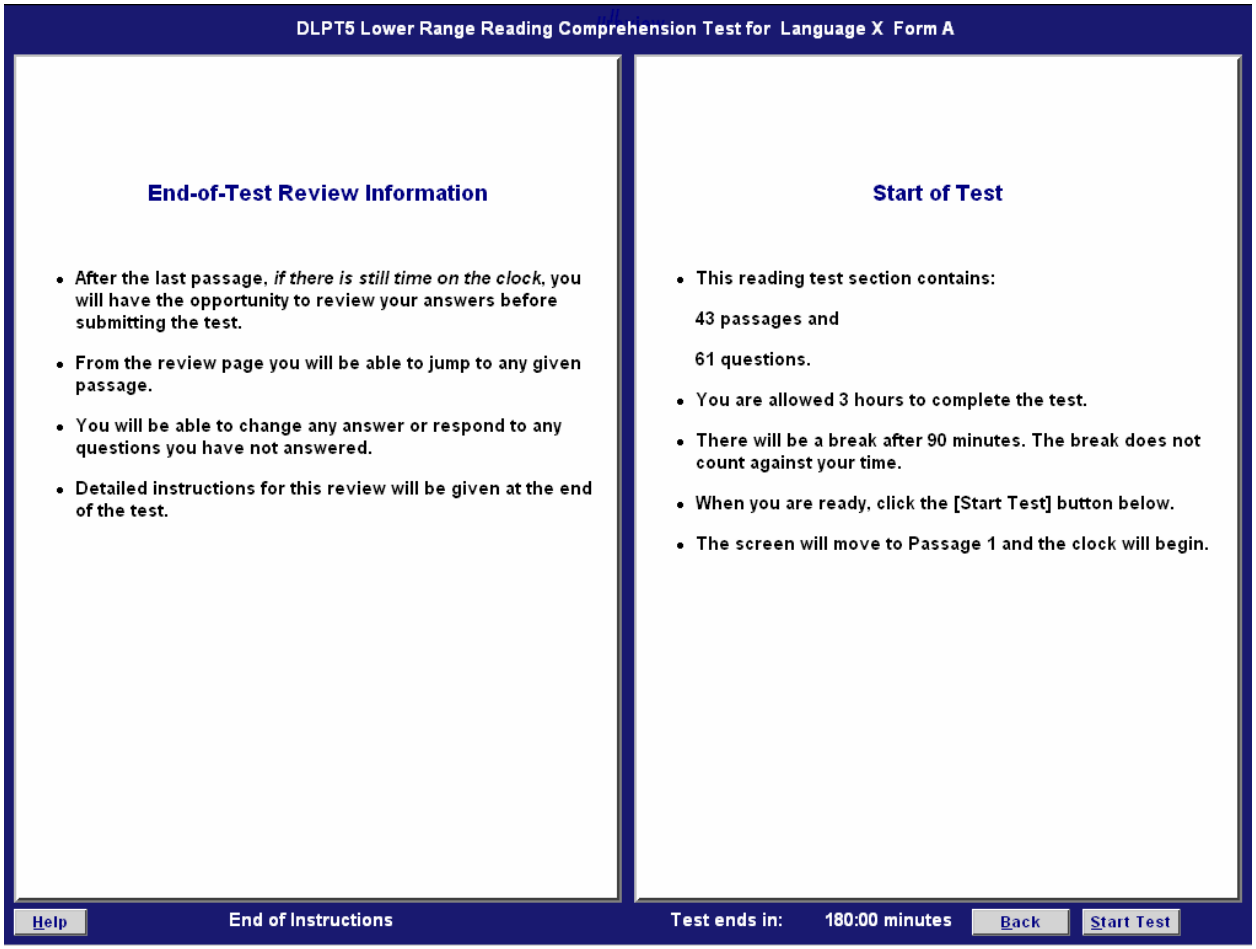
The next screen contains one sample passage with its associated question or questions.

Example of a reading sample passage:



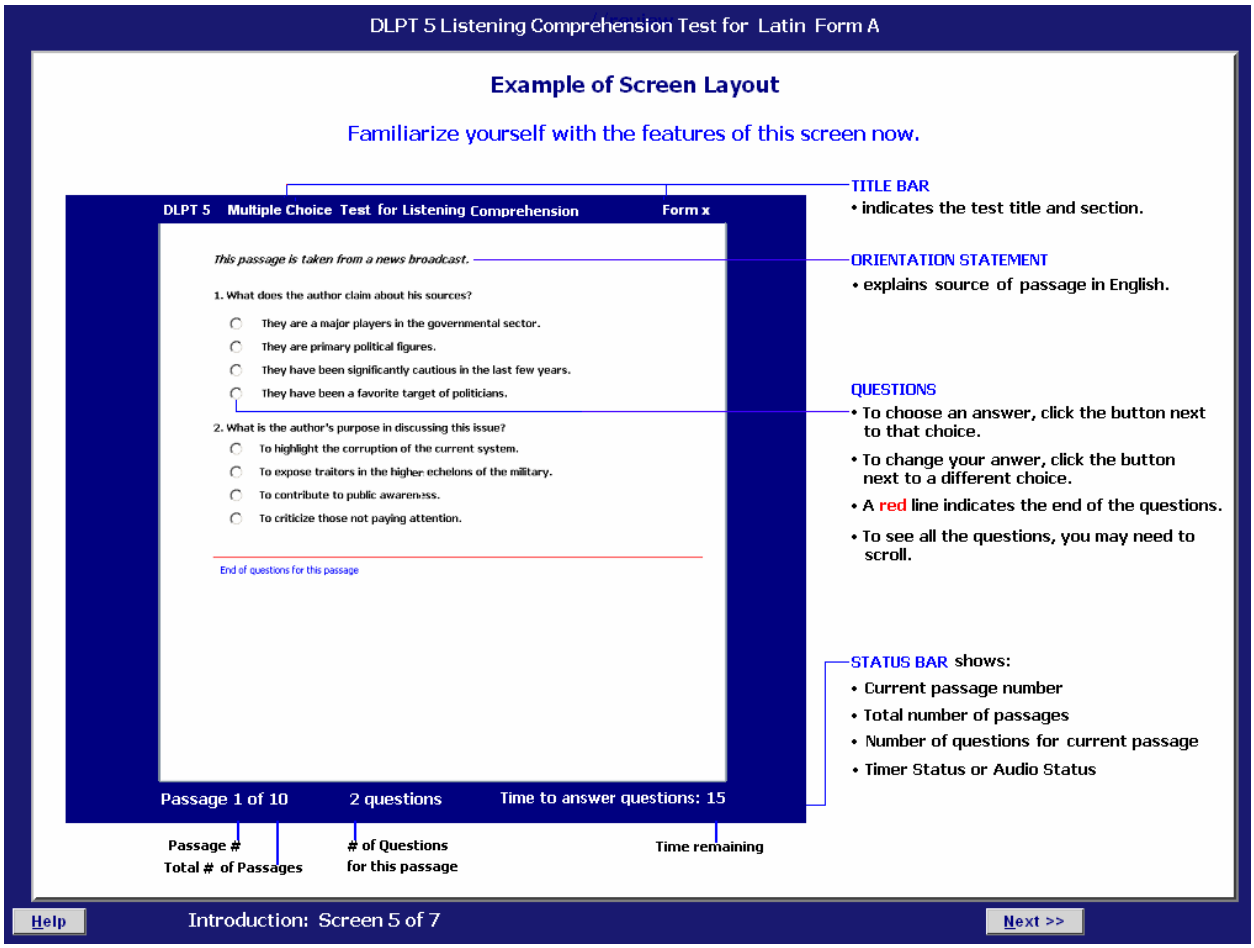
After the sample passage, the examinee clicks on the [Next] button and moves to the test start screen.

