



WCE READING LAB | 2026 EDITION

Advanced Arabic Reading Practice

القراءة العربية المتقدمة

Three independent forms · 60 questions

Original passages · Answer keys · Reading rubrics

Interactive companion with immediate feedback

Designed by World Cultures & Education (WCE),

with the assistance of Dr. E

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

Independent practice inspired by public DLPT 5 guidance

Not an official examination or a validated proficiency rating.

A note to the reader

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

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This independent ebook contains three advanced Arabic reading practice forms. It contains no copied secure test items. The passages and scenarios were written for this collection; they are not authentic published news reports. Form A focuses on advanced professional argument; Form B emphasizes cultural framing and rhetoric; Form C adds dense conceptual and literary interpretation.

DLPT 5 names a test generation, not ILR level V. This is not an official DLPT examination, an authorized DLIFLC product or a validated proficiency assessment. The forms do not reproduce an operational test blueprint, length or calibrated difficulty distribution. No affiliation or endorsement is implied.

Format: four Arabic passages and 20 English multiple-choice questions per form. Choose the one best supported answer. For an uncoached attempt, use the website's Test mode, or complete the paper questions before viewing the key. Study mode reveals the answer after each selection; the first selection is locked.

Suggested conditions: 60 minutes per form without dictionaries, translation tools or outside assistance. This timing is WCE guidance. Immediate feedback may coach later answers on the same passage. Raw scores and local feedback bands do not convert to ILR levels or predict DLPT scores.

Use a separate answer sheet. Record the date, form, time spent and whether you used assistance. After finishing, consult the key and rubric placed at the end of that form. Explain your reasoning before repeating a form; repeat scores reflect familiarity.

Contents: Form A - Institutions & public choices. Form B - Culture, irony & public memory. Form C - Evidence, authority & interpretive mastery. Each form ends with an answer key, explanations and an ILR-informed rubric.

[Open the interactive WCE Reading Lab](#)

Form A · Institutions & public choices

Supported argument, inference, qualification and policy rhetoric; advanced professional reading practice.

Four passages · Twenty questions · Suggested time: 60 minutes. Choose one answer per question. Do not consult the key until you finish. All passages are original WCE practice texts.

Your answer record

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

حين تنجح المنصة ويغيب المواطن

Policy commentary · Original WCE practice text

لم تكن منصة البلدية الجديدة فاشلة بالمعنى الذي تفهمه التقارير. فقد انخفض متوسط زمن إنجاز المعاملة، وارتفع عدد الطلبات المغلقة، ولم يعد المراجع يقف في الطابور الذي كان يملأ صور الصحف. لكن جمعية الحي، التي استطلعت أحوال كبار السن، وجدت أن بعضهم صار يدفع لمكتب خاص كي يحجز له موعداً مجانياً. انتقل الطابور من باب المؤسسة إلى جيب المواطن، واختفى من الصورة.

تقول البلدية، بحق، إن الرقمنة قللت فرص المحاباة عند الشباك. غير أن الشباك لم يكن مجرد موضع للمحاباة؛ كان أيضاً مكاناً يشرح فيه موظف صبور خطأ في ورقة، أو يكتشف فيه أن صاحب الطلب لا يقرأ. وحين أغلق، أغلقت معه أحياناً إمكانية تصحيح الخطأ قبل أن يصير سبباً للرفض. ما يبدو استثناءً صغيراً في التصميم قد يكون الطريق الوحيد لفئة كاملة.

لا تقترح الجمعية إعادة الملفات إلى الرفوف، بل إبقاء مسار مساعد يملكه المواطن لا الوسيط. وتقترح أن يحسب التقرير نسبة من أتموا معاملاتهم من المستحقين، لا من تمكنوا من تسجيل الدخول فقط. وقد رفض مسؤول وصف الوضع بالإقصاء، لأن «الخدمة متاحة للجميع». والعبارة صحيحة إذا كان المقصود وجود الزر على الشاشة، وأقل صحة إذا كان المقصود القدرة الفعلية على ضغطه. ليست المسألة إذن المفاضلة بين موظف وشفرة، بل تحديد من يدخل أصلاً في تعريف النجاح.

Form A · Passage 1 questions

1. What is the author's central objection to the municipality's success claim?

- A. Its processing time has not actually decreased.
- B. It overstates the number of staff retained at counters.
- C. Its indicators exclude people unable to enter the digital process.
- D. It assumes every intermediary charges an illegal fee.

2. Why does the author mention the patient employee?

- A. To identify an informal corrective function lost when the counter closed.
- B. To show that digital rejections are always caused by illiteracy.
- C. To establish that the association represents municipal employees.
- D. To argue that personal discretion necessarily prevents favoritism.

3. What does the movement of the queue "into the citizen's pocket" convey?

- A. Residents now prefer paying for faster municipal decisions.
- B. An apparent administrative improvement displaced costs onto users.
- C. Municipal fees were transferred into a digital wallet.
- D. The same waiting line now exists inside private offices.

4. Which reform would best fit the position developed in the passage?

- A. Judge performance only among applicants who complete registration.
- B. Require private offices to become the exclusive assisted route.
- C. Restore paper applications as the sole route for all residents.
- D. Maintain digitization while adding accessible assistance and broader outcome measures.

5. How does the final discussion treat "the service is available to everyone"?

- A. As defensible in a narrow sense but inadequate as a claim of practical access.
- B. As a promise that all applicants will receive approval.
- C. As accurate because the association verified universal use.
- D. As an admission that officials intentionally deny access.

ماء لا يراه العداد

Environmental analysis · Original WCE practice text

أعلنت المدينة انخفاض استهلاك المياه المنزلية بعد تعديل التعرفة. واستشهدت الشركة بالأرقام لتقول إن السعر علم الناس الاقتصاد. لكن باحثة راجعت البيانات لاحظت أن الانخفاض كان أكبر في الأحياء التي تتكرر فيها الانقطاعات، وأن عدد الأسر المسجلة على العداد الواحد ازداد في الأطراف. لا تنفي هذه الملاحظات أثر السعر، لكنها تمنع تحويله إلى تفسير وحيد.

فالعداد يسجل ما مر فيه، لا ما احتاج إليه البيت ولم يصله. وقد تخفض أسرة استهلاكها لأنها أصلحت التسرب، وقد تخفضه أخرى لأنها أجلت غسلا ضروريا. الرقم واحد، والمعنيان متباعدان. وإذا احتسبت العدالة بعدد الأمتار المكعبة المدعومة لكل اشتراك، نالت أسرة صغيرة وحدها ما تتقاسمه أسر عدة خلف عداد مشترك. يصبح الحياد الحسابي انحيازاً اجتماعياً من غير أن تتغير معادلة الفاتورة.

تخشى الشركة أن تؤدي الاستثناءات إلى باب لا ينغلق من المطالبات، وهو خوف لا يجوز تبديده بخطبة عن الرحمة. غير أن الخوف من سوء الاستهداف لا يجعل الاستهداف القائم حسناً. المطلوب تجربة محدودة تربط الدعم بعدد المقيمين، مع حماية بياناتهم، وتقيس انتظام الإمداد إلى جانب الاستهلاك. فإن تعذر ذلك، وجب على الأقل إعلان حدود المؤشر. ففي إدارة المورد النادر، يبدأ الهدر أحيانا حين ننفق يقينا لا تسمح به البيانات.

Form A · Passage 2 questions

6. What conclusion does the author draw from the researcher's observations?

- A. Price changes had no influence on any household.
- B. Interrupted supply is the sole cause of lower consumption.
- C. Price may matter, but consumption data alone cannot isolate its effect.
- D. The company fabricated the consumption readings.

7. How can support per subscription disadvantage some residents?

- A. Several households sharing a meter divide a benefit available to one small household.
- B. Large households are legally barred from registering meters.
- C. A shared meter necessarily overstates the volume delivered.
- D. Small households pay a higher unit tariff than all other users.

