



WCE MASTER YOUR DLPT | 2026 EDITION

Master Your DLPT Reading & Listening

القراءة والاستماع: المستويات I إلى III

ILR I, II and III instructional targets

Six tests · 120 questions · Twelve recordings

Answer keys · Guiding phrases · Skill rubrics

Designed by World Cultures & Education (WCE),

with the assistance of Dr. E

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

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Reading texts and scripted audio with synthetic Arabic voices.

Independent materials. No official ILR or DLPT rating.

Master Your DLPT

Arabic reading & listening · Levels I to III

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Six tests: one reading and one listening set at each of three instructional targets. Each set has four passages or recordings and twenty questions. Levels I and II contain new materials. Level III curates the already published WCE Advanced Form A in each skill; previous exposure can improve that practice score.

Level selection: Level I focuses on simple everyday information, Level II on connected factual accounts, and Level III on supported argument and inference. These are design intentions, not calibrated passage ratings or certified participant levels.

Independent preparation: DLPT is not affiliated with or endorsed by WCE, and WCE is not affiliated with or endorsed by DLIFLC. These are not official examinations or released/secure items. DLPT 5 names a test generation, not ILR level V. WCE scores do not convert to government proficiency ratings.

Reading times suggested by WCE: Level I - 30 minutes; Level II - 40 minutes; Level III - 60 minutes. **Listening:** 25, 35 and 45 minutes respectively. These are local suggestions, not operational DLPT timings.

Study mode: choose an answer to see the correct choice, explanation and decisive Arabic wording; the first choice is locked. Listening includes timestamped replay of the supporting speaker turn. Feedback can coach later answers.

Test mode: answer all twenty questions before the key and explanations appear. Listening transcripts stay hidden until submission. Scores, percentages and skill breakdowns describe only that practice attempt. Saved progress stays in the browser when available.

Using this PDF: complete questions before viewing each review section. For listening, play the linked recording or the matching file from the downloadable pack. The PDF does not embed audio or auto-grade. All audio is synthetic MSA, not Dr. E's voice; scenarios are fictional. Suggested limit: two full listens at normal speed, without a transcript. Web controls permit replay, so no official limit is enforced.

Contents: Level I Reading; Level I Listening; Level II Reading; Level II Listening; Level III Reading; Level III Listening. Each test ends with an answer key, guiding evidence and a rubric. Listening review also includes timestamped transcripts.

[Open Master Your DLPT on WCE](#)

Level I · Reading practice

Instructional target: Understand simple everyday information, basic instructions and familiar situations.

Simple messages, familiar vocabulary, times, locations and direct instructions.

Twenty questions. Choose the single best answer. Do not consult the review section until you finish. Target levels do not certify proficiency.

Answer record

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

Date: _____ Time spent: _____ Mode / help used: _____

Level I Reading · Text 1

رسالة من سامي

مرحبا يا علي. أنا في المكتبة الآن. نلتقي غدا، يوم السبت، في المقهى بجانب المحطة. الموعد الساعة العاشرة صباحا. أحضر كتاب العربية من فضلك. لا تحضر الحاسوب. سأشتري الشاي، وأنت اختر لنا طاولة قرب النافذة. إلى اللقاء. سامي.

1. Where is Sami now?

- A. At the station.
- B. At Ali's home.
- C. At the café.
- D. At the library.

2. On which day will they meet?

- A. Sunday.
- B. Saturday.
- C. Monday.
- D. Friday.

3. What time is the meeting?

- A. 10 a.m.
- B. 9 a.m.
- C. 11 a.m.
- D. 10 p.m.

Level I Reading · Part 1 continued

4. What should Ali bring?

- A. The Arabic book.
- B. Some tea.
- C. A train ticket.
- D. A computer.

5. Which table should Ali choose?

- A. One inside the library.
- B. One near the window.
- C. One next to the door.
- D. One outside the station.