Test Start Screen for the Reading Test

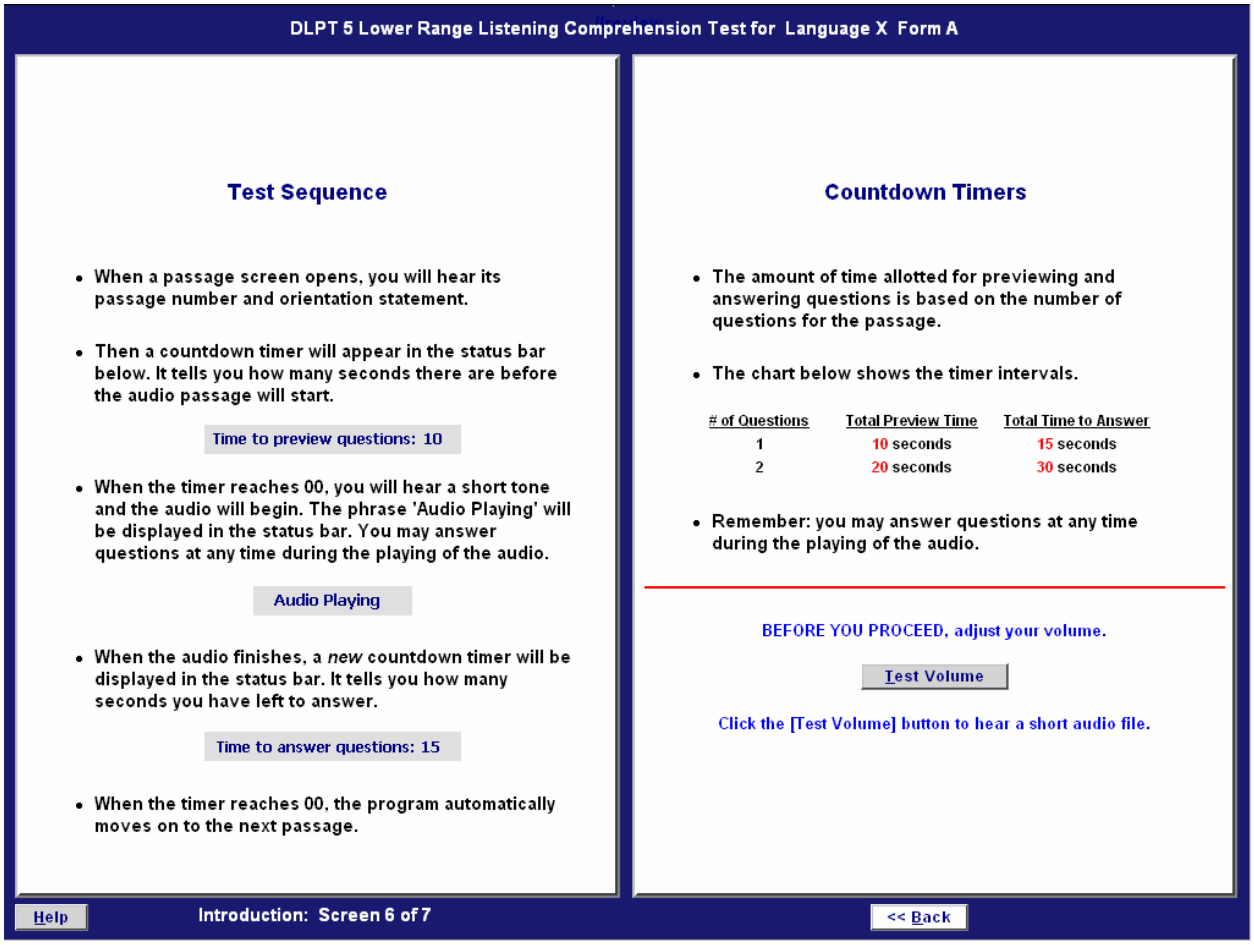


Listening comprehension test

Example of screen layout for the listening comprehension test:



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



DLPT 5 Lower Range Listening Comprehension Test for Language X Form A

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.

INSTRUCTIONS

This test is intended to measure your listening comprehension in Language X. It contains a number of listening passages in Language X, each one followed by one or more questions based on that passage.