8. What does the contrast between the two households' identical numbers illustrate?

- A. A single measured outcome can conceal very different welfare conditions.
- B. Consumption measures are technically impossible to collect.
- C. All reductions in consumption represent deprivation.
- D. Repairs are less effective than postponing household washing.

9. How does the author respond to the company's fear of exceptions?

- A. Treats it as proof that collecting resident data is safe.
- B. Acknowledges the risk but denies that it vindicates the current allocation.
- C. Accepts it as sufficient reason to abandon all subsidies.
- D. Dismisses it as an insincere excuse requiring no evidence.

10. What does "spending certainty that the data do not permit" criticize?

- A. Allocating research funding to meter installation.
- B. Using a pilot before finalizing a permanent tariff.
- C. Assuming that all water scarcity can be solved financially.
- D. Making stronger policy claims than the available evidence supports.

شهادة بلا نهاية

Education editorial · Original WCE practice text

في إعلان الجامعة صورة طالب يرفع شهادته، وتحتها وعد بأن المستقبل يبدأ هنا. لا يكذب الإعلان، لكنه يختار اللحظة التي يتوقف فيها السؤال. فلو امتدت الصورة سنة أخرى، لرأينا خريجا يسأل عما إذا كانت جهة العمل تعترف بما تعلمه، ورب عمل يسأل عما إذا كان يعرف أكثر مما تقوله الورقة.

لذلك تبدو الدعوة إلى «مواطنة التعليم والسوق» بديهية حتى نسأل: أي سوق، وفي أي وقت؟ إن برنامجا يبنى على الوظائف الشاغرة اليوم قد يخرج دفعة تتقن مهنة ضاق بابها غدا. وفي المقابل، لا تعفي عبارة «التفكير النقدي» الجامعة من تعليم مهارات يمكن اختبارها. بين تدريب يستنسخ الحاضر وتعليم يكتفي بوعد المستقبل مساحة أصعب: تعلم مبادئ قابلة للنقل، ثم تطبيقها في عمل حقيقي لا يستخدم الطالب فيه عاملا مجانيا.

اقترح مجلس الجامعة نشر نتائج الخريجين بعد ثلاث سنوات. اعترض بعض الأساتذة بأن الأجر لا يقيس قيمة المعرفة، وهم محقون؛ لكن هذه الحجة لا تصلح ستارا يحجب البطالة. ويمكن نشر مؤشرات متعددة تشمل الاستمرار في التعلم والعمل العام وجودة العمل، لا الراتب وحده. والأهم أن يسأل الخريجون عما اضطروا إلى تعلمه من جديد. ليست مساءلة الجامعة إخضاعها الكامل للسوق، كما أن استقلالها ليس ترخيصا بأن تسأل نفسها وحدها وتمنح نفسها الدرجة النهائية.

Form A · Passage 3 questions

11. Which educational approach does the author favor?

- A. General critical thinking with no demonstrable occupational skills.
- B. Transferable principles combined with meaningful practical application.
- C. Training restricted to currently vacant occupations.
- D. Replacing academic learning with unpaid workplace experience.

12. What function does extending the graduation photograph by one year serve?

- A. It supplies longitudinal evidence that all graduates are unemployed.
- B. It predicts that employers will stop requiring credentials.
- C. It disputes whether the university actually issues degrees.
- D. It exposes questions of educational value excluded by the promotional image.

13. How does the author handle the objection to measuring salaries?

- A. Treats salary as the only objective measure of learning.
- B. Accepts its limitation but rejects using it to avoid accountability.
- C. Dismisses any connection between universities and employment.
- D. Accepts it as grounds to withhold graduate outcomes.

14. Why ask graduates what they had to learn again?

- A. To uncover gaps between university preparation and subsequent demands.
- B. To determine whether their degrees should be withdrawn.
- C. To replace all institutional assessment with personal satisfaction.
- D. To prove that foundational principles cannot transfer.

15. What does the final sentence imply about institutional autonomy?

- A. It makes self-evaluation inherently sufficient.
- B. It should be abandoned whenever employment outcomes weaken.
- C. It requires employers to control academic grading.
- D. It can coexist with scrutiny from people outside the institution.

هدنة في صيغة المستقبل

Diplomatic commentary · Original WCE practice text

لم يقل البيان إن النزاع انتهى. قال إن الطرفين اتفقا على «تهيئة الظروف اللازمة لاستئناف المسار». وربما رأى قارئ متعجل في العبارة حشوا دبلوماسيا؛ إلا أن الحشو هنا يؤدي عملا دقيقا. فهو يتيح لكل وفد أن يعود إلى جمهوره حاملا خطوة، من غير أن يعترف بأنه تراجع عن شرط أعلن سابقا أنه لا تفاوض قبله.

في النسخة التي قرأها الصحفيون، تقدمت الفقرة الإنسانية على الفقرة السياسية. ذلك لا يثبت أن الأولوية الإنسانية حسمت، لكنه يمنح الوسطاء بابا لقياس شيء قابل للرصد: وصول الشاحنات، وفتح الممرات، واستمرار الاتصال. أما القضايا التي يتعذر الاتفاق على تسميتها، فأحيلت إلى «المرحلة اللاحقة». التأجيل ليس حلا، لكنه قد يمنع اختلاف القواميس من تعطيل إجراء لا يحتمل الانتظار.

يبقى الخطر أن تتحول قابلية البيان للتأويل إلى قابلية الاتفاق للتبخر. فما يحمي بداية المسار قد يهدم الثقة إذا لم تلحقه مواعيد ومسؤوليات يمكن مساءلة أصحابها. لذلك لا يصح الاحتفال باللغة المرنة بوصفها إنجازا قائما بذاته، ولا السخرية منها كأن الوضوح ممكن دائما منذ الجملة الأولى. الامتحان الحقيقي ليس ما يستطيع كل طرف أن يدعيه عند المنصة، بل ما لا يستطيع أن يتنصل منه حين تصل القافلة إلى الحاجز.

Form A · Passage 4 questions

16. What practical function does the opening formula perform?

- A. It guarantees that no party has changed its negotiating conditions.
- B. It delegates all implementation decisions to journalists.
- C. It records final settlement of the parties' substantive disagreements.
- D. It permits procedural movement without an explicit public retreat from prior positions.

17. Why is the ordering of the humanitarian paragraph significant?

- A. It legally subordinates every political issue to humanitarian agencies.
- B. It establishes that access is no longer disputed.
- C. It offers a measurable entry point without proving substantive priority is settled.
- D. It shows that the later political phase has already been scheduled.

18. Under what condition does useful ambiguity become damaging?

- A. Whenever the delegations address different domestic audiences.
- B. As soon as humanitarian matters appear before politics.
- C. When it is not followed by accountable commitments and deadlines.
- D. Whenever negotiators avoid declaring the conflict over.

19. Which description best captures the author's position?

- A. Dismissive because negotiation requires complete initial agreement.
- B. Conditionally supportive of flexible language, with implementation as the test.
- C. Neutral on implementation because only public wording matters.
- D. Celebratory because a joint statement itself demonstrates compliance.

20. What contrast is made between the platform and the checkpoint?

- A. International oversight versus the absence of local witnesses.
- B. Diplomatic speech versus the linguistic skill of truck drivers.
- C. Publicly claimed progress versus obligations that constrain actual conduct.
- D. Political negotiations versus a humanitarian activity unrelated to them.

Form A - Answer key

Check only after completing the form. Each item earns one point; there is no partial credit. The explanations below identify the decisive reading evidence. A correct guess is not proof of a mastered skill.

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

1. C - Its indicators exclude people unable to enter the digital process.

The proposed denominator includes eligible residents, including those who never log in. Faster processing is accepted, not disputed; neither intermediary legality nor staffing numbers is established.

