



WCE LISTENING LAB | 2026 EDITION

Advanced Arabic Listening Practice

اختبارات الاستماع العربية المتقدمة

Twelve two-speaker recordings · Sixty questions
Answer keys · Transcripts · Listening rubrics

PDF companion to the interactive WCE Listening Lab.

Designed by World Cultures & Education (WCE),

with the assistance of Dr. E

Dr. Wagih Elgohary, Ph.D., Ed.D.

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Original scripted practice with synthetic Arabic voices.

Independent materials. No official ILR or DLPT rating.

Listen first. Review with evidence.

Designed by World Cultures & Education (WCE), with the assistance of Dr. E - Dr. Wagih Elgohary, Ph.D., Ed.D.

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This companion contains three advanced Arabic listening practice forms. Each has four recordings and 20 questions. The twelve original fictional scripts are performed by synthetic voices; they are not authentic broadcast extracts or Dr. E's recorded voice. Ten recordings use Modern Standard Arabic; two Form B exchanges use Egyptian Arabic.

Suggested WCE conditions: 45 minutes per form, headphones, no dictionary or transcript and no more than two full listens per recording. The site allows pause, seek and replay; it does not enforce an official playback limit. Its play-start count includes resumes and is not a count of completed listens. Use additional playback freely for subsequent study.

Study mode: choosing an answer reveals the correct answer, explanation, decisive Arabic wording and a replay button. The first selection is locked. This is coached practice, and feedback may help answer later questions.

Test mode: answer choices stay editable until submission; answers, transcripts and evidence stay hidden. After completing all 20 items, receive a score, percentage, skill profile, key and supporting turns. Transcripts become available for review. Normal-speed playback is used in Test mode.

PDF use: open each linked MP3, listen, then mark your choices. Do not turn to the review section until you finish the form. The PDF itself does not auto-grade or embed audio. Play online or download the audio pack for offline use.

Assessment limits: DLPT 5 denotes a test generation, not ILR level V. This is not an official DLPT examination, a secure-test reproduction or a validated proficiency measure. No DLIFLC affiliation or endorsement is implied. Scripted synthetic audio does not represent the full diversity of natural pacing, accents, overlap, intonation and spontaneous speech.

Contents: Form A - Listening to public choices. Form B - Voices, culture & indirect meaning. Form C - Interpreting what is implied. Each ends with a review section containing keys, evidence, transcripts and a rubric.

[Open the WCE Listening Lab](#)

Form A · Listening to public choices

Advanced professional listening: identify argument, supporting detail, inference and qualified agreement.

Four recordings · Twenty questions · 45 minutes suggested. Choose the single best answer supported by the audio. Listen before opening the review section. Do not assume an opinion in a fictional exchange is a WCE position.

Answer record

1	_____	11	_____
2	_____	12	_____
3	_____	13	_____
4	_____	14	_____
5	_____	15	_____
6	_____	16	_____
7	_____	17	_____
8	_____	18	_____
9	_____	19	_____
10	_____	20	_____

Mode / assistance: _____

Date: _____ Time spent: _____

Form A · Recording A1

A radio interview about a new city bus service.

MSA · 01:50 · Synthetic two-speaker audio

[Play or download MP3 A1](#)

1. Why might passengers retain their old departure time?

- A. They have not heard that additional buses were purchased.
- B. They must allow for occasional long journeys despite a better average.
- C. They prefer the old buses to the newer vehicles.
- D. Their managers allow late arrivals to offset earlier arrivals.

2. What would the researcher most like the operator to measure?

- A. The total number of passengers who own a screen.
- B. The average age of the vehicles alone.
- C. The consistency with which journeys meet their expected times.
- D. The visual clarity of the new buses' advertising.

3. How does the researcher assess buying more buses?

- A. It must precede any operational experiment.
- B. It may be needed, but the available argument does not establish that it is the right response.
- C. It would eliminate the need to publish performance measures.
- D. It is unnecessary because he has verified excess capacity.

Listening notes: _____

Form A · A1 · Questions continued

4. What is conveyed by the screen's continually retreating expected time?

- A. A numerical display need not provide a dependable commitment.
- B. Passengers cannot read digital numbers accurately.
- C. Published schedules should be removed from every stop.
- D. The operator has intentionally falsified all journey records.

5. What kind of change does the researcher recommend first?

- A. An unconditional freeze on all transport spending.
- B. Replacement of every current driver before data collection.
- C. A publicity campaign attributing delays to passenger expectations.
- D. A measured operational trial that can reveal whether reliability improves.

Form A · Recording A2

A podcast discussion with a public-library director.

MSA · 01:33 · Synthetic two-speaker audio

[Play or download MP3 A2](#)

6. What is the director's main explanation for unchanged attendance?

- A. Non-fee barriers can still prevent residents from using the library.
- B. Free membership made the collection less attractive.
- C. Residents have demonstrated a general dislike of reading.
- D. The library's new computers have failed.

7. Why contrast the equipment photograph with a mother's visit?

- A. Staff salaries are always more economical than equipment.
- B. Visible donations may be easier to report than improvements in access.
- C. The donor demanded that mothers be excluded from publicity.
- D. The library lacks permission to photograph its rooms.

8. How does the director respond to the equipment offer?

- A. Delays all public services until a donor changes the terms.
- B. Rejects it because all technology reduces reading.
- C. Accepts it as a substitute for every staffing need.
- D. Welcomes its potential while asking whether it addresses the relevant problem.

Listening notes: _____

Form A · A2 · Questions continued

9. What does more frequent attendance by existing users demonstrate?

- A. Evidence that first-time visitors will not return.
- B. Proof that residents of the distant neighborhood are represented.
- C. An improvement that does not by itself establish outreach to previously absent residents.
- D. Failure, because repeat visits have no educational value.

10. What is the purpose of the proposed two-evening trial?

- A. To guarantee permanent nightly opening throughout the city.
- B. To replace the library entirely with the neighborhood center.
- C. To reduce the collection to materials selected by the donor.
- D. To test an access change before treating it as a proven solution.

Form A · Recording A3

An interview about working from home.

MSA · 01:32 · Synthetic two-speaker audio

[Play or download MP3 A3](#)

11. Why question how a “task” was counted?

- A. Different units of recorded activity may not represent comparable work.
- B. Complex work is impossible outside an office.
- C. Employees are known to have falsified their task records.
- D. Email replies have no value to any organization.

12. What distinction does the consultant make about remote work?

- A. Removing travel automatically shortens the working day.
- B. Availability matters only when employees live in different countries.
- C. Working from home requires refusing all urgent requests.
- D. Changing location does not necessarily establish reasonable time boundaries.

13. What does “the mirror in which we see that effort” refer to?

- A. A surveillance device installed in employees’ homes.
- B. The performance measure through which effort is represented.
- C. A customer-satisfaction survey already proven unreliable.
- D. The employee’s personal opinion about colleagues.

Listening notes: _____

Form A · A3 · Questions continued

14. How does the consultant address the international-client concern?

- A. Accepts the need and proposes scheduled, compensated coverage.
- B. Dismisses the need because clients should follow office hours.
- C. Proposes eliminating clients in other time zones.
- D. Endorses unlimited availability as inherent in employment.

15. What is the final question intended to reveal?

- A. Whether customers prefer email to telephone communication.
- B. Whether remote employees are legally self-employed.
- C. Whether responsiveness is funded institutionally or subsidized by workers' private time.
- D. Whether every worker has a medically diagnosed sleep problem.

Form A · Recording A4

A science-radio interview about a neighborhood cooling pilot.

MSA · 01:28 · Synthetic two-speaker audio

[Play or download MP3 A4](#)

16. How does the researcher characterize the initial result?

- A. Conclusive evidence for immediate uniform expansion.
- B. Evidence that street width has no effect on heat.
- C. Encouraging but insufficient to justify an unrestricted causal conclusion.
- D. Meaningless because residents' perceptions cannot be measured.

17. Why examine a similar unchanged street?

- A. To help distinguish the intervention's effect from other influences.
- B. To verify that residents in both streets have identical preferences.
- C. To avoid asking residents about comfort.
- D. To select a street where no cooling measure can work.

18. How is residents' testimony treated?

- A. As proof that every observed change is caused by trees.
- B. As important evidence of experience that does not isolate the cause of improvement.
- C. As irrelevant because only instruments provide useful evidence.
- D. As a substitute for all decisions about allocating funds.