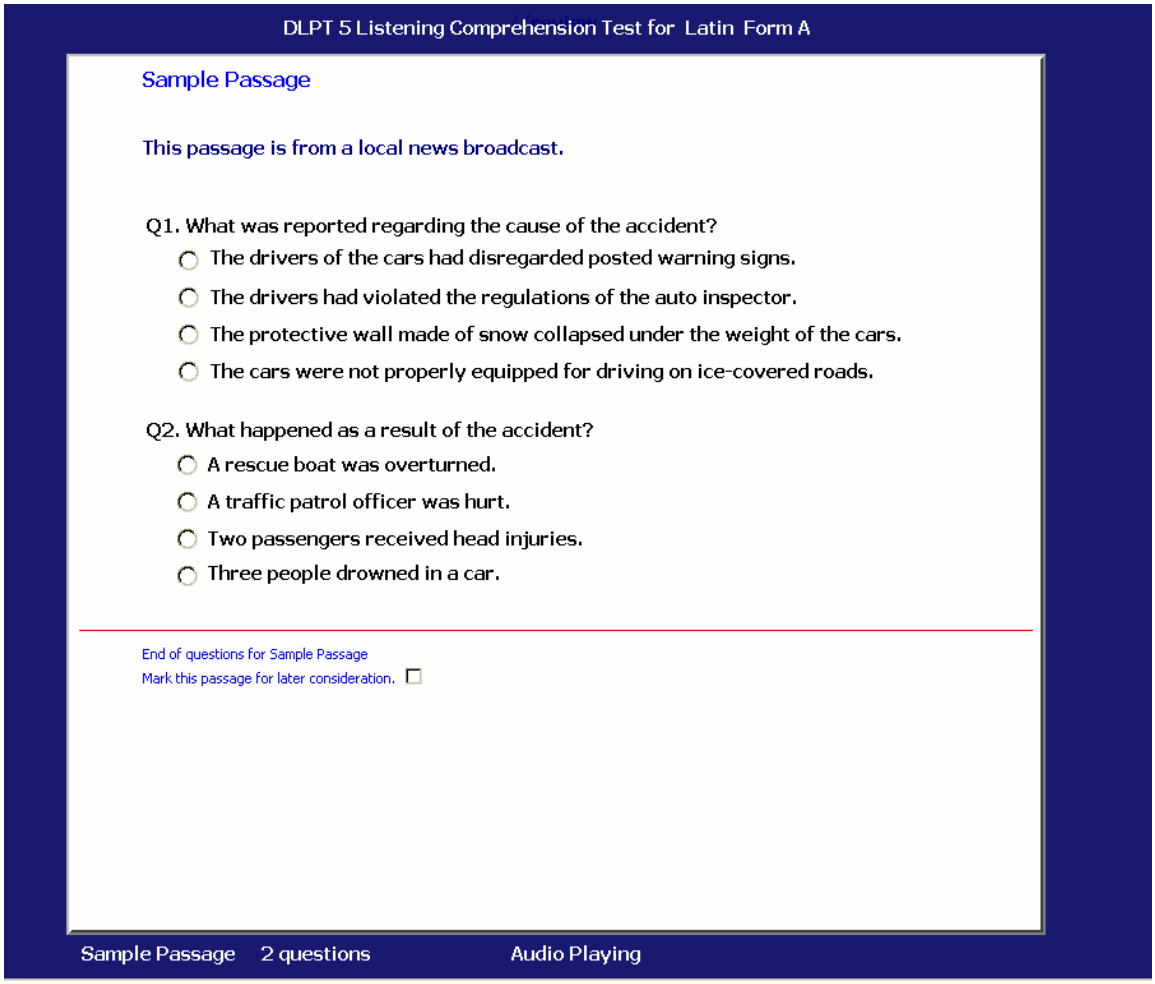
- **Before each passage you will hear a statement in English that explains the context from which the passage was taken.**
- **Then you will be given a short amount of time to read the questions pertaining to the passage.**
- **Next you will hear a short tone signal to alert you that you are about to hear the passage.**
- **You will then hear the passage itself. At the beginning of the test, passages will be played only once. After a certain point in the test, passages will be played twice, and you will be told when you reach that point.**
- **After hearing the passage, you will be instructed to answer the questions that are based on the passage. Read each question and its answer choices carefully. The amount of time you have to answer depends on the number of questions for the passage.**
- **Based on what you have heard in the passage, choose the best answer to each question from among the four answer choices.**
- **Since there is no penalty for guessing, it is to your advantage to answer all of the questions.**

If you need help during the test, press the [Help] key.

A Sample Passage follows on next page.

Introduction: Screen 7 of 7 Audio Playing

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



After the sample passage, the examinee clicks on the [Next] button and moves to the test start screen.

End-of-Test Review Information

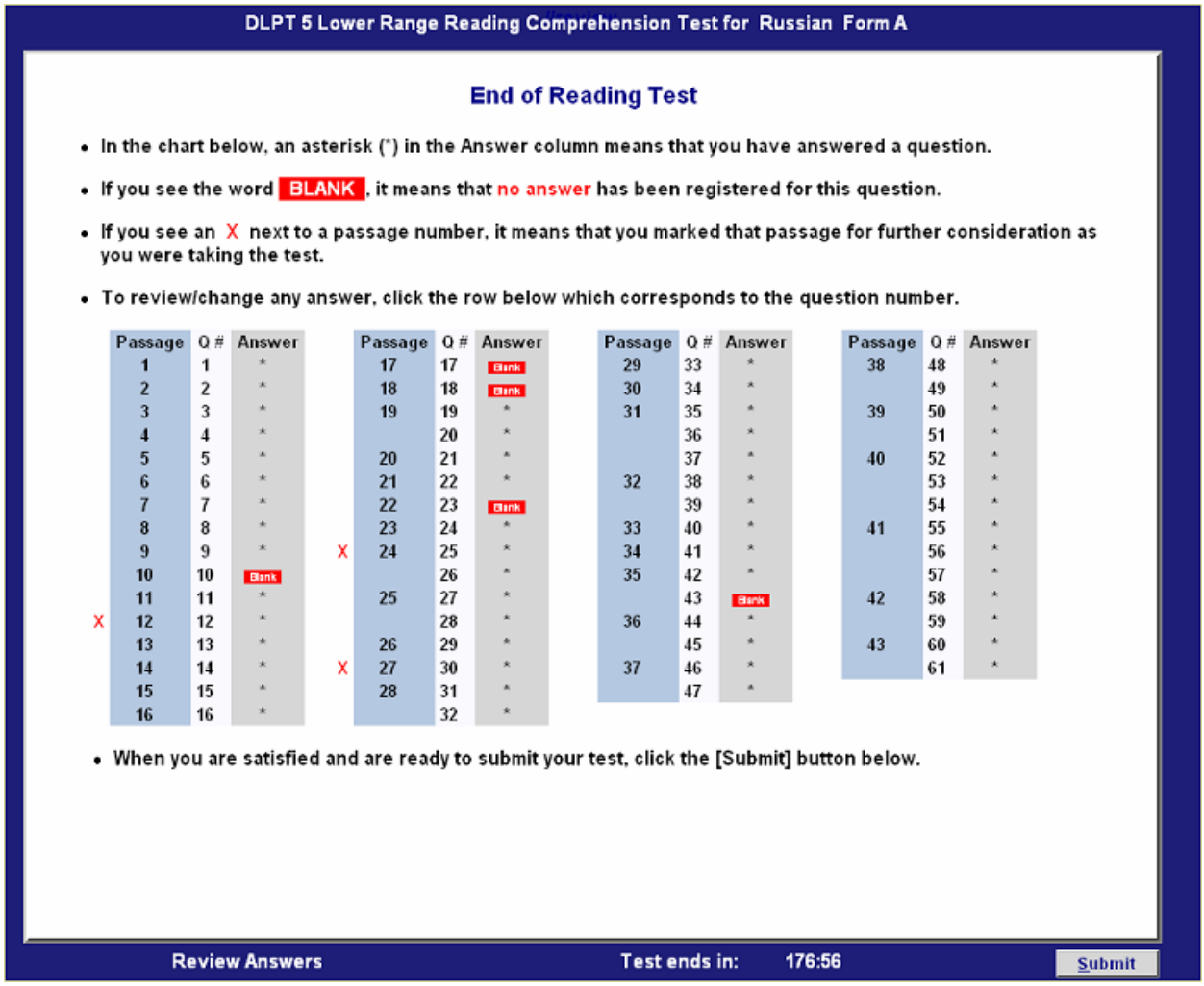
At the end of each test, a review screen appears for examinees to review their responses to the questions before submitting the test.