لا من تمكنوا من تسجيل الدخول فقط

2. A - To identify an informal corrective function lost when the counter closed.

The counter sometimes enabled clarification before rejection. The text also acknowledges favoritism there and makes no universal causal or representation claim.

إمكانية تصحيح الخطأ قبل أن يصير سببا للرفض

3. B - An apparent administrative improvement displaced costs onto users.

The metaphor connects invisible exclusion with private assistance costs. It does not describe a literal queue, a preference survey, or a payment technology.

انتقل الطابور من باب المؤسسة إلى جيب المواطن

4. D - Maintain digitization while adding accessible assistance and broader outcome measures.

The association explicitly rejects returning to shelves and asks for a citizen-controlled assisted route. Restricting measurement to registered users repeats the identified problem.

إبقاء مسار مساعد يملكه المواطن لا الوسيط

5. A - As defensible in a narrow sense but inadequate as a claim of practical access.

The author separates formal availability from usable access. Intentional exclusion, universal use and guaranteed approval are not asserted.

وجود الزر على الشاشة

6. C - Price may matter, but consumption data alone cannot isolate its effect.

The qualification preserves a possible price effect while challenging exclusive attribution. Neither a zero effect nor fabricated measurements is claimed.

تمنع تحويله إلى تفسير وحيد

7. A - Several households sharing a meter divide a benefit available to one small household.

The unit of allocation does not track the number of beneficiaries. No meter error, registration prohibition or universal tariff difference is established.

ما تتقاسمه أسر عدة خلف عداد مشترك

8. A - A single measured outcome can conceal very different welfare conditions.

Repair and deferred necessary washing can both lower recorded use. The contrast concerns interpretation, not the feasibility of measurement or a ranking of methods.

الرقم واحد، والمعنيان متباعدان

9. B - Acknowledges the risk but denies that it vindicates the current allocation.

The text grants a real administrative concern and still calls for a protected pilot. It does not endorse abolishing support or unconditional data collection.

الخوف من سوء الاستهداف لا يجعل الاستهداف القائم حسنا

10. D - Making stronger policy claims than the available evidence supports.

The closing metaphor targets unwarranted confidence. The limited pilot is proposed, not criticized.

ننفق يقينا لا تسمح به البيانات

11. B - Transferable principles combined with meaningful practical application.

The proposed middle ground joins adaptability and application, explicitly rejecting both current-vacancy dependence and empty general promises.

تعلم مبادئ قابلة للنقل، ثم تطبيقها في عمل حقيقي

12. D - It exposes questions of educational value excluded by the promotional image.

The imagined extension challenges the framing of success. It is an argumentative device, not a data set or prediction about all employers.

يختار اللحظة التي يتوقف فيها السؤال

13. B - Accepts its limitation but rejects using it to avoid accountability.

The author grants that knowledge exceeds wages and then proposes multiple indicators. Avoiding outcomes would misuse that valid objection.

هذه الحجة لا تصلح ستارا يحجب البطالة

14. A - To uncover gaps between university preparation and subsequent demands.

Relearning can reveal preparation gaps. The passage neither proposes revoking degrees nor treating this one source as the entire assessment.

عما اضطروا إلى تعلمه من جديد

15. D - It can coexist with scrutiny from people outside the institution.

Independence is distinguished from immunity to external accountability. Employer control and abolishing autonomy go beyond the argument.

استقلالها ليس ترخيصا بأن تسأل نفسها وحدها

16. D - It permits procedural movement without an explicit public retreat from prior positions.

The formula provides political room to move. It neither settles the conflict nor proves that actual positions are unchanged.

من غير أن يعترف بأنه تراجع

17. C - It offers a measurable entry point without proving substantive priority is settled.

The author explicitly limits what paragraph order proves, then identifies observable actions. The stronger legal and implementation conclusions are unsupported.

ذلك لا يثبت أن الأولوية الإنسانية حسمت

18. C - When it is not followed by accountable commitments and deadlines.

The passage treats initial flexibility as potentially useful but insufficient over time. Different audiences and phased discussion alone are not the failure condition.

إذا لم تلحقه مواعيد ومسؤوليات

19. B - Conditionally supportive of flexible language, with implementation as the test.

The author rejects both empty celebration and automatic cynicism. Concrete performance determines the value of the language.

ولا السخرية منها كأن الوضوح ممكن دائما

20. C - Publicly claimed progress versus obligations that constrain actual conduct.

The final scene tests enforceable commitment against public interpretation. It does not separate humanitarian conduct from the negotiated process.

ما لا يستطيع أن يتصل منه

Form A · Reading rubric

Record your score: ____ / 20. Mode / assistance: _____. Date: _____. This rubric describes evidence to discuss with an instructor. It does not assign an ILR level. There is no validated raw-score conversion for these original forms.

ILR III reference: Supported opinion, argument and inference in social and professional prose.

ILR III+ reference: A wider stylistic range and some audience-sensitive nuance; more than a high score at the base level.

ILR IV reference: Precise interpretation of complex writing, rhetorical effect and cultural positioning.

ILR IV+ reference: Most highly nuanced writing understood with rare misunderstanding; broader sampling needed.

ILR V reference: Mastery across diverse contexts and genres; not established by these exercises.

Local WCE teaching bands

0-9: revisit the arguments and decisive evidence. 10-14: mixed comprehension; identify recurring misreadings. 15-17: consistent performance on this form. 18-20: strong performance on this form. These are WCE teaching bands, not official DLPT cut scores. The three forms are not statistically equated.

Skill evidence record

Argument: ____ / 4. Cite the Arabic wording and explain a rejected distractor.

Inference: ____ / 4. Cite the Arabic wording and explain a rejected distractor.

Rhetoric: ____ / 4. Cite the Arabic wording and explain a rejected distractor.

Stance: ____ / 4. Cite the Arabic wording and explain a rejected distractor.

Nuance: ____ / 4. Cite the Arabic wording and explain a rejected distractor.

Interpretation: even a perfect score on this short form cannot establish consistent mastery across genres, domains and contexts. Low performance on an advanced form cannot determine a lower ILR level. Review observed strengths and sample new texts; use an authorized assessment for official decisions.

Instructor follow-up: ask for a thesis paraphrase, decisive textual evidence, the effect of a rhetorical choice, and an explanation of why a plausible option fails. Evaluate comprehension separately from English writing quality. Repeat the task on unfamiliar material without coaching.

Instructor observations: _____

Priority for further reading: _____

Form B · Culture, irony & public memory

Register shifts, literary argument, cultural framing and layered stance; stretch toward ILR IV descriptors.

Four passages · Twenty questions · Suggested time: 60 minutes. Choose one answer per question. Do not consult the key until you finish. All passages are original WCE practice texts.

Your answer record

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

المتحف الذي رتب الصمت

Cultural criticism · Original WCE practice text

خرج الزوار من المتحف الجديد يعرفون كيف كانت المدينة تبني بيوتها، ولا يعرفون لماذا ترك بعض أهلها تلك البيوت. على الجدران أسماء البنائين والتجار، وفي الساعات وصف لحياة السوق؛ أما العام الذي فرغت فيه الأزقة، فقد اختصر في عبارة «تحولات عمرانية». لم يحذف القيمون واقعة بعينها بقدر ما اختاروا لها اسما يجعل السؤال عنها قليل الأدب في حفلة الافتتاح.

قال المدير إن المتحف ليس محكمة، وإن مهمته جمع الناس حول تراث مشترك. يصعب الاعتراض على الجملة؛ فالزائر لا يطلب مذكرة اتهام عند كل خزانة زجاجية. لكنه لا يطلب أيضا ذاكرة منزوعة الخلاف، كأن الأشياء وصلت إلى المكان من غير أيد ومن غير خسائر. إن عرض مفتاح بيت بوصفه تحفة نحاسية فقط ليس كذبا في وصف المعدن، لكنه تضيق متعمد لمعنى المفتاح.