Listening notes: _____

Form A · A4 · Questions continued

19. What does the final response reject?

- A. The possibility of modifying a plan after it begins.
- B. Any expansion of the original intervention.
- C. The idea that action must await certainty or else proceed without evaluation.
- D. All temporary responses because they prevent research.

20. Which policy best fits the recommended approach?

- A. Cancel all cooling measures until all causal questions are resolved.
- B. Implement identical tree planting in every district immediately.
- C. Use the first street's result as a permanent guarantee.
- D. Provide temporary shade in exposed places while expanding and evaluating the pilot.

Form A · Review & answer key

Stop here until you have answered all twenty questions. Each correct answer earns one point. There is no partial credit. Timestamps identify the complete supporting speaker turn, not exact word boundaries.

1. B	2. C	3. B	4. A	5. D
6. A	7. B	8. D	9. C	10. D
11. A	12. D	13. B	14. A	15. C
16. C	17. A	18. B	19. C	20. D

1. B - They must allow for occasional long journeys despite a better average.

The researcher explains precaution against variation. Lack of information and vehicle preference are not established; the manager example rejects offsetting lateness.

Supporting turn: A1 · 00:17-00:42

فسوف يحتاط للساعة

2. C - The consistency with which journeys meet their expected times.

The proposed measure is reliability, not merely speed or fleet size. The other measures do not address variation.

Supporting turn: A1 · 00:54-01:17

نسبة الرحلات التي التزمت بموعدها

3. B - It may be needed, but the available argument does not establish that it is the right response.

He avoids both rejecting and automatically endorsing purchases. He explicitly acknowledges insufficient data.

Supporting turn: A1 · 01:24-01:50

ولا أملك بيانات تنفي ذلك

4. A - A numerical display need not provide a dependable commitment.

The contrast distinguishes information about delay from reliability. Fraud, illiteracy and removing schedules are not claimed.

Supporting turn: A1 · 00:54-01:17

لا يصبح وعدا لمجرد أنه مكتوب بالأرقام

5. D - A measured operational trial that can reveal whether reliability improves.

Priority at intersections is paired with before-and-after measurement. The other actions are unsupported.

Supporting turn: A1 · 01:24-01:50

وقيسوا الانتظام على الخطوط نفسها قبل التجربة وبعدها

6. A - Non-fee barriers can still prevent residents from using the library.

Opening hours and transport impose access costs beyond admission. No decline in interest or equipment failure is established.

Supporting turn: A2 · 00:12-00:31

ولم نزل بالضرورة كلفة الزيارة

7. B - Visible donations may be easier to report than improvements in access.

The comparison concerns what is easy to display as success, not a universal financial ranking or photography restrictions.

Supporting turn: A2 · 00:44-01:06

أسهل في التقرير

8. D - Welcomes its potential while asking whether it addresses the relevant problem.

He resists a false choice between accepting a gift and assessing its purpose. The stronger alternatives are not supported.

Supporting turn: A2 · 00:44-01:06

لا نرفض الهدية

9. C - An improvement that does not by itself establish outreach to previously absent residents.

The director explicitly recognizes success while limiting what it proves. The distinction is between depth of use and breadth of reach.

Supporting turn: A2 · 01:12-01:33

فهذا نجاح، لكنه لا يثبت

10. D - To test an access change before treating it as a proven solution.

The proposal is bounded and evaluated, not a guarantee of permanence or complete replacement.

Supporting turn: A2 · 01:12-01:33

أمسيتين تجريبتين

11. A - Different units of recorded activity may not represent comparable work.

The metric can reward volume over complexity. It is not evidence of dishonesty or worthlessness.

Supporting turn: A3 · 00:10-00:29

حل مشكلة معقدة قد يظهر مرة واحدة

12. D - Changing location does not necessarily establish reasonable time boundaries.

The passage separates spatial flexibility from limits on availability. It does not propose refusing every request.

Supporting turn: A3 · 00:39-00:58

فصل مكان العمل عن حدوده

13. B - The performance measure through which effort is represented.

The metaphor targets the measuring lens. No physical device or specific customer survey appears.

Supporting turn: A3 · 00:10-00:29

مرآة نرى فيها ذلك الجهد

14. A - Accepts the need and proposes scheduled, compensated coverage.

He acknowledges a legitimate demand but makes its organization and cost explicit.

Supporting turn: A3 · 01:08-01:31

بنوبات معلنة وتعويض واضح

15. C - Whether responsiveness is funded institutionally or subsidized by workers' private time.

The question exposes who bears a service cost. Medical status and legal classification are not discussed.

Supporting turn: A3 · 01:08-01:31

أم العامل من نومه وحياته

16. C - Encouraging but insufficient to justify an unrestricted causal conclusion.

He recognizes promise and asks for comparison and context. The result is neither dismissed nor treated as definitive.

Supporting turn: A4 · 00:10-00:30

نتيجة مشجعة، لا نتيجة تكفي وحدها

17. A - To help distinguish the intervention's effect from other influences.

A comparison supports attribution; it does not guarantee identical residents or replace experiential evidence.

Supporting turn: A4 · 00:10-00:30

شارع مشابه لم تتغير فيه الأشجار

18. B - As important evidence of experience that does not isolate the cause of improvement.

The answer distinguishes lived comfort from causal attribution. Both perspectives can matter.

Supporting turn: A4 · 00:40-01:01

شهادة السكان تقيس جانبا

19. C - The idea that action must await certainty or else proceed without evaluation.

The speaker proposes staged action with learning, avoiding a false binary.

Supporting turn: A4 · 01:07-01:28

بين يقين كامل وعمل أعمى

20. D - Provide temporary shade in exposed places while expanding and evaluating the pilot.

The recommendation combines urgent mitigation, incremental expansion and measurement.

Supporting turn: A4 · 01:07-01:28

وتوسيع التجربة تدريجيا مع القياس

Transcript · A1

حافلة تصل متى؟

A radio interview about a new city bus service. Review only after listening.

00:00-00:17

المذيعة: قالت الشركة إن الحافلات الجديدة أسرع من القديمة بعشر دقائق في المتوسط. ومع ذلك لا يزال بعض الركاب يخرجون من بيوتهم في الموعد القديم. هل لم يصلهم الخبر، أم أنهم لا يثقون في الخدمة؟

00:17-00:42

الباحث: ربما وصلهم الخبر تماما. المشكلة أن المتوسط لا يخبر الموظف متى سيصل في يوم بعينه. إذا استغرقت الرحلة نصف ساعة غالبا، وساعة كاملة أحيانا، فسوف يحتاط للساعة. هو لا يستطيع أن يشرح لمديره أنه تأخر اليوم تعويضا عن وصوله مبكرا بالأمس.

00:42-00:53

المذيعة: لكن الشركة تقول إن عدد الرحلات زاد، وإنها وضعت شاشة تعرض الموعد المتوقع. ألا يغير ذلك حسابات الركاب؟

00:54-01:17

الباحث: يفيد بالتأكيد. غير أن موعدا يتراجع على الشاشة كل دقيقتين لا يصح وعدا لمجرد أنه مكتوب بالأرقام. ما نحتاجه هو تقليل تفاوت الانتظار، ثم نشر نسبة الرحلات التي التزمت بموعدها. الشاشة تخبرني أنني تأخرت؛ انتظام الخدمة يمنع التأخر.

01:17-01:23

المذيعة: إذن لا تقترح شراء مزيد من الحافلات قبل أن نعرف كيف تعمل الموجودة؟

01:24-01:50

الباحث: قد نحتاج إلى شراء حافلات، ولا أملك بيانات تنفي ذلك. إنما أقول إن زيادة العدد ليست جوابا تلقائيا. جربوا إعطاء الحافلة أولوية عند التقاطعات، وقيسوا الانتظام على الخطوط نفسها قبل التجربة وبعدها. عندئذ نعرف هل اشترينا وقتا للراكب، أم اشترينا صورة جديدة للخدمة.

Transcript · A2

من يصل إلى باب المكتبة؟

A podcast discussion with a public-library director. Review only after listening.

00:00-00:12

المحاور: أصبح اشتراك المكتبة مجانيا هذا العام، لكن التقرير يقول إن الحضور لم يرتفع في الحي البعيد. هل يعني ذلك أن السكان لا يريدون القراءة؟

00:12-00:31

المدير: لا أحب أن نستنتج رغبة الناس من باب لم يستطيعوا الوصول إليه. المكتبة تغلق قبل عودة كثير من العاملين، والحافلة الأخيرة لا تنتظر انتهاء نشاط الأطفال. أزلنا رسم الدخول، ولم نزل بالضرورة كلفة الزيارة.