From the review page, examinees will be able to jump to any given passage.

They will be able to respond to any questions they have not answered, or they can change an answer.

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

Example of the review screen:



DLPT 5 Lower Range Reading Comprehension Test for Russian Form A

End of Reading 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 below which corresponds to the question number.

	Passage	Q #	Answer
	1	1	*
	2	2	*
	3	3	*
	4	4	*
	5	5	*
	6	6	*
	7	7	*
	8	8	*
	9	9	*
	10	10	Blank
	11	11	*
X	12	12	*
	13	13	*
	14	14	*
	15	15	*
	16	16	*

	Passage	Q #	Answer
	17	17	Blank
	18	18	Blank
	19	19	*
		20	*
	20	21	*
	21	22	*
	22	23	Blank
	23	24	*
X	24	25	*
		26	*
	25	27	*
		28	*
	26	29	*
X	27	30	*
	28	31	*
		32	*

	Passage	Q #	Answer
	29	33	*
	30	34	*
	31	35	*
		36	*
		37	*
	32	38	*
		39	*
	33	40	*
	34	41	*
	35	42	*
		43	Blank
	36	44	*
		45	*
	37	46	*
		47	*

	Passage	Q #	Answer
	38	48	*
		49	*
	39	50	*
		51	*
	40	52	*
		53	*
		54	*
	41	55	*
		56	*
		57	*
	42	58	*
		59	*
	43	60	*
		61	*

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

Review Answers Test ends in: 176:56 Submit

Chinese-Mandarin DLPT 5 Reading Comprehension Sample Passages

Level 1 (in Simplified Writing System)

From the news briefs in a newspaper

瓦比安是日本科学家研发成功的人形机器人，它身高 166 厘米，体重 107 公斤。瓦比安能手拿汽水罐，也能在实验室中迈步。

Question 1

1. What does the article say the robot can do?

(A) Lift heavy things.
(B) Pick up a bottle of water.
(C) Shake hands with a scientist.
(D) Hold a can and walk.

The best answer is D.

The article describes a robot which can hold a soda can and walk in the lab. Therefore "D" is the best answer. "A" is not the best answer because the article did not say the robot can lift heavy things. "B" is not the best answer because the article did not say the robot can pick up a bottle of water. "C" is not the best answer because the passage did not mention the robot shaking hands with a scientist.

Level 2 (in Simplified Writing System)

From a daily newspaper

笔者在地铁东单出口处，见一男子站在草坪当中用水冲凉，自来水哗哗流了一地，过了一会儿，他竟然从裤兜里掏出一小袋洗衣粉，就着水龙头洗起了衣服，洗完衣服，又将脚上的鞋脱下来，又刷起了鞋。旁边一过路人实在看不过去，上前质问男子“为何到绿地当中冲凉、洗澡”时，没想到这男子说；“这水又不要钱，不洗白不洗，洗了白洗！关你啥事儿。”说完，提着衣服走了。“真是太缺德了！怎么就没人管一下呢？”行人感叹。

Questions 2 – 3

2. What did the narrator see?

(A) A businessman walking barefoot.
(B) A thief stealing clothes.
(C) A gardener spraying passersby.
(D) A person bathing in public.

The best answer is D.

This passage is a report about a man who bathed in the sprinklers watering a public lawn; hence D is the best answer. “A” is not the best answer because, while it is mentioned that the man took off his shoes to clean them, he was not seen walking barefoot, nor was he identified as a businessman. “B” is also not the best answer because while the bathing man took off his clothes and washed them, no one stole them. “C” is not the best answer, because the water mentioned in the passage was spraying on the grass, but no one was directing it toward passersby.

3. What was the man's reaction when questioned by the passersby?

(A) Embarrassed.
(B) Disrespectful.
(C) Intimidated.
(D) Bewildered.

The best answer is B.

When onlookers confronted this man about his behavior, he made rude comments back to them, thus “B” is the best answer. “A” is not the best because the man did not act in an embarrassed way or seek to hide from onlookers. “C” is also not the best answer, because the man did not feel threatened by the onlookers, but made retorts to their comments. “D” is not the best answer because the man was not confused by the question. Instead he responded in a surly manner to the question.

Level 3 (in Traditional Writing System)

From an editorial in a newspaper

¶1	「知足者常樂」。奈真正知足者至少我還沒有碰見過。
¶2	我對此並不奇怪。人心原有一種易忽略既得的特性，且愛比較。所得再多，一比，一忘，自然又惶惶不可終日，又四處亂竄起來。如此，惱猶不及，又言何常樂！
¶3	這也和人的另一種心理特性有關，即習見不驚。比如某人當了夢寐以求的某長，起初躊躇滿志，可謂足矣。然時間不長準又生出大大的不滿意來。工作本身的煩惱並非主要原因。未再升遷才是首要因素。現職帶來的一切好處，如新奇、優越、成功感等等都已淡忘、習見了，自然便要不滿起來。
¶4	不知足於個人是一種煩惱，於社會則未嘗不是一件幸事。人若真的都常樂起來，社會如今定在牛車上踟躕。其實從個人計，不知足也是利大於弊。至於煩惱事，不妨細察一下自己的現狀。少作橫向之比，多向縱深看看，定會發覺自己忽略的種種，意識到自己並不如自己悲歎的那樣一事無成。這對消減煩惱誠為良藥。為煩亦為一樂。然後再去求取你想求取的一切。求不到， 拉倒再來。 果能如此，不亦樂乎！

Questions 4 - 8

4. According to the passage, what is one cause of the problem discussed here?

(A) Complacency.
(B) Dissatisfaction.
(C) Ignorance.
(D) Passiveness.

The best answer is B.