Level I Reading · Text 2

إعلان مركز الحي

مركز الحي مفتوح من الأحد إلى الخميس، من الساعة التاسعة صباحاً إلى الخامسة مساءً. درس الرسم يوم الثلاثاء في الغرفة الثانية. يبدأ الدرس الساعة الثالثة بعد الظهر. الدرس مجاني. أحضر قلمًا وورقًا. المركز مغلق يوم الجمعة. للتسجيل، اكتب اسمك عند مكتب الاستقبال.

6. When does the center open on its working days?

- A. 9 a.m.
- B. 5 a.m.
- C. 3 p.m.
- D. 9 p.m.

7. On which day is the drawing class?

- A. Thursday.
- B. Sunday.
- C. Tuesday.
- D. Friday.

8. Where is the class held?

- A. At the station.
- B. Room 2.
- C. Room 3.
- D. At the reception desk.

Level I Reading · Part 2 continued

9. How much does the class cost?

- A. It is free.
- B. The price is not stated.
- C. Nine units of currency.
- D. Five units of currency.

10. How should a person register?

- A. Telephone the drawing teacher.
- B. Write their name at reception.
- C. Send an email on Friday.
- D. Pay at the room door.

Level I Reading · Text 3

غرفة للإيجار

غرفة صغيرة للإيجار في شارع النور، قرب الجامعة. في الغرفة سرير وطاولة وكُرسي. المطبخ مشترك. الإيجار ألف ومئتا جنيه في الشهر، ويشمل الماء ولا يشمل الكهرباء. الغرفة لشخص واحد. لرؤية الغرفة، اتصل بمحمود بعد الساعة السادسة مساءً. لا ترسل رسالة في الصباح.

11. What is the room near?

- A. The beach.
- B. The airport.
- C. The university.
- D. The hospital.

12. What is shared?

- A. The bed.
- B. The kitchen.
- C. The chair.
- D. The desk.

13. What is the monthly rent?

- A. 1,020 pounds.
- B. 1,200 pounds per week.
- C. 1,200 pounds.
- D. 2,100 pounds.

Level I Reading · Part 3 continued

14. Which utility is included?

- A. Electricity.
- B. Neither water nor electricity.
- C. Both water and electricity.
- D. Water.

15. When should a person telephone Mahmoud?

- A. At noon.
- B. Any morning.
- C. Before 6 a.m.
- D. After 6 p.m.

Level I Reading · Text 4

موعد الزيارة

ليلي، سأزورك اليوم مع أختي ندى. سنصل إلى بيتك الساعة السابعة مساءً. ندى لا تأكل السمك، لكنها تحب الخضار والأرز. لا تطبخي كثيراً؛ سنحضر معنا الخبز والحلوى. سأذهب أولاً إلى المتجر، ثم آتي إليك. إذا تأخرت، سأتصل بك. مريم.

16. Who will come with Mariam?

- A. Her sister Nada.
- B. Her mother.
- C. Her neighbor Mahmoud.
- D. Her brother Ali.

17. When do they plan to arrive?

- A. 7 a.m.
- B. 8 p.m.
- C. 7 p.m.
- D. 6 p.m.

18. What does Nada not eat?

- A. Vegetables.
- B. Rice.
- C. Bread.
- D. Fish.

Level I Reading · Part 4 continued

19. What will the visitors bring?

- A. Vegetables and tea.
- B. Coffee and milk.
- C. Bread and dessert.
- D. Fish and rice.

20. Where will Mariam go before the visit?

- A. To the library.
- B. To the university.
- C. To the airport.
- D. To the store.

Level I Reading - Answer key

Review after finishing. One point for each correct answer; no partial credit. Use the guiding wording to explain why the key is supported and a distractor is not.

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

1. D - At the library.

الآن identifies his present location; the café is the future meeting place.

أنا في المكتبة الآن

2. B - Saturday.

The message explicitly names tomorrow as Saturday.

غدا، يوم السبت

3. A - 10 a.m.

العاشرة is ten, and صباحا specifies the morning.