00:32-00:44

المحاور: عرض متبرع تمويل أجهزة جديدة، فيما تطلبون تمديد ساعات العمل. ألا تبدو الأجهزة استثمارا أبقى من أجور موظفين إضافيين؟

00:44-01:06

المدير: هذا سؤال مهم. الجهاز باق فعلا، لكنه لا يفتح المكتبة بعد إغلاقها. لا نرفض الهدية، ونريد فقط أن نعرف المشكلة التي ستحلها. صورة غرفة مليئة بالأجهزة أسهل في التقرير من صورة أم استطاعت أخيرا أن تأتي بعد عملها.

01:06-01:12

المحاور: هل ستفتحون كل ليلة إذن، أم ستقلون الأنشطة إلى الحي؟

01:12-01:33

المدير: نقترح أمسيتين تجريبيتين وحقيبة كتب تنتقل إلى مركز الحي. سنقيس من حضر للمرة الأولى ومن عاد، لا عدد الزيارات وحده. فإن كان الزوار أنفسهم يأتون أكثر فهذا نجاح، لكنه لا يثبت أننا وصلنا إلى من غابوا.

Transcript · A3

من يملك ساعة العمل؟

An interview about working from home. Review only after listening.

00:00-00:10

المذيعة: أظهر استطلاع الشركة أن العاملين من المنزل ينجزون مهام أكثر. هل يمكن القول إن العمل عن بعد حل مشكلة الإنتاجية؟

00:10-00:29

المستشار: يجب أن نسأل أولاً ما الذي عد مهمة. الرد على عشر رسائل قد يظهر عشر مرات في النظام، بينما حل مشكلة معقدة قد يظهر مرة واحدة. لا أشكك في جهد الموظفين؛ أشكك في مرآة نرى فيها ذلك الجهد.

00:29-00:39

المذيعة: وماذا عن الذين يقولون إنهم وفروا ساعتين من الطريق، ثم وجدوا أنفسهم متاحين للإدارة حتى وقت متأخر؟

00:39-00:58

المستشار: هنا ينبغي فصل مكان العمل عن حدوده. إذا انتقل المكتب إلى البيت وانتقلت معه كل مطالبة عاجلة، فقد وفرنا الطريق وألغينا نهاية اليوم. المرونة التي لا يستطيع العامل رفضها تصبح اسماً لطريقة جديدة في توزيع الضغط.

00:59-01:08

المذيعة: لكن الإدارة تقول إنها تحتاج إلى ضمان الاستجابة، لأن بعض العملاء يعملون في مناطق زمنية مختلفة.

01:08-01:31

المستشار: هذا احتياج حقيقي، ويمكن تنظيمه بنوبات معلنة وتعويض واضح. المشكلة ليست في طلب الاستجابة، بل في جعلها واجبا بلا وقت معلوم. فلنقيس جودة النتيجة، ولنسأل أيضاً من يدفع ثمن سرعة الرد: المؤسسة بمواردها، أم العامل من نومه وحياته؟

Transcript · A4

تجربة صغيرة أم وعد كبير؟

A science-radio interview about a neighborhood cooling pilot. Review only after listening.

00:00-00:10

المحاور: انخفضت الحرارة في الشارع الذي زرع بالأشجار. هل أثبتت التجربة أن التشجير هو الحل الذي ينبغي تعميمه فوراً؟

00:10-00:30

الباحث: إنها نتيجة مشجعة، لا نتيجة تكفي وحدها. الشارع التجريبي ضيق، ومعظم واجهاته مظلل أصلاً. نحتاج إلى مقارنته بشوارع مشابه لم تتغير فيه الأشجار، وإلى معرفة هل تغير المرور في أيام القياس.

00:30-00:40

المحاور: يقول السكان إن الجلوس في الخارج صار أريح. ألا يكفي ذلك، حتى لو لم تعزلوا كل سبب محتمل؟

00:40-01:01

الباحث: يكفي كي نأخذ التجربة بجدية، ولا يكفي كي ننسب كل الأثر إلى الشجر. شهادة السكان تقيس جانباً لا يختصره ميزان الحرارة. لكن حين نختار بين أحياء كثيرة بمال محدود، نحتاج إلى تقدير ما يمكن نقله من هذه التجربة إلى غيرها.

01:01-01:07

المحاور: وهل تقترح الانتظار حتى ينتهي البحث، مع اقتراب الصيف؟

01:07-01:28

الباحث: لا. يمكن توفير ظل مؤقت في المواقع الأشد تعرضاً، وتوسيع التجربة تدريجياً مع القياس. لسنا مضطرين إلى الاختيار بين يقين كامل وعمل أعمى. لنعلن ما نعرفه، وما لا نعرفه، وما الذي سيجعلنا نغير الخطة.

Form A · Listening rubric

Score: ____ / 20. Mode / help used: _____. The following abbreviated references guide a discussion of skills; they do not assign an ILR level or convert a percentage into a proficiency rating.

ILR III reference: Follow supported opinion and connected argument; infer meanings in professional and social speech.

ILR III+ reference: Follow some elaborate discourse, contextual meanings and more subtle stance with growing consistency.

ILR IV reference: Interpret complex speech, rhetorical intent, register shifts and cultural implications precisely.

ILR IV+ reference: Understand most highly nuanced speech with rare misunderstanding; extensive natural-speech sampling needed.

ILR V reference: Master diverse and finely tailored speech across almost any context; not established by these short forms.

Local WCE teaching bands

0-9: revisit the argument and supporting turns. 10-14: mixed comprehension; examine recurring misinterpretations. 15-17: consistent performance on this form. 18-20: strong performance on this form. These bands are not official DLPT cut scores. Forms have not been statistically equated.

Skill evidence record

Inference: ____ / 6. Describe what you heard before reading the transcript.

Argument: ____ / 4. Describe what you heard before reading the transcript.

Nuance: ____ / 4. Describe what you heard before reading the transcript.

Rhetoric: ____ / 2. Describe what you heard before reading the transcript.

Stance: ____ / 4. Describe what you heard before reading the transcript.

Instructor follow-up: ask the learner to paraphrase the overall position, locate the supporting turn, explain a rejected distractor and compare the decisive wording with what they heard. Separate comprehension from English writing quality. Extend the sample to unfamiliar human voices, accents, genres and delivery conditions.

Result: ILR level is not determined by this exercise. High scores on a short scripted form do not establish mastery; low scores on advanced items do not identify a lower level. Use authorized assessment for official proficiency decisions.

Observed strengths: _____

Next listening priorities: _____

Form B · Voices, culture & indirect meaning

Follow two-speaker exchanges, colloquial Egyptian Arabic, concessions, irony and culturally framed meaning.

Four recordings · Twenty questions · 45 minutes suggested. Choose the single best answer supported by the audio. Listen before opening the review section. Do not assume an opinion in a fictional exchange is a WCE position.

Answer record

1	_____	11	_____
2	_____	12	_____
3	_____	13	_____
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6	_____	16	_____
7	_____	17	_____
8	_____	18	_____
9	_____	19	_____
10	_____	20	_____

Mode / assistance: _____

Date: _____ Time spent: _____

Form B · Recording B1

Egyptian Arabic: two colleagues discuss a manager's message.

Egyptian · 01:34 · Synthetic two-speaker audio

[Play or download MP3 B1](#)

1. What gives the polite phrase its urgency in this workplace?

- A. A history of public accountability for delayed responses.
- B. An unambiguous dictionary meaning equivalent to “immediately.”
- C. An explicit deadline already written in the first message.
- D. A colleague's personal preference for working at night.

2. How does Mariam portray the manager?

- A. She is certain he deliberately intended to humiliate her.
- B. She denies that the requested revision is part of her work.
- C. She believes his urgency cancels her right to propose a time.
- D. She allows for pressure or oversight while questioning the assumption of her availability.

3. What is Omar's immediate proposed response?

- A. Write an extended apology without naming a deadline.
- B. Acknowledge the request and state a feasible delivery time.
- C. Ignore the message until the manager complains publicly.
- D. Announce that no work messages will ever receive a reply.

Listening notes: _____

Form B · B1 · Questions continued

4. What concern lies behind Mariam's comment about exceptions?

- A. Team rules should be replaced by individual arrangements.
- B. The manager has already agreed to a permanent schedule.
- C. Repeated urgency could become the normal expectation.
- D. An occasional emergency should always be ignored.