في القاعة الأخيرة جلس رجل يحدث حفيدته عن دكان لم يذكر في الخريطة. همست له الموظفة بأن التسجيل الصوتي يشرح تاريخ الحي. فأجابها: «عارف، بس الحي كان فيه ناس كمان». لم يكن يقترح أن تستبدل الحكاية الشخصية بالتوثيق؛ كان يذكر بأن الخريطة، مهما اتسعت، لا تستوعب وحدها تجربة من ساروا فيها. المتحف الذي يسمح لهذه الجملة بأن تعكّر صفاء روايته لا يفقد سلطته بالضرورة؛ ربما يستبدل سلطة الصمت بسلطة الإصغاء.

Form B · Passage 1 questions

1. What is the core criticism of the museum?

- A. Its accurate object descriptions narrow the historical meanings visitors can encounter.
- B. Its opening celebration excluded the city's builders and merchants.
- C. Its staff give personal memories priority over all documentation.
- D. Its exhibits contain demonstrably counterfeit architectural objects.

2. How does “urban transformations” function in the criticism?

- A. As the author's preferred neutral description of the emptied alleys.
- B. As an institutional euphemism that discourages inquiry into displacement.
- C. As a technical finding that disproves residents' memories.
- D. As a direct quotation from a legally binding eviction order.

3. What does the concession that a museum is not a court achieve?

- A. It asks that every display be rewritten as an accusation.
- B. It implies that a court has already settled the city's history.
- C. It concedes that the omitted history should remain outside the museum.
- D. It accepts a limit on the institution's role while challenging an exclusionary use of that limit.

4. What is the effect of the grandfather's colloquial remark?

- A. It signals that he cannot understand the language of the audio recording.
- B. It ridicules his granddaughter's interest in the collection.
- C. It demands that all maps be replaced with family stories.
- D. It interrupts official abstraction with an understated claim for lived human experience.

5. What institutional change does the closing image suggest?

- A. Listening should replace the verification of historical claims.
- B. Authority may become more credible by allowing testimony that unsettles its account.
- C. Museums should avoid shared heritage because agreement is impossible.
- D. Institutional authority requires choosing one resident's account as definitive.

اللجنة التي أنجزت الانتظار

Satirical column · Original WCE practice text

حين تأخر افتتاح الجسر، شكلت لجنة لتحديد أسباب التأخير. وكانت أولى توصياتها تشكيل لجنة أصغر، لأن الجسر، خلافا للجنة، لا يحتمل هذا العدد من الأعضاء. لم يرد هذا التعليل في المحضر طبعا؛ ورد أن تقليص العضوية يهدف إلى «رفع كفاءة التنسيق»، وهي عبارة تصلح لوصف خفض النفقات وزيادتها بالسهولة نفسها.

في الأسبوع التالي أعلن أن العمل تقدم بنسبة كبيرة. وكان التقدم حقيقيا: انتقل ملف الجسر من الطابق الثاني إلى الثالث. أما الحديد، فظل في مكانه، وقد اكتسب بمرور الوقت لونا محليا يليق بمشروع يحترم خصوصية البيئة. اعترض مهندس شاب على الصورة المنشورة، لأنها التقطت يوم وصول المعدات لا يوم الإعلان. ف قيل له إن الصورة «أرشيفية للتوضيح»، وإن المطلوب منه أن يوضح، لا أن يزيد الأمر تعقيدا.

ليس الموظف الذي يوقع الورقة كل صباح هو وحده بطل هذه الحكاية. ففي المدينة من تعلم أن يطلب صورة التوقيع بدلا من أثر القرار، ومن يكافئ الإعلان لأنه يصل قبل الجسر. وهكذا صار التأجيل منتجا له دورة عمل ومؤشرات أداء. وعندما سأل أحد السكان متى سيعبر إلى الضفة الأخرى، أحيل إلى صفحة الأسئلة المتكررة؛ هناك وجد سؤاله، مكررا بالفعل. وكان ذلك، بحسب التقرير، دليلا آخر على حسن الاستجابة لاحتياجات الجمهور.

Form B · Passage 2 questions

6. What is the principal target of the satire?

- A. The technical impossibility of constructing bridges with committees.
- B. Administrative signs of activity being substituted for delivery of public value.
- C. Residents' preference for archival photography over new infrastructure.
- D. Engineers' inability to understand official terminology.

7. What does the project's "local color" imply?

- A. The bridge has received an approved regional paint scheme.
- B. The author supports letting the steel weather for cultural reasons.
- C. Local materials have solved the delay in procurement.
- D. Rust is being mockingly repackaged as respect for the environment.

8. Why is the instruction that the engineer should "clarify" rather than complicate ironic?

- A. Accuracy is discouraged under language that ostensibly asks for clarity.
- B. The engineer's objection concerns an unrelated construction site.
- C. The committee has already acknowledged that the picture is misleading.
- D. The engineer is asked to explain a photograph he originally selected.

9. How does the final paragraph broaden responsibility?

- A. It implicates a public culture that rewards visible paperwork and announcements.
- B. It argues that all employees profit personally from delays.
- C. It transfers responsibility from local government to foreign contractors.
- D. It absolves institutions by attributing the entire failure to residents.

10. What makes the repeated-question ending effective?

- A. The report admits that the questions page has been removed.
- B. The website gives residents a newly verified completion date.
- C. A sign of unresolved need is presented as evidence of responsiveness.
- D. The resident is surprised that other people need the same bridge.

ترجمة تستضيف الغريب

Literary essay · Original WCE practice text

يمدح المترجم أحيانا بأن قارئه لا يشعر بوجوده، كأن النص جاء إلى العربية على سجيته، من غير سفر ولا جواز. في هذا المديح ذوق مفهوم؛ فلا أحد يشتري رواية ليقرأ آثار العراق مع القاموس. لكنه يصبح شرطاً جائراً حين تقاس جودة الضيافة بمقدار ما يتخلّى الضيف عن عاداته عند الباب.

ليس كل تعثر علامة أمانة، وليس كل انسياق خيانة. فقد يكون التركيب الغريب كسلاً من المترجم، وقد يكون أثراً مقصوداً لكاتب يريد أن يضيق على قارئه الطريق. والحاسم هو الوظيفة لا المظهر: هل يحفظ النص الجديد المسافة التي أقامها الأصل بين الراوي وشخصياته، أم يقربها طلباً للألفة؟ وهل ينقل تردد الجملة، أم يحوله إلى يقين لأن العربية «أجمل هكذا»؟

في ترجمة رواية متخيلة، استبدلت عبارة بيروقراطية ثقيلة بتعبير عربي رشيق. بدا السطر أفضل منفرداً، لكنه أفسد نكتة بعد صفحتين كان ثقل العبارة شرطاً لها. هنا لم تضع كلمة؛ ضاعت ذاكرة النص. لذلك لا يكفي أن يسأل الناقد: هل هذه عربية جيدة؟ عليه أن يسأل أيضاً: جيدة لأي صوت، وفي خدمة أي علاقة؟ الترجمة التي تستضيف الغريب لا تعرضه في قفص الغرابة، ولا تمنحه اسماً محلياً كي تنكر أنه وصل من مكان آخر. إنها تترك في البيت متسعاً لحركة لم يألفها أهله بعد.

Form B · Passage 3 questions

11. Which criterion for translation does the author prioritize?

- A. Replacing foreign features with familiar local references.
- B. Ensuring that no sentence ever interrupts fluent reading.
- C. Reproducing unusual syntax wherever possible as proof of fidelity.
- D. Preserving the function of stylistic choices within the work's relationships.

12. Why is the isolated improvement to the bureaucratic phrase judged a failure?

- A. It preserves a repetition that the original author had removed.
- B. It makes the translated sentence impossible to understand.
- C. It removes a stylistic feature needed for a later humorous effect.
- D. It introduces a factual mistake about administrative procedures.