الساعة العاشرة صباحا

4. A - The Arabic book.

The book is requested; the next instruction specifically says not to bring the computer.

أحضر كتاب العربية

5. B - One near the window.

قرب النافذة means near the window, not the entrance or station.

طاولة قرب النافذة

Level I Reading · Key continued

6. A - 9 a.m.

The opening time is nine in the morning; five in the evening is the closing time.

التاسعة صباحا

7. C - Tuesday.

الثلاثاء names Tuesday.

درس الرسم يوم الثلاثاء

8. B - Room 2.

الغرفة الثانية is the second room. Reception is for registration.

في الغرفة الثانية

9. A - It is free.

مجانى explicitly means free.

الدرس مجاني

10. B - Write their name at reception.

The stated registration step is writing a name at reception; no phone or email step is given.

اكتب اسمك عند مكتب الاستقبال

Level I Reading · Key continued

11. C - The university.

The university is explicitly named as the nearby landmark.

قرب الجامعة

12. B - The kitchen.

المطبخ مشترك describes the kitchen, not the listed furniture.

المطبخ مشترك

13. C - 1,200 pounds.

1,200, ألف ومئتا specifies per month.

ألف ومئتا جنيه في الشهر

14. D - Water.

The negation distinguishes excluded electricity from included water.

يشمل الماء ولا يشمل الكهرباء

15. D - After 6 p.m.

بعد means after; مساء specifies the evening.

بعد الساعة السادسة مساء

Level I Reading · Key continued

16. A - Her sister Nada.

أختي identifies Nada as the writer's sister.

مع أختي ندى

17. C - 7 p.m.

السابعة is seven, and مساء indicates evening.

الساعة السابعة مساء

18. D - Fish.

The negated verb applies to fish; vegetables and rice are foods she likes.

لا تأكل السمك

19. C - Bread and dessert.

The message names bread and dessert as the items they will bring.

الخبز والحلوى

20. D - To the store.

أولا marks the store as the first stop.

أولا إلى المتجر

Level I Reading - Rubric

Instructional target: Understand simple everyday information, basic instructions and familiar situations.

Score: ____ / 20. The selected label describes what this set practises. It does not mean that the learner has attained that ILR level. The items and cutoffs are not officially calibrated.

WCE local teaching bands

0-9: review core meaning and decisive evidence. 10-14: mixed comprehension; identify recurring errors. 15-17: consistent performance on this set. 18-20: strong performance on this set. These are local feedback bands, not official DLPT cut scores. Do not compare levels by raw score as if the forms were equated.

Skill evidence record

Detail: ____ / 9. Explain one answer using the Arabic evidence.

Time: ____ / 5. Explain one answer using the Arabic evidence.

Instruction: ____ / 2. Explain one answer using the Arabic evidence.

Location: ____ / 3. Explain one answer using the Arabic evidence.

Sequence: ____ / 1. Explain one answer using the Arabic evidence.

Instructor follow-up: Ask the learner to identify names, places, times and the action requested, using a fresh simple message. Separate comprehension from English writing quality. Do not count a coached review as an independent attempt.

Reading limitation: four passages cannot sample the full range of genres and domains. Test a fresh set before drawing broader conclusions.

Result: ILR level not determined. Use authorized assessment for official proficiency decisions.

Strengths: _____

Next practice: _____

Level I · Listening practice

Instructional target: Understand simple everyday information, basic instructions and familiar situations.

Short everyday messages: identify who, where, when, prices and simple instructions.

Twenty questions. Choose the single best answer. Do not consult the review section until you finish. Target levels do not certify proficiency.

Answer record

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

Date: _____ Time spent: _____ Mode / help used: _____

Level I Listening · Audio 1

A recorded message about meeting a friend.

MSA synthetic audio · 00:27

[Play or download L1-1 MP3](#)

1. Who is leaving the message?

- A. Sara.
- B. Huda.
- C. Laila.
- D. Nada.