In this passage the author talks about how no one is ever satisfied with what they have and what leads to these feelings of discontentment, hence “B” is the best answer. “A” is not the best answer because a sense of complacency indicates that people are happy with what they have to the point of ignoring unpleasant realities. “C” is not the best answer either because the people mentioned in the passage are very conscious of the world around them, not unaware. “D” is not the best answer either because the people discussed in the passage are actively pursuing their dreams.

5. The phrase 躊躇滿志 in the third paragraph most nearly means

(A) being exasperated.
(B) being hesitant.
(C) being confident.
(D) being courageous.

The best answer is C.

In the third paragraph, the author gives what s/he thinks is the reason for the problem of discontentment. The author also provides an example to support his/her view of this problem. The phrase "*chouchumanzhi*" means being happy and elated (*chouchu* means hesitant). Further contextual clues suggest that the person in the author's example obtained what he had been wishing for. The person was happy, thought he had achieved his goal, and was secure in his position. Therefore, *C: being confident* is the best answer. "A, B and D" do not match the meaning of the phrase.

6. In the third and fourth lines of the last paragraph, what suggestion does the author make to his readers?

(A) Appreciate diversity.
(B) Learn from others.
(C) Practice humility.
(D) Engage in self-reflection.

The best answer is D.

In this sentence, the author recommends his/her readers not to make horizontal comparisons, meaning not to compare themselves with other people, but to go deep inside themselves, meaning to examine themselves truthfully. By performing such examination, people will definitely identify aspects in their lives that they have overlooked. Then, they will realize that they are not the failures they thought themselves to be. Therefore, "D": Engage in self-reflection is the best answer. The options "A, B, & C" do not reflect the meaning of this sentence.

7. The author uses the element 果能如此 in the phrase 果能如此，不亦樂乎 at the end of the last paragraph in order to

(A) convey the difficulty in implementing his theory.
(B) cast doubt on the viability of his recommendation.
(C) show the delight in seeing people accept his ideas.
(D) express the joy of achieving personal happiness.

The best answer is A.

The element "guo neng ru ci" indicates what is coming afterwards is an expectation rather than a reality. The writer is expressing a wishful thought regarding his recommendations to his readers on minimizing unnecessary worries. However, the writer doubts his readers will put his recommendations into practice on the basis of his observations on human nature described in

paragraph 3. Therefore, *"A: convey the difficulty in implementing his theory"* is the best answer. "B" is not the best answer because the writer is certain that his recommendations will help by the use of the word "liangyao" (meaning good medicine). "C" is not the best answer because the writer does not know if people have put his recommendations into practice. "D" is not the answer because the writer did not mention he has achieved personal happiness.

8. What is one conclusion that can be drawn from the author's discussion of this topic?

(A) Competitiveness increases one's competence.
(B) Progress can result from a lack of fulfillment.
(C) Success can grow out of hardships.
(D) Achievement lies in constant vigilance.

The best answer is B.

The author concludes that while a feeling of discontentment may be annoying for the individual, society actually benefits from human beings' desires to improve their lot, thus "B" is the correct answer. "A" is not the best answer because, while the idea of competing in order to get ahead is a theme of the passage, it is not viewed as a way to improve individual competence. "C" is not the best answer, because success is only mentioned in the context of the good feelings associated with it fading with time. "D" is also not the best answer because, while the passage refers to achievement at the societal level, the concept of vigilance is not mentioned.

Level 4 (in Simplified Writing System)

An excerpt in a book

¶1	中国何以未发展出资本主义？史学界寻求答案的方式可分为两个主要流派：第一派从理论上断定资本主义必然会在中国史上出现，并且实际上已经萌芽。仅因特殊因素所阻，未能充分成长而已。第二派则并不预断资本主义是中国社会发展的必经阶段，而是从事实出发，探讨传统中国为什么产生不出西方式的现代资本主义。第一派所持的自然是马克思主义的观点：历史五阶段论是适用于一切人类社会的普遍规律，中国当然不可能成为例外。第二派的史学家并未根据韦伯的理论，但却都直接或间接地受其影响。因此我们不妨说他们代表“韦伯式的”观点。
¶2	韦伯基本上是反对唯物史观的。韦伯不同意任何历史单因说，亦不取社会进化论，更不相信历史上有什么必然的发展阶段。韦伯认定资本主义的兴起可以归之于三个互相独立的历史因素，即经济基础、社会政治组织、和当时占主导地位的宗教思想。西方近代资本主义的兴起也就是在这三者之间的交互影响中求之。
¶3	可是无论是马克思还是韦伯的观点应用到中国史的研究上，我们便立刻遭遇到一些几乎是无法克服的困难。马克思关于资本主义发生的论断是完全根据西欧的历史经验得来的。他的五阶段论也只是西欧社会经济史的一个总结。马克思本人不但从来没有说过其唯物史观是“放之四海而皆准”的，而且还特别强调，在不同的社会中，即使表面上十分相似的事件，由于历史的处境相异，也会导致截然不同的结果。如果我们真的尊重马克思本人的看法，那么今天的马克思主义史学家企图在中国史上寻找“资本主义的萌芽” 的种种努力便是完全没有理论根据的。
¶4	而韦伯的理论也同样不能原封不动地套在中国史上面，但其理论却又和马克思本人的史学理论一样，均含有新观点和新方法，足以启发非西方社会的历史研究。因此我们只能在韦伯的新观点和新方法的启发下，提出一般性的 “韦伯式的”问题。但无法亦步亦趋地按照他原有论著的实际内容来研究中国历史的演变。因为一涉及实际内容，韦伯的个案研究便成为基本上和中国史不相干了。同样的原则也适用于马克思的史学理论。我们也不妨在中国史上提出 “马克思式”的问题，但同时也千万要记住马克思的名言，不要变成“马克思主义者”。所以在试图解答问题时，我则尽量要求让中国史料自己说话。这样也许可以避免一种常见的毛病，即用某种西方的理论模式强套在中国史的身上。

Questions 9 - 12

9. According to the passage, what can be concluded about the first school of thought?

(A) They have distorted China's historical development.
(B) They have over generalized Marxist theory.
(C) They have misrepresented Weber's ideas.
(D) They have overstated the impact of capitalism on a society.

The best answer is B.

This passage discusses two points of view on why capitalism has not developed in China. This first school of thinkers are the Marxists who believe that capitalism is an inevitable developmental stage in all societies and while it has begun to appear in China, its full development has been blocked in some fashion. The author believes this Marxist approach was really created with a Western European model in mind and cannot realistically be applied to other non-European societies, hence the correct answer is "B". "A" is not the best option because these thinkers have not distorted China's historical development, they simply have not taken it into account. "C" is also not the best answer because the first school of thought refers to Marxist and not Weberian thinkers. "D" is not the best option because these thinkers are not discussing capitalism's impact on a society, but its evolution.