5. Why does Omar recommend a team agreement?

- A. Individual employees lack the ability to understand messages.
- B. The manager is not permitted to communicate directly with staff.
- C. A team agreement will guarantee no client ever has an urgent request.
- D. Private coping can hide a systemic problem from the manager.

Form B · Recording B2

Egyptian Arabic: a presenter interviews a small-theater director.

Egyptian · 01:28 · Synthetic two-speaker audio

[Play or download MP3 B2](#)

6. Why does the photograph not contradict the funding request?

- A. The pictured audience attended by invitation rather than representing ticket revenue.
- B. The director admits that the performance never occurred.
- C. The theater earns its revenue mainly from photographs.
- D. The photograph was proved to have been digitally fabricated.

7. What is meant by the audience being “outside the price of the ticket”?

- A. The performance is designed to be watched from the street.
- B. Potential spectators can be excluded by affordability rather than lack of interest.
- C. People waiting outside have purchased tickets for another venue.
- D. Tickets are sold only at a booth outside the theater.

8. Which funding arrangement does the director actually propose?

- A. Universal free entry with all costs paid by the state.
- B. Regular tickets, reduced-price seats and transparent, bounded support.
- C. Permanent invitations reserved for the staff’s existing friends.
- D. Support that is not subject to any financial review.

Listening notes: _____

Form B · B2 · Questions continued

9. What distinction does the director draw about a funder's rights?

- A. An artist should conceal sponsorship from the audience.
- B. Public support must be replaced by advertising revenue.
- C. Financial accountability does not entail control of the artistic conclusion.
- D. Funding gives no right to ask how money was spent.

10. Why ask who attended for the first time and who returned?

- A. To replace artistic work with attendance statistics alone.
- B. To select spectators who will agree with the sponsor.
- C. To distinguish genuine audience development from circulating invitations within an existing circle.
- D. To demonstrate that repeat attendance is undesirable.

Form B · Recording B3

MSA: a radio journalist discusses a panel format.

MSA · 01:31 · Synthetic two-speaker audio

[Play or download MP3 B3](#)

11. What is the editor's objection to equal speaking time as the sole balance rule?

- A. A journalist should give every guest unlimited time.
- B. Equal minutes can leave unequal burdens of correction.
- C. All controversial guests should be excluded from live broadcasts.
- D. Accusations require less checking than policy opinions.

12. What does applying the same verification standard imply?

- A. The number of corrections may legitimately differ between guests.
- B. Each guest must receive exactly the same number of corrections.
- C. A correction is valid only if both guests accept it.
- D. No correction should be made until the opposing guest makes an error.

13. What does "arranging the scene at the expense of what we know" criticize?

- A. Allowing listeners to see the source material.
- B. Using stage lighting to improve the broadcast image.
- C. Manufacturing an appearance of balance by sacrificing factual accuracy.
- D. Editing a recorded program to remove silent pauses.

Listening notes: _____

Form B · B3 · Questions continued

14. How does the editor respond to genuinely unsettled claims?

- A. Present all unverified claims as established facts.
- B. Let the louder guest's confidence decide the outcome.
- C. Refuse to distinguish any claim until certainty is universal.
- D. State uncertainty and the limits of completed verification.

15. What responsibility does the editor add to providing a right of reply?

- A. Help listeners distinguish established findings from unresolved assertions.
- B. Replace discussion with a single authoritative editorial statement.
- C. Protect each guest from any unfavorable factual evidence.
- D. Ensure that every program ends with full agreement.

Form B · Recording B4

MSA: a satirical presenter and a guest discuss a consultation.

MSA · 01:34 · Synthetic two-speaker audio

[Play or download MP3 B4](#)

16. What is the opening joke about the event's name doing?

- A. Arguing that the committee's Arabic terminology is grammatically incorrect.
- B. Exposing the substitution of an opportunity to speak for an accountable response.
- C. Showing that an answer was promised after exactly three hours.
- D. Denying that any residents attended the event.

17. What does the guest want published?

- A. A guarantee that every proposal will be implemented.
- B. A list ranking residents by how long they spoke.
- C. Proposals, their disposition and reasons for acceptance or rejection.
- D. Only the photographs already included in the minutes.

18. Why acknowledge limits to the committee's authority?

- A. To allow justified refusal while still requiring a transparent explanation.
- B. To excuse the absence of a record of the consultation.
- C. To withdraw the request for any response at all.
- D. To establish that all proposals were outside its mandate.

Listening notes: _____

Form B · B4 · Questions continued

19. What would count as meaningful follow-through in the guest's view?

- A. Longer speaking slots without a decision record.
- B. A larger annual gathering with more photographs.
- C. A statement that participation itself guarantees consent.
- D. A proposal identifier, a response deadline and an intelligible reason.

20. What is implied by “excellent participation for the door”?

- A. The door has physically prevented attendees from entering.
- B. The consultation was conducted exclusively online.
- C. The guest prefers closing public institutions to visitors.
- D. The institution can display openness while participants remain unable to influence or trace outcomes.

Form B - Review & answer key

Stop here until you have answered all twenty questions. Each correct answer earns one point. There is no partial credit. Timestamps identify the complete supporting speaker turn, not exact word boundaries.

1. A	2. D	3. B	4. C	5. D
6. A	7. B	8. B	9. C	10. C
11. B	12. A	13. C	14. D	15. A
16. B	17. C	18. A	19. D	20. D

1. A - A history of public accountability for delayed responses.

Omar ties interpretation to prior workplace interactions. The words alone do not establish immediacy.

Supporting turn: B1 · 00:18-00:33

العبارة المهذبة بتلبس معنى ثاني

2. D - She allows for pressure or oversight while questioning the assumption of her availability.

Her concession qualifies the criticism. She neither proves malicious intent nor refuses the task itself.

Supporting turn: B1 · 00:34-00:48

ويمكن ماخذهش باله

3. B - Acknowledge the request and state a feasible delivery time.

The proposal makes the implicit timing negotiable and explicit. It avoids both silence and unrestricted acceptance.

Supporting turn: B1 · 00:48-01:08

بتقترحي ميعاد واضح

4. C - Repeated urgency could become the normal expectation.

She warns against routine demands being framed as exceptions; she does not rule out genuine urgency.

Supporting turn: B1 · 01:08-01:18

والاستثناء يبقى هو القاعدة

5. D - Private coping can hide a systemic problem from the manager.

If everyone absorbs the burden privately, the system can appear functional. No guarantee about client demand is proposed.

Supporting turn: B1 · 01:18-01:34

المدير هيفتكر إن النظام ماشي

6. A - The pictured audience attended by invitation rather than representing ticket revenue.

The image records occupancy, not revenue. The invited student event explains the distinction without alleging fabrication.

Supporting turn: B2 · 00:12-00:33

الصورة مش كشف حساب

7. B - Potential spectators can be excluded by affordability rather than lack of interest.

The expression figuratively locates a financial barrier between interest and attendance.

Supporting turn: B2 · 00:12-00:33

الجمهور واقف بره تمن التذكرة

8. B - Regular tickets, reduced-price seats and transparent, bounded support.

He corrects the presenter's overstatement and offers a mixed arrangement with accountability.

Supporting turn: B2 · 00:38-01:00

ودعم محدد ومعلن

9. C - Financial accountability does not entail control of the artistic conclusion.

He accepts scrutiny of spending while rejecting funder authorship of the message.

Supporting turn: B2 · 01:11-01:27

مش يكتب آخر مشهد

10. C - To distinguish genuine audience development from circulating invitations within an existing circle.

The measures test reach and engagement. They are not a demand for ideological screening or a rejection of repeat visits.

Supporting turn: B2 · 00:38-01:00

على نفس أصحابنا

11. B - Equal minutes can leave unequal burdens of correction.

Time symmetry is not sufficient for epistemic fairness. The speaker distinguishes debate from factual verification.

Supporting turn: B3 · 00:09-00:32

وقد نترك العبء غير متساو

12. A - The number of corrections may legitimately differ between guests.

Consistency concerns the criterion, not an equal count of errors. The passage explicitly rejects manufactured symmetry.

Supporting turn: B3 · 00:42-01:01

لا يعني أن نصح للجميع العدد نفسه

13. C - Manufacturing an appearance of balance by sacrificing factual accuracy.

The visual language is metaphorical: cosmetic balance is bought with epistemic distortion.

Supporting turn: B3 · 00:42-01:01

كي تتعادل الصورة

14. D - State uncertainty and the limits of completed verification.

The recommended response is explicit uncertainty, neither false certainty nor complete suspension of all distinctions.