13. What does the hospitality metaphor criticize?

- A. Publishing translated literature before obtaining travel documents.
- B. The view that translation is impossible between distant cultures.
- C. Readers who reject every work written outside their country.
- D. Welcoming a foreign work only on condition that it lose its distinctiveness.

14. What distinction does the essay draw about difficult phrasing?

- A. It is found only in bureaucratic texts, not novels.
- B. It becomes acceptable only when readers consult a dictionary.
- C. It may be either translator negligence or an intentional feature of the original.
- D. It always shows that the translator respects authorial intent.

15. Which revision would the author most likely question?

- A. Turning a narrator's uncertainty into confidence solely for elegance.
- B. Checking an early phrase against a later passage.
- C. Allowing purposeful unfamiliarity to remain in the translation.
- D. Choosing a natural phrase that preserves an original effect.

مدينة على مقاس الصورة

Urban criticism · Original WCE practice text

في المخطط الجديد للسوق، اتسعت الممرات وضافت الحكايات. أزيلت الأكشاك التي كانت تحجب الواجهة القديمة، فظهرت الحجارة التي يحبها المصورون، واختفى الباعة الذين كانوا يمنحون المكان ضجيجه المألوف. لا يصح أن نطالب زائرا بتذوق فوضى تعوق المشي، لكن من السهل أن نبيع له صورة مدينة بعد أن نطلب من أهلها الوقوف خارج الإطار.

تؤكد الشركة أن العقود البديلة متاحة. وهي متاحة فعلا، لكن الإيجار الجديد يفترض زبونا يشتري ذكرى، لا جارا يشتري حاجته بالدين حتى آخر الشهر. ليست المشكلة أن المكان تغير؛ فالأسواق التي لا تتغير تتحول إلى ديكور أيضا. المشكلة أن حق التغيير صار امتيازاً لمن يملك تعريف الأصالة وتسعيها.

على مقعد قرب المدخل، قال بائع سابق: «زمان كنا بنقول السوق فاتح، دلوقتي بنقول المكان شغال». ليست الجملة حكماً علمياً على اقتصاد المدينة، وقد يكون في السوق الجديد عمل أكثر لبعض الناس. لكنها تلتقط تحولا لا تحسبه أرقام الزيارات: من فضاء تتشابك فيه المعاملات والعلاقات إلى وجهة يشتري فيها حضور مؤقت. فإذا كانت غاية الترميم أن يصمد المكان، وجب أن نسأل أي مكان نقصد: الحجر الذي يلمع في الصورة، أم شبكة الالتزامات التي تجعل شخصا يؤجل ثمن الخبز لأنه يعرف اسم من سيعود غدا؟

Form B · Passage 4 questions

16. What is the author's main concern about redevelopment?

- A. Visitor numbers have declined since the new plan began.
- B. Those controlling a marketable idea of authenticity also determine who can remain.
- C. Removing visual obstructions necessarily destroys historic stonework.
- D. Any change to an old market is incompatible with preservation.

17. Why do available replacement contracts fail to resolve the objection?

- A. They require vendors to give all tourists interest-free credit.
- B. Their cost assumes a different clientele and business model.
- C. They are available only to photographers.
- D. They prohibit selling any item associated with local history.

18. How should the former vendor's remark be read?

- A. As the author's rejection of colloquial language in urban debate.
- B. As official confirmation that employment has fallen.
- C. As a situated perception of altered social life, not conclusive economic evidence.
- D. As proof that every local business is now closed.

19. What does asking residents to stand outside the photographic frame imply?

- A. Residents have requested that their images not be published.
- B. Photography is the principal physical cause of overcrowding.
- C. Visual heritage can be marketed while its living community is displaced.
- D. Restoration cannot proceed without a record of every vendor.

20. Which assessment would best reflect the author's priorities?

- A. Consider social relationships and the ability of ordinary vendors to continue, alongside physical preservation.
- B. Remove tourism because outsiders cannot understand local life.
- C. Measure success only through visitor counts and facade condition.
- D. Freeze rents and all market arrangements permanently.

Form B - Answer key

Check only after completing the form. Each item earns one point; there is no partial credit. The explanations below identify the decisive reading evidence. A correct guess is not proof of a mastered skill.

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

1. A - Its accurate object descriptions narrow the historical meanings visitors can encounter.

The key can be materially described correctly while loss is excluded. Authenticity fraud and who attended are not established; personal testimony is absent, not dominant.

تضييق متعمد لمعنى المفتاح

2. B - As an institutional euphemism that discourages inquiry into displacement.

The naming sanitizes controversy in the ceremonial setting. The text supplies neither a legal order nor a technical refutation.

اسما يجعل السؤال عنها قليل الأدب

3. D - It accepts a limit on the institution's role while challenging an exclusionary use of that limit.

The concession rejects an accusatory exhibit model without endorsing conflict-free memory. A court judgment is not mentioned.

لا يطلب مذكرة اتهام عند كل خزانة

4. D - It interrupts official abstraction with an understated claim for lived human experience.

The shift in register makes a compact corrective to depersonalized history. Inability to understand and wholesale replacement are not implied.

بس الحي كان فيه ناس كمان

5. B - Authority may become more credible by allowing testimony that unsettles its account.

The proposed authority is responsive, not erased. The author explicitly avoids replacing documentation with personal story.

يستبدل سلطة الصمت بسلطة الإصغاء

6. B - Administrative signs of activity being substituted for delivery of public value.

Files, announcements and repeated questions replace the usable bridge. Literal technical impossibility and audience preference are not the point.

التأجيل منتجا له دورة عمل ومؤشرات أداء

7. D - Rust is being mockingly repackaged as respect for the environment.

The unchanged steel gains color over time: a sardonic euphemism for deterioration. An approved finish or procurement resolution is not stated.

أما الحديد، فظل في مكانه

8. A - Accuracy is discouraged under language that ostensibly asks for clarity.

The response suppresses his relevant correction while invoking clarification. The text does not establish that he selected the image or that error was conceded.

المطلوب منه أن يوضح، لا أن يزيد الأمر تعقيدا

9. A - It implicates a public culture that rewards visible paperwork and announcements.

The target extends beyond the signing employee to incentives and expectations. It neither exonerates institutions nor alleges universal personal enrichment.

ومن يكافئ الإعلان لأنه يصل قبل الجسر

10. C - A sign of unresolved need is presented as evidence of responsiveness.

The ending reverses the evaluative meaning of repetition: persistence of the problem becomes success. No date, removal or surprise at shared need appears.

وجد سؤاله، مكررا بالفعل

11. D - Preserving the function of stylistic choices within the work's relationships.

The author rejects both automatic strangeness and automatic smoothness. Function includes voice, distance and uncertainty across the work.

الحاسم هو الوظيفة لا المظهر

12. C - It removes a stylistic feature needed for a later humorous effect.

The lighter line destroys a later payoff. The problem is textual memory, not factual procedure or basic comprehensibility.

كان ثقل العبارة شرطاً لها

13. D - Welcoming a foreign work only on condition that it lose its distinctiveness.

The metaphor questions assimilation as a condition of acceptance, not literal travel, universal hostility or impossibility.

يتخلّى الضيف عن عاداته عند الباب

14. C - It may be either translator negligence or an intentional feature of the original.

The repeated possibility structure resists a simple judgment from surface form. The alternatives must be evaluated in context.

فقد يكون التركيب الغريب كسلاً من المترجم، وقد يكون أثراً مقصوداً

15. A - Turning a narrator's uncertainty into confidence solely for elegance.

Elegance is insufficient when it alters epistemic stance. The other actions follow the essay's functional approach.

يحوله إلى يقين لأن العربية «أجمل هكذا»

16. B - Those controlling a marketable idea of authenticity also determine who can remain.

The critique concerns power, pricing and social continuity. The text allows change and makes no claim of falling visits.