10. What can be inferred from the author's discussion of China's social development?

(A) A theory must be able to withstand outside scrutiny.
(B) A theory must allow for adaptations by specific groups to be viable.
(C) A theory must be implemented with realistic considerations.
(D) A theory must allow for broad applicability to gain acceptance.

The best answer is C.

The author is critical of those who adhere to either Marxism or Weberianism without considering the broader historical context in which the two theories were introduced. He offers his reasons in paragraphs 3 and 4 and suggests that people should take the Chinese context into consideration when using a theoretical model to examine developments in China. Therefore, the best choice is "C." "A" is not the best choice because the author is not concerned with outside scrutiny of a theory, but rather the appropriateness of its application to a specific group. "B" is also not the best choice because the author does not discuss allowing individual groups to alter theoretical models. "D" is not the best answer because this passage is not about acceptance of a theory.

11. According to the author, how would Weberian historians explain China's inability to become a capitalist state?

(A) China lacked the necessary conditions to initiate the change.
(B) China's socio-political system was unique and resistant to transformation.
(C) The Weberian methodology was not adhered to closely by its Chinese supporters.
(D) Western European ideologies did not transplant well to China.

The best answer is A.

The correct option "A" can be deducted from the second paragraph, in which the author summarizes the Weberian model and offers his view on why capitalism was possible in the West. Namely, it was the result of the interplay of the economic, socio-political, and religious factors. The absence of capitalism in China, according to Weberian theory, would mean that conditions in China were not ripe for this practice. "B" is not the best answer because it refers to only one of the elements necessary for the evolution of capitalism and the author does not refer to these elements in isolation. "C" is not the best answer because the author is not critical of thinkers in this school of thought. "D" is also not the best answer because Weberian thinkers do not talk about imposing a western model on China.

12. What is the author's conclusion of the discussion?

(A) Attempting to influence China's social evolution from the outside is presumptuous.
(B) Analyzing the motivations of China's political movement is futile.
(C) Isolating individual factors to account for China's progress is impossible.
(D) Forcing a premise to explain China's development is arrogant.

The best answer is D.

In the last paragraph, the author concludes the discussion by suggesting historians apply the principles of a western theoretical model in the broadest sense and consider the Chinese context. Otherwise, they will be making the same mistake as others trying to impose a foreign model onto Chinese society and their efforts and work will be groundless and irrelevant, thus "D" is the correct answer. "A" is not the best answer because the author does not discuss influencing China's social evolution. "B" is also not the best answer because the motivation of China's political movements is not the issue. "C" is not the best answer because the author does not attempt to analyze China's political evolution by isolating individual factors.

Chinese-Mandarin DLPT5 Listening Comprehension Sample Passages

Note: Examinees will not see passage transcripts in an actual DLPT5 listening test.

Level 1

This passage is from a conversation between two college students.

男：小华，你暑假打算做什么去？
女：现在还没谱儿呢。
男：想不想跟我们到黄山去旅行？
女：那一定很刺激的，成啊。什么时候动身？
男：七月中旬。
女：怎么去？
男：骑自行车去，这样可以观光锻炼两不误。
女：你说的对，我一定跟你们去。

Question 1

1. What does the man ask the woman to do?

(A) Join him and others on a bicycle trip.
(B) Join the college rock climbing club.
(C) Help him book a ticket to Huang Shan.
(D) Work part-time over the summer vacation.

The best answer is A.

The conversation is about a bicycle trip to the Huang Mountains in the summer. Therefore "A" is the best answer. "B" is not the best answer because the two people did not mention rock climbing. "C" is not the best answer because the man did not ask the woman to book him a ticket to the Huang Mountains. "D" is not the best answer because the two people talked about a trip not working over the summer vacation.

Level 2

This passage is from a conversation between two friends.

女：XXX，妳看了今天的报纸了吗？报上刊载了一条发生在内蒙古牙克石市的新鲜事。

男：什么事儿？我只看了头版的新闻，其它的还没时间瞄一眼儿呢！

女：报上说牙克石市在推行把街道两旁的树木“领养回家”的制度。

男：只听过可以领养人或猫狗的，可没听说过树木也可以认领的，这事儿是有意思！诶，那他们怎么“领养”呢？

女：“领养”制度的主要内容是单位、机关及个人认领园林树木，并负责养护管理。不过认领时得签订认领协议书，确定认领的面积、数量、种类，还有什么样的养护责任。

男：这倒是个很有意义的活动，让居民直接参与环保的工作。

女：对呀！

Questions 2 – 3

2. What action described in the newspaper is the topic of this conversation?

(A) A clever initiative to involve residents in community work.
(B) An incentive to conserve the water supply.
(C) A new procedure for dealing with stray animals.
(D) A creative plan to expand city parks.

The best answer is A.

This passage is a conversation about the city government’s initiative to involve its residents in taking care of the trees planted by the city; therefore “A” is the best answer. “B” is not the best answer because the people in the conversation did not talk about water conservation. “C” is not the best answer either because although the man and woman mentioned adopting cats and dogs, they did not talk about dealing with the problem of stray animals. “D” is not the best answer because the man and woman did not talk about city parks.

3. What is expected from the participants in this activity?

(A) Providing a home for abandoned pets.

(B) Enforcing requirements for water conservation.
(C) Planting a tree in a new city park.
(D) Maintaining the beauty of tree-lined streets.

The best answer is D.

According to the conversation, residents are expected to adopt trees alongside the city streets. They have to sign an agreement with the city government and are responsible for the upkeep of the trees. Therefore, “D” is the best answer. “A” is not the best answer because stray animals are not the topic of this conversation. “B” is not the best answer either because the man and woman did not talk about water conservation. “C” is not the best answer because the conversation is not about planting trees but taking care of trees belonging to the city.

Level 3

This passage is from a lecture by a university professor.

所谓文人相轻的作风， 在现代来看， 也许可以用奥地利心理学家罗润兹所著的“论侵略性”一书中的观点来诠释。罗氏通过他的同事所做的老鼠实验来说明侵略性或攻击性的诱因。 其中有一项实验发现： 饲养老鼠的空间虽然固定不变， 但部分老鼠会占据地盘并建立起强权阶级制度，一旦有外来的老鼠介入， 为了巩固地盘， 原有的老鼠就会对闯入者进行攻击。 一个地盘等于是既得的利益， 岂容轻易放手？ 如果我们把这项发现引申运用于知识团体， 那么，文人相轻， 更具体地说，就是想藉着否定别人来肯定自己， 说穿了， 只是因为在既得利益上看不开而变得心胸狭隘。既得利益团体想巩固利益而展开攻击，得不到利益的团体或个人大肆攻击，则显然是出于嫉妒。殊不知身为知识分子，自我的肯定必须靠个人的努力与创造来建立。依我看，当代知识分子应明鉴这个道理，这种行为对己对人毫无益处，知识分子应以务本务实来自我要求。这就是我对文人相轻这种现象的一点看法。

Questions 4 – 5

4. According to the passage, what is the cause of the phenomenon under discussion here?

(A) The lack of intellectual rigor on the part of certain academics.
(B) A sense of defensiveness about one’s achievements.
(C) A suspicion about some claims of accomplishment.
(D) The pressure to publish a requisite number of articles.