Supporting turn: B3 · 01:11-01:30

نعلن حدود المعرفة

15. A - Help listeners distinguish established findings from unresolved assertions.

The final turn broadens fairness to the audience's understanding while preserving reply and disagreement.

Supporting turn: B3 · 01:11-01:30

ما ثبت وما لم يثبت

16. B - Exposing the substitution of an opportunity to speak for an accountable response.

The literal distinction is used ironically to reveal a participation gap, not a grammar problem or an established response deadline.

Supporting turn: B4 · 00:00-00:16

جلسة استماع لا جلسة إجابة

17. C - Proposals, their disposition and reasons for acceptance or rejection.

He seeks a traceable decision process, explicitly not universal acceptance.

Supporting turn: B4 · 00:17-00:37

وما قبل منها وما رفض وأسباب ذلك

18. A - To allow justified refusal while still requiring a transparent explanation.

The concession qualifies the demand without canceling accountability. It does not place all proposals outside scope.

Supporting turn: B4 · 00:49-01:08

سبب لشرح الحدود

19. D - A proposal identifier, a response deadline and an intelligible reason.

These elements make the decision path followable. Repeating the ceremony does not address that need.

Supporting turn: B4 · 01:15-01:33

رقم للمقترح، وموعد للرد، وسبب مفهوم

20. D - The institution can display openness while participants remain unable to influence or trace outcomes.

The closing personification contrasts institutional appearance with participants' experience; it is not a literal access report.

Supporting turn: B4 · 01:15-01:33

وأقل امتيازاً لمن يطرّقونه

Transcript · B1

ابعتلي لما تفضي

Egyptian Arabic: two colleagues discuss a manager's message. Review only after listening.

00:00-00:18

مريم: المدير بعتلي امبارح الساعة عشرة بالليل: ابعتي التعديل لما تفضي. قلت كويس، هعمله الصبح. لقيته بعد ربع ساعة بيسألني وصلتي لفين. هو لما تفضي دي بقت يعني حالا؟

00:18-00:33

عمر: هي لوحدها مش معناها حالا. بس في مكتبنا الواحد بيقرأ الرسالة ومعها تاريخ الرسائل اللي قبلها. لما اللي يتأخر في الرد يتسأل قدام الناس، العبارة المهذبة بتلبس معنى ثاني.

00:34-00:48

مريم: أنا مش عايزة أكبر الموضوع. هو ساعات بيبقى مضغوط، ويمكن ماخدش باله إن الساعة اتأخرت. بس أنا كمان مش فاضية لمجرد إني قاعدة في البيت.

00:48-01:08

عمر: طيب ماترديش باعتذار طويل، ولا تعملي نفسك مش شايفة. قولي: شفت المطلوب، أقدر أبعته بكره الساعة عشرة. كده إنتي مش بترفضني الشغل؛ إنتي بتقترحي ميعاد واضح بدل ميعاد هو فاكده واضح وإنتي مش عارفاه.

01:08-01:18

مريم: ولو قاللي إن الموضوع مستعجل؟ مش عايزة يبقَى كل طلب استثناء، والاستثناء يبقَى هو القاعدة.

01:18-01:34

عمر: يبقى نتفق كفريق إيه معنى مستعجل، ومين يغطيه، وإمتى. مش كل رسالة محتاجة معركة، بس لو كل واحد حلها لوحده، المدير هيفتكر إن النظام ماشي، وإحنا اللي مش عارفين نمشي معاه.

Transcript · B2

المسرح والكرسي الفاضي

Egyptian Arabic: a presenter interviews a small-theater director. Review only after listening.

00:00-00:12

المذيعة: صورتوا البروفة ونزلتوها، والناس بتقول المسرح مليان. لكنك بتطالب بدعم لأن التذاكر مش مكفية. ده مش تناقض؟

00:12-00:33

المخرج: لو بنعد الكراسي بس، يمكن. الحفلة اللي اتصورت كانت دعوات لطلبة المنطقة. أنا مبسوط إن القاعة اتملت، بس الصورة مش كشف حساب. ومش كل كرسي فاضي معناه إن العرض مالوش جمهور؛ ساعات الجمهور واقف بره تمن التذكرة.

00:33-00:38

المذيعة: يعني تحبوا التذاكر تبقى ببلاش والدولة تدفع الفرق؟

00:38-01:00

المخرج: أنا ماقلتش كده. عايز تذكرة عادية، ومعها مقاعد بسعر يقدر عليه الطلبة، ودعم محدد ومعلن. وفي المقابل نحاسب نفسنا: مين حضر أول مرة؟ مين رجع؟ مش نوزع دعوات على نفس أصحابنا ونقول وصلنا للناس.

01:00-01:11

المذيعة: وفيه اللي شايف إن المسرح المدعوم لازم يقدم كلام يريح الجهة اللي بتدعمه. هو اللي بيدفع مش من حقه يختار؟

01:11-01:27

المخرج: من حقه يعرف الفلوس راحت فين، مش يكتب آخر مشهد. لو المطلوب إعلان، نسميه إعلان ونتحاسب على كده. إنما مانسميش الجمهور شريك، وبعدين نسمحه يسمع صوت واحد بس.

Transcript · B3

حق الرد أم حق الوقت؟

MSA: a radio journalist discusses a panel format. Review only after listening.

00:00-00:09

المحاضرة: تقولون إن الحلقة متوازنة لأن كل ضيف أخذ خمس دقائق. لماذا اعترض أحد الضيفين إذن؟

00:09-00:32

المحرر: لأن خمس دقائق لعرض اتهام ليست مثل خمس دقائق لتصحيح عشرة اتهامات. نحن نساوي الوقت على الساعة، وقد نترك العبء غير متساو. ولا يعني ذلك أن نمنع الاختلاف؛ يعني أن نفرق بين موقف يحتاج إلى مناقشة وادعاء واقعة يحتاج أولاً إلى تحقق.

00:32-00:42

المحاضرة: لكن التحقق أثناء البث قد يبدو انحيازاً، خصوصاً إذا كان أحد الطرفين يكرر معلومات غير دقيقة أكثر من الآخر.

00:42-01:01

المحرر: أن تتحقق من الجميع بالمعيار نفسه لا يعني أن نصح للجميع العدد نفسه. لو وقع خطأ في جهة واحدة، فاختراع خطأ في الجهة الثانية كي تتعادل الصورة ليس حياداً. هو ترتيب للمشاهد على حساب ما نعرفه.

01:01-01:11

المحاضرة: وماذا لو كانت المسألة غير محسومة أصلاً؟ ألا يتحول المحرر عندئذ إلى حكم يدعي معرفة لا يملكها؟

01:11-01:30

المحرر: لهذا نعلن حدود المعرفة. نقول إن الدليل مختلف عليه، أو إن التحقق لم يكتمل، بدل أن نعلن النتيجة التي تناسب الضيف الأعلى صوتاً. حق الرد مهم، وحق المستمع في معرفة ما ثبت وما لم يثبت مهم أيضاً.

Transcript · B4

شارك بصوتك أم بصورتك؟

MSA: a satirical presenter and a guest discuss a consultation. Review only after listening.

00:00-00:16

المقدمة: أعلنت اللجنة نجاح جلسة الاستماع، لأن الحضور تكلموا ثلاث ساعات. أحدهم قال لي إنهم لم يسمعوا جواباً واحداً. ربما الاسم جلسة استماع لا جلسة إجابة، ونحن نظلم اللغة!

00:17-00:37

الضيف: التسمية بريئة طبعاً، لكن المحضر اكتفى بعدد المتحدثين وصورة القاعة. طلبنا نشر المقترحات وما قبل منها وما رفض وأسباب ذلك. لا أريد أن يوافقوا على كل ما أقول؛ أريد أن أعرف أن الكلام وصل إلى قرار، لا إلى ألبوم.

00:37-00:49

المقدمة: اللجنة تؤكد أن كل الاقتراحات أخذت بعين الاعتبار. وهذه عين واسعة، دخل فيها الحي كله ولم يخرج منها تقرير.

00:49-01:08

الضيف: لنكن منصفين، بعض المطالب خارج صلاحية اللجنة، وبعضها متعارض. لكن ذلك سبب لشرح الحدود، لا لإخفاء المصير. يستطيع المسؤول أن يقول لا، بشرط ألا يبيعنا صورة نعم جماعية.