من يملك تعريف الأصالة وتسعيها

17. B - Their cost assumes a different clientele and business model.

Formal availability does not guarantee viability for neighborhood trade. The other restrictions are not in the passage.

يفترض زبونا يشتري ذكرى

18. C - As a situated perception of altered social life, not conclusive economic evidence.

The author explicitly limits the evidential status of the remark while valuing its insight. Closure and employment decline are not established.

ليست الجملة حكما علميا

19. C - Visual heritage can be marketed while its living community is displaced.

The image connects exclusion to a selective presentation of place. It is not about photography consent or documentation requirements.

نطلب من أهلها الوقوف خارج الإطار

20. A - Consider social relationships and the ability of ordinary vendors to continue, alongside physical preservation.

The closing contrast broadens the object of preservation. It does not prescribe permanent stasis or removing visitors.

شبكة الالتزامات

Form B - Reading rubric

Record your score: ____ / 20. Mode / assistance: _____. Date: _____. This rubric describes evidence to discuss with an instructor. It does not assign an ILR level. There is no validated raw-score conversion for these original forms.

ILR III reference: Supported opinion, argument and inference in social and professional prose.

ILR III+ reference: A wider stylistic range and some audience-sensitive nuance; more than a high score at the base level.

ILR IV reference: Precise interpretation of complex writing, rhetorical effect and cultural positioning.

ILR IV+ reference: Most highly nuanced writing understood with rare misunderstanding; broader sampling needed.

ILR V reference: Mastery across diverse contexts and genres; not established by these exercises.

Local WCE teaching bands

0-9: revisit the arguments and decisive evidence. 10-14: mixed comprehension; identify recurring misreadings. 15-17: consistent performance on this form. 18-20: strong performance on this form. These are WCE teaching bands, not official DLPT cut scores. The three forms are not statistically equated.

Skill evidence record

Argument: ____ / 3. Cite the Arabic wording and explain a rejected distractor.

Rhetoric: ____ / 5. Cite the Arabic wording and explain a rejected distractor.

Stance: ____ / 4. Cite the Arabic wording and explain a rejected distractor.

Nuance: ____ / 4. Cite the Arabic wording and explain a rejected distractor.

Inference: ____ / 4. Cite the Arabic wording and explain a rejected distractor.

Interpretation: even a perfect score on this short form cannot establish consistent mastery across genres, domains and contexts. Low performance on an advanced form cannot determine a lower ILR level. Review observed strengths and sample new texts; use an authorized assessment for official decisions.

Instructor follow-up: ask for a thesis paraphrase, decisive textual evidence, the effect of a rhetorical choice, and an explanation of why a plausible option fails. Evaluate comprehension separately from English writing quality. Repeat the task on unfamiliar material without coaching.

Instructor observations: _____

Priority for further reading: _____

Form C · Evidence, authority & interpretive mastery

Dense conceptual argument, contested knowledge and narrative ambiguity; ILR IV-oriented practice with mastery stretch, not an ILR V certification.

Four passages · Twenty questions · Suggested time: 60 minutes. Choose one answer per question. Do not consult the key until you finish. All passages are original WCE practice texts.

Your answer record

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

حين يختار الأرشييف شاهده

Historiographical essay · Original WCE practice text

ليس الأرشييف مستودعا يكذب حين تنقصه ورقة، ويصدق حين تكتمل رفوفه. فالاكتمال نفسه قد يكون أثرا لسلطة استطاعت أن تحفظ مراسلاتها، فيما لم يستطع خصومها أن يحفظوا حتى أسماءهم. وحين نجد عن واقعة واحدة ألف تقرير إداري وشهادة شفوية متأخرة، لا نكون أمام ألف صوت في مواجهة صوت، بل ربما أمام صوت واحد امتلك ألف آلة للنسخ.

لا يمنح ذلك الشهادة المتأخرة حصانة من السؤال. قد تختلط فيها الأزمنة، وقد تتكلم بلسان ما عرفه الراوي بعد الواقعة، لا ما عرفه وهو يعيشها. لكن الخطأ في التاريخ لا يساوي بالضرورة الفراغ في الدلالة: من يخطئ في ترتيب أيام الخوف قد يصيب في وصف البنية التي جعلت الأيام متشابهة. وظيفة المؤرخ أن يفصل بين دعوى تحتاج إلى تثبيت زمني ومعنى يحتاج إلى تفسير، لا أن يحول التفاوت بينهما إلى براءة للوثيقة أو إدانة للذاكرة.

في دراسة متخيلة، تكرر في السجلات وصف رحيل العمال بأنه «اختياري»، بينما روت أسرهم أنه أعقب قطع الأجور. قد لا تكفي الروايات وحدها لإثبات واقعة القطع، لكن انتظام العبارة الرسمية لا يثبت غياب الإكراه. هنا تصيح مهمة البحث كشف الشروط التي جعلت هذا الاسم ممكنا، لا اختيار الطرف الذي يروي القصة بأقل قدر من التردد. فالوثيقة لا تفقد قيمتها حين نسأل من كان يملك حق تسميتها؛ تبدأ عندئذ قيمة أخرى لها، بوصفها أثرا لما حدث وللطريقة التي أريد له أن يفهم بها.

Form C · Passage 1 questions

1. What does the contrast between a thousand reports and one testimony establish?

- A. Document quantity can reflect unequal power to produce and preserve records.
- B. A single oral account should outweigh all written documentation.
- C. Archives become reliable once their holdings are complete.
- D. Every administrative report is a copy with no independent factual content.

2. How does the author distinguish chronological error from interpretive value?

- A. Errors about dates demonstrate deliberate invention.
- B. An inaccurate sequence may still convey a meaningful pattern that requires separate evaluation.
- C. Later knowledge always improves the accuracy of memory.
- D. Emotional truth makes factual verification unnecessary.

3. What can repetition of “voluntary” in the records establish on its own?

- A. That wage withholding never occurred.
- B. That the oral testimony conclusively proves wage withholding.
- C. That the official account consistently used that characterization.
- D. That workers faced no coercive conditions.

4. What is the effect of the double conception of the document in the ending?

- A. It treats the official record as useful only after oral testimony confirms it.
- B. It separates political naming entirely from the historian’s task.
- C. It makes a source evidence both about events and about attempts to shape their interpretation.
- D. It replaces historical inquiry with a judgment of the writer’s literary skill.

5. Which research practice would the author favor?

- A. Count each preserved document as an equal independent vote.
- B. Choose whichever source speaks with the least hesitation.
- C. Treat excluded groups’ memories as immune to questioning.
- D. Examine production conditions and test distinct claims across kinds of evidence.

الخوارزمية التي ورثت الحيات

Technology and ethics essay · Original WCE practice text

حين سئل مصمم نظام التوظيف عن انحيازه، أجاب بأنه لا يرى لونا ولا اسم عائلة، بل متغيرات. في الجواب قدر من الصحة يضاعف صعوبة المسألة بدل أن يحلها. فالحي الذي يسكنه المرشح قد يحمل تاريخ ما منع عن أسرته من فرص، والجامعة التي تخرج فيها قد تلخص توزيع تلك الفرص أكثر مما تقيس قدرته. ليست المشكلة أن الآلة تضمر كراهية؛ يكفي أن تتقن إعادة إنتاج عالم رتب مزاياه من قبل.

اقترح الفريق حذف المتغيرات الحساسة. غير أن غياب الاسم لا يلغي أثره إذا ظلت قرائنه موزعة في بقية الملف. واقترح آخرون تحقيق تساوي نسب القبول، لكن نسبة واحدة قد تخفي اختلافا في كلفة الخطأ؛ رفض شخص مؤهل لا يساوي، في كل سياق، قبول شخص يحتاج إلى تدريب. كما أن إعلان «العدالة» باسم معيار واحد قد ينقل النزاع من ساحة القرار إلى تعريف المعيار، ثم يتظاهر بأنه أنهى النزاع.