The best answer is B.

The cause of the phenomenon discussed in the passage is a desire to protect one’s intellectual status as well as to assert one’s achievements through refuting the achievements of others. According to the speaker, this attitude boils down to narrow-mindedness and a wish to hold on to the status and benefits one enjoys. Such people do not realize that an intellectual has to earn his/her name. Thus, “B” is the best answer. “A” is not the best answer because this phenomenon, according to the speaker, is caused by an overprotective attitude towards one’s accomplishments. It is not caused by the academics’ lack of intellectual rigor. “C” is not the best answer because the speaker did not mention suspicion about some people’s claims of accomplishment. “D” is not the best answer because the phenomenon discussed is not about the pressure of publication that scholars face but the means some academics resort to in keeping their status.

5. What advice does the speaker give?

(A) Scholars should select bold research topics instead of safe bets.

(B) Scholars should focus on academic issues rather than personalities.
(C) Scholars should engage in introspection rather than comparisons.
(D) Scholars should listen to different opinions instead of disputing them.

The best answer is C.

The speaker suggests that intellectuals should engage in self-introspection and set high standards in their work. Therefore, "C" is the best answer. "A" is not the best answer because the speaker did not ask the intellectuals to select bold research topics. Instead she suggested that they should work with honesty and dedication. "B" is not the best answer because the speaker urged intellectuals to focus their work on research, not the personalities of their colleagues. "D" is not the best answer because the problem discussed here does not stem from scholars' failure to listen to different opinions. It originates in a narrow-minded mindset. Therefore, "D" is irrelevant.

Level 4

This passage is from an interview with a Chinese author.

女： 你的创作， 从作品《顽主》才找到自己，那你怎么就从这种下三流的言情一下子转向了对伪崇高、对主流意识形态、对流行的文化时尚的调侃上了。你的被称为“痞子文学”的东西，实际上具有很强的颠覆性，《顽主》中的谎言与无耻就是许多人的基本的生存策略与技巧……如果说你的这些东西没有一种类似宗教关怀的东西支撑着，你是靠什么进入这种状态的？

男：靠真实，自己生活的真实状态，耳闻目睹的周围人的生存状态。刚写小说那会儿，我的文学观念非常错误，认为文学就是虚构，虚构就是说假话。当然“灵魂工程师”们、理论家们、编辑们不这么说，他们管这种叫作艺术真实，要源于生活高于生活啦，艺术的升华，给人以希望和方向啦……。

女：当时流行的文学观念就这样。在大学读书时，凡是讲到资产阶级作家，老师都要批判两句，最一致的批判是说那作家只揭露了黑暗，却没有为读者提供一线光明的希望。自然主义不可取，现实主义有局限，浪漫主义太空泛，只有我们的社会主义的革命现实主义与浪漫主义相结合的创作方法才是唯一正确的。

男：科班出身的受过系统的洗脑，像找这种没受过系统训练的人，说假话是说不长的。我想我要是上了大学，念了点书，再跟道貌岸然的伪君子们学学，学一些方法、技巧，诸如如何升华、如何画龙点睛什么的，我想我也许能容易一点，起码这样做没什么困难。幸运的是我没有去做。我知道我自己过的是另外一种生活。咱们这圈子，不是你想说真话就能说，也不是你知道某些事就能为了说假话而说假话，我必须面对的是：我的书面语言库中没有一句真话，你不用有目的地做假，一说就是假的，而你用这种语言库的语言说真话，听着就跟假的似的。就在这种时候，你可以说是一种失语状态吧。要说话，你就非得说假话，你也只会说这种话，但这种话明摆着不是我想的那意思，我要说的事用这种话就说不出来，所以我只能用开玩笑的方式、调侃的方式说，我用这种方式是想让对方知道，我说这些不是真的，别往真的里边想，别那么实在地想。

Questions 5 - 6

5. What challenge did the author face early in his career?

(A) His lack of formal training restricted his mode of expression.
(B) He had to endure criticism from those who did not understand his work.
(C) His ideal of literature had to be compromised for financial success.
(D) He was unable to reconcile his writing to the contemporary genre.

The best answer is D.

"D" is the best answer because the man felt he could not write truthfully in the genre recognized by the mainstream writers. "A" is not the best answer because although the man lacked the formal training, it did not impede him from expressing his views about society. "B" is not the best answer because the man did not say he endured criticism. "C" is not the best answer because financial success was not a concern in the interview.

6. According to the man, why does he write in the style for which he is presently known?

(A) It is a strategy he uses to reveal reality to his readers.
(B) It stems from a commitment to promote the goodness of life.
(C) It is a conscious choice to differentiate himself from other writers.
(D) It comes from a belief that writers should explore all options in writing.

The best answer is A.

"A" is the best answer because according to the man, he could not use the type of the language recognized by his contemporaries to depict society truthfully. He had to use the style he is known for to suggest to his readers that they have to go beyond the words for the truth about society. "B" is not the best answer because the man did not say he was committed to promoting the goodness of life. "C" is not the best answer because, though his writing style is a conscious choice, the man did not intend to distinguish himself from other writers. Rather, it is a strategy for him to tell his readers about society. "D" is not the best answer because the man did not mention that writers should explore all options in writing.

Appendix A: Interagency Language Roundtable Language Skill Level Description

Preface

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

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

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term "native speaker" refers to native speakers of a standard dialect.