01:08-01:14

المقدمة: إذن أنت لا تطلب وعداً بالتنفيذ، بل طريقاً يمكن تتبع الاقتراح فيه؟

01:15-01:33

الضيف: بالضبط. رقم للمقترح، وموعد للرد، وسبب مفهوم. أما أن ندعى كل سنة لنثبت أن الباب مفتوح، ثم لا نعرف إلى أين يؤدي، فهذه مشاركة ممتازة للباب، وأقل امتيازاً لمن يطرقونه.

Form B · Listening rubric

Score: ____ / 20. Mode / help used: _____. The following abbreviated references guide a discussion of skills; they do not assign an ILR level or convert a percentage into a proficiency rating.

ILR III reference: Follow supported opinion and connected argument; infer meanings in professional and social speech.

ILR III+ reference: Follow some elaborate discourse, contextual meanings and more subtle stance with growing consistency.

ILR IV reference: Interpret complex speech, rhetorical intent, register shifts and cultural implications precisely.

ILR IV+ reference: Understand most highly nuanced speech with rare misunderstanding; extensive natural-speech sampling needed.

ILR V reference: Master diverse and finely tailored speech across almost any context; not established by these short forms.

Local WCE teaching bands

0-9: revisit the argument and supporting turns. 10-14: mixed comprehension; examine recurring misinterpretations. 15-17: consistent performance on this form. 18-20: strong performance on this form. These bands are not official DLPT cut scores. Forms have not been statistically equated.

Skill evidence record

Inference: ____ / 5. Describe what you heard before reading the transcript.

Stance: ____ / 4. Describe what you heard before reading the transcript.

Argument: ____ / 4. Describe what you heard before reading the transcript.

Nuance: ____ / 4. Describe what you heard before reading the transcript.

Rhetoric: ____ / 3. Describe what you heard before reading the transcript.

Instructor follow-up: ask the learner to paraphrase the overall position, locate the supporting turn, explain a rejected distractor and compare the decisive wording with what they heard. Separate comprehension from English writing quality. Extend the sample to unfamiliar human voices, accents, genres and delivery conditions.

Result: ILR level is not determined by this exercise. High scores on a short scripted form do not establish mastery; low scores on advanced items do not identify a lower level. Use authorized assessment for official proficiency decisions.

Observed strengths: _____

Next listening priorities: _____

Form C · Interpreting what is implied

Mastery stretch: conceptual argument, narrative ambiguity, contested authority and negotiation; not a validated ILR level.

Four recordings · Twenty questions · 45 minutes suggested. Choose the single best answer supported by the audio. Listen before opening the review section. Do not assume an opinion in a fictional exchange is a WCE position.

Answer record

1	_____	11	_____
2	_____	12	_____
3	_____	13	_____
4	_____	14	_____
5	_____	15	_____
6	_____	16	_____
7	_____	17	_____
8	_____	18	_____
9	_____	19	_____
10	_____	20	_____

Mode / assistance: _____

Date: _____ Time spent: _____

Form C · Recording C1

MSA: a long-form discussion of expertise and public confidence.

MSA · 01:31 · Synthetic two-speaker audio

[Play or download MP3 C1](#)

1. What tension does the researcher identify in public expectations?

- A. People may seek relief from choosing rather than assistance in making a choice.
- B. The public has stopped asking experts for practical guidance.
- C. Data can settle every conflict if experts speak confidently.
- D. Expertise is useful only when all social disagreements disappear.

2. When does saying “I do not know” become meaningful here?

- A. When the speaker identifies gaps, ways to investigate them and conditions for changing a view.
- B. Only when an error has already caused a public controversy.
- C. When it is repeated without specifying the remaining uncertainty.
- D. Whenever it prevents the speaker from making any recommendation.

3. What does “certainty of your innocence wearing the clothing of doubt” criticize?

- A. Choosing a provisional course under explicit uncertainty.
- B. Admitting that one’s prior explanation may be mistaken.
- C. Using complexity to shield oneself from responsibility while appearing cautious.
- D. Separating evidential questions from value disagreements.

Listening notes: _____

Form C · C1 · Questions continued

4. What follows from the statement that a fast decision does not make evidence faster?

- A. All rapid decisions are necessarily incorrect.
- B. Urgency may justify acting without converting a provisional choice into a proven truth.
- C. Speed of action demonstrates that data collection was unnecessary.
- D. Urgent decisions should always be postponed until complete certainty.

5. Which expert response would best fit the recommendation?

- A. Recommend an action, disclose uncertainties and specify how it could be revised.
- B. Refuse any advice until disagreement has been eliminated.
- C. Treat the eventual need to act as confirmation of the chosen explanation.
- D. Give the most decisive answer regardless of evidential limits.

Form C · Recording C2

MSA: a narrator discusses an ambiguous family memory with an interviewer.

MSA · 01:33 · Synthetic two-speaker audio

[Play or download MP3 C2](#)

6. Why does the narrator resist “nostalgia” as the full explanation?

- A. He is certain the sound has no connection to his father.
- B. The remembered sound carries anticipation and fear as well as longing.
- C. He denies that sounds can carry emotional associations.
- D. He cannot remember whether his father ever lived in the house.

7. How does the narrator treat the old recording?

- A. As irrelevant because recorded sound cannot establish any event.
- B. As conclusive proof that the remembered door sound never occurred.
- C. As a complete explanation of his father’s intentions.
- D. As specific evidence that complicates rather than exhausts the memory.

8. What is the effect of leaving the hand near the door at the end?

- A. It confirms that the narrator has forgiven every past event.
- B. It reveals that a stranger has already entered the house.
- C. It preserves the reader’s interval of uncertainty before recognition.
- D. It provides a practical solution to opening a damaged lock.

Listening notes: _____

Form C · C2 · Questions continued

9. What does the narrator reject in judging his father “from a seat that knows the ending”?

- A. The factual existence of the family gathering.
- B. The advantage of hindsight being used to flatten a lived relationship.
- C. The reader’s ability to form a different interpretation.
- D. Any possibility of reflecting critically on family experience.

10. Which account best captures the narrator’s purpose?

- A. Prove that every remembered sound has an objective recording.
- B. Explore unresolved anticipation without forcing the father into one final role.
- C. Restore an entirely reassuring version of his father.
- D. Demonstrate that factual evidence must yield to emotion in all cases.

Form C · Recording C3

MSA: a discussion of relocation after recurrent flooding in a fictional town.

MSA · 01:38 · Synthetic two-speaker audio

[Play or download MP3 C3](#)

11. Why question the description of the new housing as safer?

- A. Reducing flood exposure may create other vulnerabilities that must be considered.
- B. The researcher has verified that the new housing floods more often.
- C. All families oppose every proposed move.
- D. Social ties make physical protection unnecessary.

12. What does the budget discussion imply about unpriced relationships?

- A. Every relationship can be fully compensated with a standard cash payment.
- B. A project should ignore all measurable costs.
- C. Any resident can require an unlimited payment.
- D. Difficulty assigning a price does not establish absence of value.

13. Why might one alternative appear more expensive unfairly?

- A. Grouping households necessarily increases flood exposure.
- B. Residents have concealed every expense associated with moving.
- C. Its explicit costs are counted while another option's costs are shifted onto families.
- D. The implementing agency has proved that all transport is free.

Listening notes: _____

Form C · C3 · Questions continued

14. Which process would most closely reflect the researcher's proposal?

- A. Avoid discussing social effects until construction is complete.
- B. Treat a signature after options close as sufficient evidence of consent.
- C. Grant every resident an unconditional veto over collective decisions.
- D. Clarify constraints and offer meaningful alternatives before seeking agreement.

15. What does the final contrast about choosing the time of loss emphasize?

- A. The researcher claims that every proposed option is equally harmful.
- B. Residents are choosing the best season to sell their homes commercially.
- C. Any relocation decision can be solved by changing its date.
- D. A nominal choice can conceal the absence of a meaningful alternative.

Form C · Recording C4

MSA: a negotiator discusses language in a fictional institutional dispute.

MSA · 01:29 · Synthetic two-speaker audio

[Play or download MP3 C4](#)

16. When can ambiguous wording be useful according to the negotiator?

- A. When it removes any need for concrete follow-up.
- B. Only when neither party expects implementation.
- C. When it permits entry while leading to the same verifiable action.
- D. Whenever each party can indefinitely perform a different obligation.

17. What must follow a general commitment to freedom of movement?

- A. A promise not to mention the barrier again.
- B. An indefinite extension until all public criticism ends.
- C. An operational time, a responsible actor and a way to record implementation.
- D. A stronger declaration that both sides won the dispute.