هذا لا يعني أن التقييم البشري ملاذ بريء؛ فقد أخفى طويلا انحيازا لا يترك سجلا قابلا للفحص. والمفارقة أن النظام الآلي قد يجعل الظلم أظهر، فيلام على كشفه بقدر ما يلام على تثبيته. المطلوب ليس إعفاء التقنية أو إدانتها بالجملة، بل إبقاء قرار توزيع المخاطر قابلا للاعتراض. فالإنصاف لا يبدأ حين يصبح الرقم صامتا عن أصله، وإنما حين يستطيع المتضرر أن يسأل لماذا صار هذا الرقم حاسما، ويجد من يملك سلطة تغيير الجواب.

Form C · Passage 2 questions

6. What is the central limitation of the designer's defense?

- A. A model necessarily uses explicit family names to make decisions.
- B. Apparently impersonal variables can encode unequal prior opportunities.
- C. Machines are motivated by the same emotions as human recruiters.
- D. Variables have no predictive relationship to employment outcomes.

7. Why might removing sensitive variables be insufficient?

- A. Human reviewers must then supply the variables manually.
- B. Other features may preserve information associated with those variables.
- C. Sensitive variables never affect a model's outputs.
- D. Every applicant will submit false information after their removal.

8. What does the author's discussion of a single fairness measure imply?

- A. Selecting a metric allocates risks and remains a contestable normative choice.
- B. Every kind of classification error imposes the same burden.
- C. Equal acceptance rates always increase discrimination.
- D. An objective formula can end all disagreement about fairness.

9. Why mention the hidden bias of human evaluation?

- A. To show that machines created the original social inequalities.
- B. To establish that automated selection should never be challenged.
- C. To argue that human bias cannot be studied.
- D. To prevent criticism of automation from becoming an uncritical defense of human discretion.

10. What is the force of the closing requirement that someone can change the answer?

- A. A model should change every rejected application to an acceptance.
- B. Applicants should receive confidential details about all competing candidates.
- C. Explanation must be connected to an effective avenue for contesting consequential decisions.
- D. Technical staff should be the sole judges of fairness disputes.

وصية النافذة

Literary narrative · Original WCE practice text

بعد موت أبي، وجدت في درج مكتبه ورقة كتب عليها: «لا تغلق النافذة إذا عاد البحر». كان بيتنا بعيدا عن الشاطئ، وكانت النافذة تطل على جدار مخزن. قلت لنفسي إنها جملة لمقال لم يتمه؛ فقد كان يبدأ المقالات كما يبدأ الناس شجارا قديما، من منتصفه، واثقا أن الخصم يتذكر الباقي.

جاء عمي يوم تقسيم الأثاث، فقرأ الورقة وضحك. قال إن أبي كان يسمي أخاه المسافر «البحر»، لأنه يأتي بأخبار كثيرة ويترك وراءه ملحا على الجروح. سألته: أي أخ؟ فراح يعد الأكواب كأنه لم يسمع. منذ ذلك اليوم صرت أفتح النافذة كل صباح. لم أكن أنتظر رجلا لا أعرفه؛ كنت أفسح في يقيني مكانا لما لم يقل لي.

بعد أشهر، عرض تاجر شراء المكتب. أخرج الدرج، وقلبه ليرى نوع الخشب، فسقطت منه ورقة أخرى: حساب قديم لإصلاح النافذة بعد عاصفة. بدا التفسير فجأة بسيطا إلى حد الإهانة. لكنني لم أستطع أن أعيد الجملة إلى الخشب وحده. هل كان أبي يوصي بإصلاح عيب في البيت، أم يترك عيبا في الرواية التي ورثناها عنه؟ لم يصل أحد، ولم يتحرك جدار المخزن. ومع ذلك، حين أغلقت النافذة تلك الليلة، فعلت ذلك برفق، كأن الإغلاق نفسه صار جوابا لا أملك حق استعجاله.

Form C · Passage 3 questions

11. How does the repair bill affect the meaning of the father's note?

- A. It introduces a plausible literal explanation without resolving its other resonances.
- B. It eliminates the narrator's uncertainty about the family history.
- C. It conclusively establishes that the uncle invented the absent brother.
- D. It proves the note was written after the father's death.

12. What does the uncle's counting of cups most strongly suggest in context?

- A. Evasion when asked to identify the traveling brother.
- B. An explicit denial that the brother ever existed.
- C. A legal requirement to inventory the father's property.
- D. Inability to hear any of the narrator's questions.

13. Why does the narrator open the window after the uncle's visit?

- A. To obtain a view of the sea beyond the warehouse.
- B. To signal a known relative that the inheritance has been divided.
- C. To make room for uncertainty about a family account previously treated as settled.
- D. To prevent structural damage documented in the repair bill.

14. What effect does comparing the father's article openings to an old quarrel have?

- A. It implies that the father never completed any written work.
- B. It characterizes his writing as presuming a shared but unstated prior history.
- C. It establishes that the narrator and father agreed on political matters.
- D. It proves that every article attacked a specific family member.

15. What does the gentle closing of the window indicate?

- A. A decision to accept only the repair bill as valid evidence.
- B. Certainty that the absent relative will arrive that night.
- C. A rejection of all responsibility for the family story.
- D. A reluctance to force a final interpretation onto unresolved meanings.

من يتكلم باسم الغد؟

Political-philosophical essay · Original WCE practice text

تستدعي الخطط الكبرى الأجيال القادمة كما تستدعي المحاكم شاهدا لا يستطيع الحضور. ينسب إليها طلب الطريق والسد والمنجم، ثم يقال للمعتز الحاضر إن اعتراضه أناني لأنه لا يرى أبعد من يومه. وليس بعيد النظر من الخطأ في شيء، لكن للغائب بلاغة نافعة لمن يملك الكلام باسمه: لا يصح اقتباسا، ولا يسأل عن البديل الذي حذف من الملف.

في جلسة استماع متخيلة، قال خبير إن عائد المشروع يفوق كلفته بعد ثلاثين سنة. وسأل مزارع إن كان سيبقى له حقل حتى ذلك الوقت. لم يكن السؤال تفنيدا للحساب، لكنه كشف أن الزمن لم يوزع بالتساوي بين طرفيه. فمن يفقد مصدر عيشه الآن قد لا يكون هو من يجني العائد المؤجل، ومن يملك انتظار الربح يملك غالبا أدوات النجاة من الانتظار.

قد تتطلب منفعة عامة خسارة لا يمكن إلغاؤها؛ الاعتراف بذلك أصدق من تسمية كل خسارة «فرصة انتقال». غير أن الضرورة ليست صفة يستخرجها الخبير من الآلة ثم يسلمها إلى السياسة معفاة من الاختيار. إنها حكم بين بدائل، وبعض البدائل لا يبدو معقولا إلا بعد أن يمنح وقتا ومالا ليصير ممكنا. ليس المطلوب إعطاء الحاضر حق النقض المطلق على المستقبل، بل منع احتكار المستقبل ذريعة لإسكات الحاضر. وحين ينشر حساب العائد، ينبغي أن تنشر معه خريطة من يتحمل زمن الانتظار، ومن يملك أن يختصره لنفسه.

Form C · Passage 4 questions

16. What is the author's main objection to invoking future generations?

- A. Present opponents always understand long-term needs better than experts.
- B. Future benefits are inherently impossible to estimate.
- C. Public investment should never consider people not yet born.
- D. Their interests can be represented selectively to suppress present scrutiny.

17. What does the farmer's question expose?

- A. Aggregate long-term returns may conceal who bears immediate losses and whether they benefit later.
- B. The farmer has a legal right to veto the entire project.
- C. No agricultural land will remain anywhere after thirty years.
- D. The expert's arithmetic is necessarily incorrect.