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

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

Interagency Language Roundtable Language Skill Level Descriptions: Listening

Listening 0 (No Proficiency)

No practical understanding of the spoken language. Understanding is limited to occasional isolated words with essentially no ability to comprehend communication. (Has been coded L-0 in some nonautomated applications. [Data Code 00]

Listening 0+ (Memorized Proficiency)

Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length understood but requires frequent long pauses between understood phrases and repeated requests on the listener's part for repetition. Understands with reasonable accuracy only when this involves short memorized utterances or formulae. Utterances understood are relatively short in length. Misunderstandings arise due to ignoring or inaccurately hearing sounds or word endings (both inflectional and non-inflectional), distorting the original meaning. Can understand only with difficulty even such people as teachers who are used to speaking with non-native speakers. Can understand best those statements where context strongly supports the utterance's meaning. Gets some main ideas. (Has been coded L-0+ in some nonautomated applications.) [Data Code 06]

Listening 1 (Elementary Proficiency)
Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements in areas of immediate need or on very familiar topics, can understand simple questions and answers, simple statements and very simple face-to-face conversations in a standard dialect. These must often be delivered more clearly than normal at a rate slower than normal with frequent repetitions or paraphrase (that is, by a native used to dealing with foreigners). Once learned, these sentences can be varied for similar level vocabulary and grammar and still be understood. In the majority of utterances, misunderstandings arise due to overlooked or misunderstood syntax and other grammatical clues. Comprehension vocabulary inadequate to understand anything but the most elementary needs. Strong interference from the candidate's native language occurs. Little precision in the information understood owing to the tentative state of passive grammar and lack of vocabulary. Comprehension areas include basic needs such as: meals, lodging, transportation, time and simple directions (including both route instructions and orders from customs officials, policemen, etc.). Understands main ideas. (Has been coded L-1 in some nonautomated applications.) [Data Code 10]

Listening 1+ (Elementary Proficiency, Plus)
Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding is uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections) but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some nonautomated applications.) [Data Code 16]

Listening 2 (Limited Working Proficiency)
Sufficient comprehension to understand conversations on routine social demands and limited job requirements. Able to understand face-to-face speech in a standard dialect, delivered at a normal rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics, common personal and family news, well-known current events and routine office matters through descriptions and narration about current, past and future events; can follow essential points of discussion or speech at an elementary level on topics in his/her special professional field. Only understands occasional words and phrases of statements made in unfavorable conditions, for example through loudspeakers outdoors. Understands factual content. Native language causes less interference in listening comprehension. Able to understand facts; i.e., the lines but not between or beyond the lines. (Has been coded L-2 in some nonautomated applications.) [Data Code 20]

Listening 2+ (Limited Working Proficiency, Plus)
Sufficient comprehension to understand most routine social demands and most conversations on work requirements as well as some discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but under tension or pressure may break down. Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. Normally understands general vocabulary with some hesitant understanding of everyday vocabulary still evident. Can sometimes detect emotional overtones. Some ability to understand implications. (Has been Coded L-2+ in some nonautomated applications.) [Data Code 26]

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

Listening 3+ (General Professional Proficiency, Plus)
Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. However, may miss some subtleties and nuances. Increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many distinctions in language tailored for different audiences. Increased ability to understand native speakers talking quickly, using nonstandard dialect or slang; however, comprehension is not complete. Can discern some relationships among sophisticated listening materials in the context of broad experience. Can follow some unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary material in subject matter areas directed to the general listener. (Has been coded L-3+ in some nonautomated applications.) [Data Code 36]

Listening 4 (Advanced Professional Proficiency)
Able to understand all forms and styles of speech pertinent to professional needs. Able to understand fully all speech with extensive and precise vocabulary, subtleties and nuances in all standard dialects on any subject relevant to professional needs within the range of his/her experience, including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and discourse. Understands language specifically tailored (including persuasion, representation, counseling and negotiating) to different audiences. Able to understand the essentials of speech in some non-standard dialects. Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavorable conditions, for example through bad loudspeakers outdoors. Can discern relationships among sophisticated

listening materials in the context of broad experience. Can follow unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary material in any subject matter directed to the general listener. (Has been coded L-4 in some nonautomated applications.) [Data Code 40]

Listening 4+ (Advanced Professional Proficiency, Plus)
Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme nonstandard dialects and slang, as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of the well-educated native listener but still not equivalent. (Has been coded L-4+ in some nonautomated applications.) [Data Code 46]

Listening 5 (Functionally Native Proficiency)
Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech. (Has been coded L-5 in some nonautomated applications.) [Data Code 50]

Interagency Language Roundtable Language Skill Level Descriptions: Reading

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

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

R-1: Reading 1 (Elementary Proficiency)
Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include descriptions of persons, places or things: and explanations of geography and government such as those simplified for tourists.

Some misunderstandings possible on simple texts. Can get some main ideas and locate prominent items of professional significance in more complex texts. Can identify general subject matter in some authentic texts. [Data Code 10]

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

R-2: Reading 2 (Limited Working Proficiency)
Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read with some misunderstandings straightforward, familiar, factual material, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level. The individual can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence which aids the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical material written for the general reader. Generally the prose that can be read by the individual is predominantly in straightforward/high-frequency sentence patterns. The individual does not have a broad active vocabulary (that is, which he/she recognizes immediately on sight), but is able to use contextual and real-world cues to understand the text. Characteristically, however, the individual is quite slow in performing such a process. Is typically able to answer factual questions about authentic texts of the types described above. [Data Code 20]

R-2+: Reading 2+ (Limited Working Proficiency, Plus)
Sufficient comprehension to understand most factual material in non-technical prose as well as some discussions on concrete topics related to special professional interests. Is

markedly more proficient at reading materials on a familiar topic. Is able to separate the main ideas and details from lesser ones and uses that distinction to advance understanding. The individual is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. Has a broad active reading vocabulary. The individual is able to get the gist of main and subsidiary ideas in texts which could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning. [Data Code 26]

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

R-3+: Reading 3+ (General Professional Proficiency, Plus)
Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or rarely experiences difficulty relating ideas or making inferences. Able to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties. Able to comprehend a considerable range of intentionally complex structures, low frequency idioms, and uncommon connotative intentions, however, accuracy is not complete. The individual is typically able to read with facility, understand, and appreciate contemporary expository, technical or literary texts which do not rely heavily on slang and unusual items. [Data Code 36]

R-4: Reading 4 (Advanced Professional Proficiency)
Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent

of writers' use of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader. [Data Code 40]

R-4+: Reading 4+ (Advanced Professional Proficiency, Plus)
Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent. [Data Code 46]

R-5: Reading 5 (Functionally Native Proficiency)
Reading proficiency is functionally equivalent to that of the well-educated native reader. Can read extremely difficult and abstract prose; for example, general legal and technical as well as highly colloquial writings. Able to read literary texts, typically including contemporary avant-garde prose, poetry and theatrical writing. Can read classical/archaic forms of literature with the same degree of facility as the well-educated, but non-specialist native. Reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references. With varying degrees of difficulty, can read all kinds of handwritten documents. Accuracy of comprehension is equivalent to that of a well-educated native reader. [Data Code 50]