18. What distinction is made about clarity and the cost of agreement?

- A. Publishing details always increases the actual financial cost.
- B. A cost exists only after journalists report it.
- C. If a public dislikes the details, implementation is impossible.
- D. Clarity may reveal a cost already present rather than create it.

Listening notes: _____

Form C · C4 · Questions continued

19. What is achieved by the contrast about preserving “face”?

- A. It accepts face-saving but challenges making appearances the sole protected outcome.
- B. It claims all negotiators are acting dishonestly.
- C. It dismisses any cultural importance of dignity in negotiation.
- D. It asserts that personal appearance determines compliance.

20. How does the negotiator regard a deal that survives publicity but fails at the first deadline?

- A. As evidence that implementation should remain permanently ambiguous.
- B. As deferring disagreement over what settlement means rather than delivering a settlement.
- C. As a successful settlement whose details no longer matter.
- D. As proof that no common action was ever conceivable.

Form C - Review & answer key

Stop here until you have answered all twenty questions. Each correct answer earns one point. There is no partial credit. Timestamps identify the complete supporting speaker turn, not exact word boundaries.

1. A	2. A	3. C	4. B	5. A
6. B	7. D	8. C	9. B	10. B
11. A	12. D	13. C	14. D	15. D
16. C	17. C	18. D	19. A	20. B

1. A - People may seek relief from choosing rather than assistance in making a choice.

The contrast separates certainty as emotional relief from expert assistance. He does not deny practical guidance.

Supporting turn: C1 · 00:11-00:29

أن يعفينا من الاختيار

2. A - When the speaker identifies gaps, ways to investigate them and conditions for changing a view.

The value lies in accountable, revisable uncertainty, not the formula alone.

Supporting turn: C1 · 00:39-01:00

وما الذي قد يغير رأيك

3. C - Using complexity to shield oneself from responsibility while appearing cautious.

The metaphor exposes defensive certainty disguised as intellectual humility. The other practices can be responsible.

Supporting turn: C1 · 00:39-01:00

يقين ببراءتك يرتدي ثوب الشك

4. B - Urgency may justify acting without converting a provisional choice into a proven truth.

The researcher permits action before full knowledge while preserving the distinction between necessity and proof.

Supporting turn: C1 · 01:08-01:31

سرعة القرار لا تجعل الدليل أسرع

5. A - Recommend an action, disclose uncertainties and specify how it could be revised.

The preferred posture combines decision, responsibility and revisability.

Supporting turn: C1 · 01:08-01:31

حسم مسؤول يعترف بكلفته

6. B - The remembered sound carries anticipation and fear as well as longing.

The emotional relation is ambivalent. A comfortably positive label would erase that tension.

Supporting turn: C2 · 00:11-00:33

هل أنتظر الصوت أم أخشاه

7. D - As specific evidence that complicates rather than exhausts the memory.

The speaker limits the recording's evidential scope without denying its capacity to establish a recorded event.

Supporting turn: C2 · 00:46-01:05

لا يثبت أن الصوتين لم يحدثا

8. C - It preserves the reader's interval of uncertainty before recognition.

Suspension lets the reader inhabit anticipation rather than receive a resolved identity.

Supporting turn: C2 · 01:12-01:32

الوقت الذي يسبق أن يعرف

9. B - The advantage of hindsight being used to flatten a lived relationship.

The phrase questions retrospective simplification, not reflection itself or the reader's interpretive agency.

Supporting turn: C2 · 01:12-01:32

ولا لأحاكمه من مقعد أعرف فيه النهاية

10. B - Explore unresolved anticipation without forcing the father into one final role.

The story resists both uncomplicated restoration and final judgment. Its limited evidential claims do not elevate feeling above all facts.

Supporting turn: C2 · 01:12-01:32

لم أكتب الحكاية لأعيد أبي كما كان

11. A - Reducing flood exposure may create other vulnerabilities that must be considered.

The speaker broadens risk rather than denying physical danger or claiming new flood evidence.

Supporting turn: C3 · 00:11-00:31

الخطر الذي نخفضه والخطر الذي ننقله

12. D - Difficulty assigning a price does not establish absence of value.

The qualification challenges treating omission from the budget as proof of worthlessness. It does not prescribe unlimited compensation.

Supporting turn: C3 · 00:41-01:08

أثبتنا أن قيمته صفر

13. C - Its explicit costs are counted while another option's costs are shifted onto families.

The comparison concerns which actor bears and records costs, not a demonstrated fraud or universal cost relationship.

Supporting turn: C3 · 00:41-01:08

نترك ثمن البديل الآخر على الأسرة

14. D - Clarify constraints and offer meaningful alternatives before seeking agreement.

He rejects an absolute veto while insisting that agreement be more substantive than a constrained signature.

Supporting turn: C3 · 01:16-01:38

بدائل حقيقية

15. D - A nominal choice can conceal the absence of a meaningful alternative.

The contrast exposes a narrowed choice set. It is not a claim that timing alone solves the problem or that all options are identical.

Supporting turn: C3 · 01:16-01:38

اختارت فقط الموعد الذي ستخسر فيه

16. C - When it permits entry while leading to the same verifiable action.

The usefulness is conditional on common observable consequences, not endless incompatible readings.

Supporting turn: C4 · 00:11-00:29

إجراء واحد يمكن التحقق منه

17. C - An operational time, a responsible actor and a way to record implementation.

The example moves from shared language to accountable action. Public messaging alone is insufficient.

Supporting turn: C4 · 00:36-00:56

يوم وساعة ومسؤول

18. D - Clarity may reveal a cost already present rather than create it.

The negotiator separates disclosure from causation. He does not offer a universal prediction about public reaction.

Supporting turn: C4 · 01:07-01:28

قد يكشف الكلفة التي أخفاها

19. A - It accepts face-saving but challenges making appearances the sole protected outcome.

The wordplay turns a conventional idiom into a limit on symbolic success. It is not a wholesale rejection of dignity.

Supporting turn: C4 · 01:07-01:28

الشيء الوحيد الذي نحفظه

20. B - As deferring disagreement over what settlement means rather than delivering a settlement.

The final reformulation distinguishes postponing a dispute from resolving it. It does not say negotiation was inherently impossible.

Supporting turn: C4 · 01:07-01:28

خلاف مؤجل على معنى التسوية

Transcript · C1

الخبير الذي يقول لا أعرف

MSA: a long-form discussion of expertise and public confidence. Review only after listening.

00:00-00:11

المحاورة: خسر الباحث بعض متابعيه حين قال إنه لا يستطيع الجزم. لماذا يبدو الاعتراف بحدود المعرفة عند الجمهور اعترافاً بالعجز؟

00:11-00:29

الباحث: لأننا نطلب من الخبير أحياناً أن يعفينا من الاختيار، لا أن يساعدنا عليه. نريد جملة تنهي الحيرة، بينما قد تكون وظيفته أن يحدد أي حيرة يمكن تقليلها بالبيانات وأي خلاف لا تحسمه البيانات وحدها.

00:29-00:38

المحاورة: لكن هذا الكلام قد يستخدم للتهرب من المسؤولية. كلما أخطأ أحد قال إن المسألة معقدة.

00:39-01:00

الباحث: صحيح. عبارة لا أعرف لا تكتسب فضيلة بمجرد نطقها. الفرق أن تذكر ما ينقصك، وكيف يمكن معرفته، وما الذي قد يغير رأيك. أما أن تحتمي بالتعقيد بعد كل نتيجة، فذلك يقين ببراءتك يرتدي ثوب الشك.

01:00-01:08

المحاورة: وماذا تقول لمن يختار صاحب الرأي الأكثر حسماً، لأنه على الأقل يحدد له طريقاً؟

01:08-01:31

الباحث: أسأله: هل يحدد طريقاً يمكن مراجعته، أم يغلق بقية الطرق بالكلام؟ القرار قد يكون لازماً قبل اكتمال المعرفة، لكن سرعة القرار لا تجعل الدليل أسرع. نحتاج إلى حسم مسؤول يعترف بكلفته، لا إلى تحويل الحاجة إلى التصرف إلى برهان على صحة ما اخترناه.

Transcript · C2

صوت المفتاح

MSA: a narrator discusses an ambiguous family memory with an interviewer. Review only after listening.