18. How does the author conceptualize necessity?

- A. As proof that every loss can be eliminated at no cost.
- B. As a judgment among alternatives whose feasibility is shaped by resources and choices.
- C. As a purely technical fact that removes political responsibility.
- D. As a word that is false whenever any resident objects.

19. What is criticized by placing "transition opportunity" in quotation marks?

- A. Any suggestion that long-term benefits might exist.
- B. All efforts to help workers move to new occupations.
- C. The expert's use of a foreign-language term.
- D. A euphemism that can conceal the reality of a loss.

20. Which process would best satisfy the author's concluding demand?

- A. Let future-benefit projections override all present objections.
- B. Require unanimous consent before any infrastructure spending.
- C. Publish who bears waiting costs and assess alternatives alongside projected returns.
- D. Exclude expert analysis to prevent technocratic influence.

Form C - Answer key

Check only after completing the form. Each item earns one point; there is no partial credit. The explanations below identify the decisive reading evidence. A correct guess is not proof of a mastered skill.

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

1. A - Document quantity can reflect unequal power to produce and preserve records.

The comparison challenges counting documents as independent voices. It does not automatically settle reliability in favor of testimony or deny all independent reports.

صوت واحد امتلك ألف آلة للنسخ

2. B - An inaccurate sequence may still convey a meaningful pattern that requires separate evaluation.

Different claims call for different scrutiny. The author preserves chronological verification and warns that later knowledge can distort testimony.

دعوى تحتاج إلى تثبيت زمني ومعنى يحتاج إلى تفسير

3. C - That the official account consistently used that characterization.

Consistency establishes a pattern in official naming, not the underlying absence of coercion. Oral evidence is also explicitly insufficient on its own.

انتظام العبارة الرسمية لا يثبت غياب الإكراه

4. C - It makes a source evidence both about events and about attempts to shape their interpretation.

The two evidential dimensions supplement rather than cancel one another. Literary quality, oral confirmation as a precondition and excluding naming are not proposed.

لما حدث وللطريقة التي أريد له أن يفهم بها

5. D - Examine production conditions and test distinct claims across kinds of evidence.

The author rejects confidence and quantity as shortcuts, while scrutinizing both official and oral sources.

لا اختيار الطرف الذي يروي القصة بأقل قدر من التردد

6. B - Apparently impersonal variables can encode unequal prior opportunities.

The author separates intent from structural reproduction. The defense need not be factually false about omitted names for the critique to hold.

إعادة إنتاج عالم رتب مزاياه من قبل

7. B - Other features may preserve information associated with those variables.

Correlated proxies can retain the effect of an omitted feature. The other possibilities are not supported by the passage.

ظلت قرائنه موزعة في بقية الملف

8. A - Selecting a metric allocates risks and remains a contestable normative choice.

Metric choice relocates rather than dissolves the normative dispute. The text explicitly raises unequal error costs and avoids universal judgments about parity.

قد ينقل النزاع من ساحة القرار إلى تعريف المعيار

9. D - To prevent criticism of automation from becoming an uncritical defense of human discretion.

The concession complicates the comparison. Visibility may improve auditability without legitimizing every automated decision.

التقييم البشري ملاذ بريء

10. C - Explanation must be connected to an effective avenue for contesting consequential decisions.

The conclusion moves beyond passive explanation to accountable revision. It does not promise acceptance or authorize access to others' data.

يملك سلطة تغيير الجواب

11. A - It introduces a plausible literal explanation without resolving its other resonances.

Material evidence complicates the earlier reading rather than settling it. Neither the uncle's fabrication nor the note's date is proved.

لم أستطع أن أعيد الجملة إلى الخشب وحده

12. A - Evasion when asked to identify the traveling brother.

The narrative places the action immediately after a sensitive question, suggesting avoidance. It deliberately stops short of a definitive denial or a medical explanation.

كأنه لم يسمع

13. C - To make room for uncertainty about a family account previously treated as settled.

The narrator denies waiting for an unknown man. The bill appears only later, and the view remains blocked.

أفسح في يقيني مكانا لما لم يقل لي

14. B - It characterizes his writing as presuming a shared but unstated prior history.

Starting in the middle assumes missing context. The simile characterizes a habit without proving the content of all articles or their completion.

وائقا أن الخصم يتذكر الباقي

15. D - A reluctance to force a final interpretation onto unresolved meanings.

The ending makes even a physical closure ethically and interpretively hesitant. It resolves neither the return nor the note's meaning.

جوابا لا أملك حق استعجاله

16. D - Their interests can be represented selectively to suppress present scrutiny.

The absent witness metaphor targets unchallengeable representation, not all future planning or all estimation.

لا يسأل عن البديل الذي حذف من الملف

17. A - Aggregate long-term returns may conceal who bears immediate losses and whether they benefit later.

The issue is distribution across people and time, not a demonstrated arithmetic error or universal land loss.

الزمن لم يوزع بالتساوي

18. B - As a judgment among alternatives whose feasibility is shaped by resources and choices.

The author recognizes unavoidable losses while contesting the idea that one technical model makes a decision choice-free.

حكم بين بدائل

19. D - A euphemism that can conceal the reality of a loss.

The contrast is between acknowledging loss and renaming it. It does not reject assistance or future benefits.

أصدق من تسمية كل خسارة «فرصة انتقال»

20. C - Publish who bears waiting costs and assess alternatives alongside projected returns.

The ending calls for distributive transparency and alternatives. It explicitly rejects an absolute present veto and retains a role for calculation.

خريطة من يتحمل زمن الانتظار

Form C · Reading rubric

Record your score: ____ / 20. Mode / assistance: _____. Date: _____. This rubric describes evidence to discuss with an instructor. It does not assign an ILR level. There is no validated raw-score conversion for these original forms.

ILR III reference: Supported opinion, argument and inference in social and professional prose.

ILR III+ reference: A wider stylistic range and some audience-sensitive nuance; more than a high score at the base level.

ILR IV reference: Precise interpretation of complex writing, rhetorical effect and cultural positioning.

ILR IV+ reference: Most highly nuanced writing understood with rare misunderstanding; broader sampling needed.

ILR V reference: Mastery across diverse contexts and genres; not established by these exercises.

Local WCE teaching bands

0-9: revisit the arguments and decisive evidence. 10-14: mixed comprehension; identify recurring misreadings. 15-17: consistent performance on this form. 18-20: strong performance on this form. These are WCE teaching bands, not official DLPT cut scores. The three forms are not statistically equated.

Skill evidence record

Argument: ____ / 3. Cite the Arabic wording and explain a rejected distractor.

Nuance: ____ / 4. Cite the Arabic wording and explain a rejected distractor.

Inference: ____ / 4. Cite the Arabic wording and explain a rejected distractor.

Rhetoric: ____ / 5. Cite the Arabic wording and explain a rejected distractor.

Stance: ____ / 4. Cite the Arabic wording and explain a rejected distractor.

Interpretation: even a perfect score on this short form cannot establish consistent mastery across genres, domains and contexts. Low performance on an advanced form cannot determine a lower ILR level. Review observed strengths and sample new texts; use an authorized assessment for official decisions.

Instructor follow-up: ask for a thesis paraphrase, decisive textual evidence, the effect of a rhetorical choice, and an explanation of why a plausible option fails. Evaluate comprehension separately from English writing quality. Repeat the task on unfamiliar material without coaching.

Instructor observations: _____

Priority for further reading: _____

Public references & design record

The ILR summaries in this collection are abbreviated teaching references, not replacement proficiency descriptions. These source links inform the skill framework and English-question / Arabic-passage format. WCE wrote the passages, questions, explanations and local teaching bands independently.

[Interagency Language Roundtable - Reading Skill Level Descriptions](#)

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

Consulted October 15, 2026. These practice materials have not undergone operational DLPT standard setting, item calibration, independent proficiency validation or form equating.

About the designer

World Cultures & Education (WCE) develops educational resources that connect 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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