00:00-00:10

المحاور: في حكايتك يعود صوت المفتاح كل ليلة، مع أن البيت بيع منذ سنوات. هل تريد أن نقرأه بوصفه رمزا للحنين؟

00:11-00:33

الراوي: ربما، لكن الحنين كلمة مريحة أكثر مما ينبغي. كنت أعرف من طريقة إدارة أبي للمفتاح إن كان سيدخل متعبا أو غاضبا. حين غاب، لم أفتقد دخوله وحده؛ افتقدت الثواني التي كنت أستعد فيها لما سيأتي. لذلك لا أعرف هل أنتظر الصوت أم أخشاه.

00:34-00:46

المحاور: ثم يظهر تسجيل قديم لحفل عائلي، ونسمع فيه مفتاحا يسقط على الأرض، لا مفتاحا يدور في الباب. ألا يصح التسجيل الذاكرة؟

00:46-01:05

الراوي: يصح واقعة في التسجيل، وربما يوقظ سؤالا في الذاكرة. لكنه لا يثبت أن الصوتين لم يحدثا. أحيانا نريد من الدليل أن يمحو القلق كله، مع أن أقصى ما يقدر عليه أن يمنعنا من الجزم بحكاية واحدة.

01:05-01:12

المحاور: ولهذا تركت النهاية عند يدك وهي تقترب من الباب، من غير أن تفتحه؟

01:12-01:32

الراوي: لو فتحته لاضطرت إلى أن أختار من يقف خلفه. وأنا لم أكتب الحكاية لأعيد أبي كما كان، ولا لأحاكمه من مقعد أعرف فيه النهاية. تركت اليد هناك كي يبقى للقارئ وقت لا أملكه أنا: الوقت الذي يسبق أن يعرف ما ينتظره.

Transcript · C3

عقدة النقل إلى مكان آمن

MSA: a discussion of relocation after recurrent flooding in a fictional town. Review only after listening.

00:00-00:11

المذيعة: عرضت الخطة مساكن بديلة خارج منطقة الفيضان. فلماذا ترفض بعض الأسر الانتقال إلى مكان يوصف بأنه أكثر أماناً؟

00:11-00:31

الباحث: لأن الأمان ليس عنواناً بريدياً فقط. قد يبتعد البيت الجديد عن الماء وابتعد صاحبه أيضاً عن عمله وعن قريب يرفع أطفاله. ليس معنى ذلك أن يبقى الناس في الخطر، بل أن نسأل عن الخطر الذي نخفضه والخطر الذي ننقله إليهم.

00:31-00:41

المذيعة: الجهة المنفذة تقول إن الميزانية لا تحمل تعويض كل علاقة اجتماعية. وهذا اعتراض يصعب تجاهله.

00:41-01:08

الباحث: أتفق. لكن حين نضع ما لا نستطيع تسعيره خارج الحساب، لا نكون قد أثبتنا أن قيمته صفر. يمكن مثلاً مقارنة نقل أفراد متناثرين بنقل مجموعات تختار البقاء متقاربة، ودراسة كلفة النقل إلى العمل. بعض البدائل يبدو مكلفاً لأننا نحسب ثمنه، فيما نترك ثمن البديل الآخر على الأسرة.

01:08-01:15

المذيعة: هل تعطي الراضين حقاً دائماً في تعطيل المشروع، حتى لو كان الخطر على الجميع؟

01:16-01:38

الباحث: لا أطالب بحق نقض مطلق. أطالب بأن يكون الرضا أكثر من توقيع بعد أن أغلقت الخيارات. لنوضح ما يمكن تغييره وما لا يمكن، ومن سيتحمل الكلفة، ثم نراجع هل الأسرة اختارت بين بدائل حقيقية، أم اختارت فقط الموعد الذي ستخسر فيه ما تعرفه.

Transcript · C4

من يكتب كلمة اتفاق؟

MSA: a negotiator discusses language in a fictional institutional dispute. Review only after listening.

00:00-00:10

المحاور: خرج الوفدان وكل منهما يقول إنه حافظ على موقفه. هل يعني ذلك أن الاتفاق مجرد كلام يمكن للجميع أن ينتصر فيه؟

00:11-00:29

المفاوض: ليس بالضرورة. أحيانا تحتاج البداية إلى عبارة تسمح للطرفين بالدخول من غير أن يحرق أحدهما الجسر خلفه. السؤال ليس هل احتملت العبارة قراءتين، بل هل قادت القراءتان إلى إجراء واحد يمكن التحقق منه.

00:30-00:36

المحاور: وما الذي يمنع كل طرف من العودة إلى قراءته حين يحين التنفيذ؟

00:36-00:56

المفاوض: هذا هو الحد الذي لا ينبغي أن تبقى بعده اللغة مرنة وحدها. إذا كان الوعد فتح منفذ، فلا يكفي أن تتفق على احترام حرية الحركة. نحتاج إلى يوم وساعة ومسؤول عن إزالة الحاجز، وطريقة لتسجيل ما وقع إذا اختلفنا عليه.

00:56-01:07

المحاور: لكن الجمهور قد يرى في نشر التفاصيل تنازلا لم يكن يراه في العبارة العامة. هل يمكن للوضوح أن يفسد ما أصلحه الغموض؟

01:07-01:28

المفاوض: قد يكشف الكلفة التي أخفاها، وهذا غير إفسادها. لست ضد حفظ ماء الوجه؛ أنا ضد أن يصبح الوجه الشيء الوحيد الذي نحفظه. الاتفاق الذي ينجو من مؤتمر صحفي ولا ينجو من أول موعد ليس تسوية مؤجلة، بل خلاف مؤجل على معنى التسوية.

Form C · Listening rubric

Score: ____ / 20. Mode / help used: _____. The following abbreviated references guide a discussion of skills; they do not assign an ILR level or convert a percentage into a proficiency rating.

ILR III reference: Follow supported opinion and connected argument; infer meanings in professional and social speech.

ILR III+ reference: Follow some elaborate discourse, contextual meanings and more subtle stance with growing consistency.

ILR IV reference: Interpret complex speech, rhetorical intent, register shifts and cultural implications precisely.

ILR IV+ reference: Understand most highly nuanced speech with rare misunderstanding; extensive natural-speech sampling needed.

ILR V reference: Master diverse and finely tailored speech across almost any context; not established by these short forms.

Local WCE teaching bands

0-9: revisit the argument and supporting turns. 10-14: mixed comprehension; examine recurring misinterpretations. 15-17: consistent performance on this form. 18-20: strong performance on this form. These bands are not official DLPT cut scores. Forms have not been statistically equated.

Skill evidence record

Argument: ____ / 4. Describe what you heard before reading the transcript.

Nuance: ____ / 4. Describe what you heard before reading the transcript.

Rhetoric: ____ / 4. Describe what you heard before reading the transcript.

Inference: ____ / 4. Describe what you heard before reading the transcript.

Stance: ____ / 4. Describe what you heard before reading the transcript.

Instructor follow-up: ask the learner to paraphrase the overall position, locate the supporting turn, explain a rejected distractor and compare the decisive wording with what they heard. Separate comprehension from English writing quality. Extend the sample to unfamiliar human voices, accents, genres and delivery conditions.

Result: ILR level is not determined by this exercise. High scores on a short scripted form do not establish mastery; low scores on advanced items do not identify a lower level. Use authorized assessment for official proficiency decisions.

Observed strengths: _____

Next listening priorities: _____

References & publication notes

Public frameworks inform the broad listening categories and Arabic-audio / English-question format. WCE wrote the scripts, items, explanations and local teaching bands independently. The forms have not undergone official item calibration, expert ILR validation or standard setting.

[ILR - Listening Skill Level Descriptions](#)

[DLIFLC - DLPT Relevant Information and Guides](#)

Sources consulted October 15, 2026. The abbreviated rubric does not replace the official descriptors.

Audio production

Original Arabic scripts are rendered with synthetic Arabic voices: MSA exchanges use ar-SA-ZariyahNeural and ar-SA-HamedNeural; Egyptian exchanges use ar-EG-SalmaNeural and ar-EG-ShakirNeural. The audio does not imitate or clone Dr. E. Speakers and scenarios are fictional. Turns are separated by short pauses; no natural overlap or background noise is simulated. Evidence timestamps point to the full speaker turn.

About WCE & Dr. E

World Cultures & Education develops resources connecting language, art and cultural understanding. Dr. E - Dr. Wagih Elgohary, Ph.D., Ed.D. - assists WCE with the educational direction of this collection. His academic background includes organization and management, instructional leadership and fine arts.

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Designed by World Cultures & Education (WCE),

with the assistance of Dr. E

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Original scripted practice with synthetic Arabic voices.

Independent materials. No official ILR or DLPT rating.