2. Where is she now?

- A. At the university.
- B. At the café.
- C. At the bus station.
- D. At Sara's house.

3. When will she arrive at the house?

- A. 3 p.m. today.
- B. 4 p.m. today.
- C. 5 p.m. tomorrow.
- D. 4 a.m. tomorrow.

Level I Listening · Part 1 continued

4. What does she ask Sara to send?

- A. A photograph of the bread.
- B. Her brother's name.
- C. A bus ticket.
- D. The house address.

5. Who will take her from the station?

- A. Her neighbor.
- B. Her brother.
- C. A teacher.
- D. Sara.

Level I Listening · Audio 2

An announcement at a community center.

MSA synthetic audio · 00:28

[Play or download L1-2 MP3](#)

6. Where is today's Arabic class?

- A. Room 2.
- B. At the entrance desk.
- C. Room 10.
- D. Room 5.

7. What time does the class begin?

- A. 10 p.m.
- B. 10 a.m.
- C. 11 a.m.
- D. 5 a.m.

8. What should learners bring?

- A. Chairs and tables.
- B. Books and pens.
- C. Computers and food.
- D. Only money.

Level I Listening · Part 2 continued

9. On which day is the center closed?

- A. Sunday.
- B. Saturday.
- C. Thursday.
- D. Friday.

10. Where can learners buy the books?

- A. Room 2.
- B. The café upstairs.
- C. The bus station.
- D. The office by the entrance.

Level I Listening · Audio 3

A short exchange in a food shop.

MSA synthetic audio · 00:24

[Play or download L1-3 MP3](#)

11. How much apple does the customer request?

- A. One kilogram.
- B. Two kilograms.
- C. Half a kilogram.
- D. Three kilograms.

12. What does the customer not want today?

- A. Tomatoes.
- B. Bread.
- C. Bananas.
- D. Apples.

13. Where is the bread?

- A. On the table by the door.
- B. Under the counter.
- C. Outside the shop.
- D. Beside the window.

Level I Listening · Part 3 continued

14. What is the total bill?

- A. Thirteen pounds.
- B. Eighty pounds.
- C. Thirty pounds.
- D. Twenty pounds.

15. What time does the shop close today?

- A. 8 p.m.
- B. 7 p.m.
- C. 9 p.m.
- D. 8 a.m.

Level I Listening · Audio 4

A phone message about collecting an item.

MSA synthetic audio · 00:31

[Play or download L1-4 MP3](#)

16. What item is ready?

- A. A bag.
- B. A book.
- C. A chair.
- D. A computer.

17. What color is the item?

- A. Blue.
- B. Red.
- C. Green.
- D. White.

18. Where is the shop?

- A. Inside the bank.
- B. Behind the station.
- C. Beside the school on Al-Noor Street.
- D. Opposite the bank on Al-Salam Street.

Level I Listening · Part 4 continued

19. What should Yusuf bring?

- A. A passport photograph.
- B. A second bag.
- C. The order slip.
- D. More payment.

20. What does the message say about payment?

- A. Only half the bill was paid.
- B. Payment must be made again.
- C. No further payment is needed.
- D. The amount is unknown to the shop.

Level I Listening · Answer key

Review after finishing. One point for each correct answer; no partial credit. Use the guiding wording to explain why the key is supported and a distractor is not.

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

1. B - Huda.

The speaker identifies herself as Huda.

Supporting turn: L1-1 · 00:00-00:13

أنا هدى

2. C - At the bus station.

الآن marks the current location, the bus station.

Supporting turn: L1-1 · 00:00-00:13

في محطة الحافلات الآن

3. B - 4 p.m. today.

Today and four in the afternoon are both explicitly stated.

Supporting turn: L1-1 · 00:00-00:13

اليوم الساعة الرابعة عصرا

4. D - The house address.

The requested message should contain the house address.

Supporting turn: L1-1 · 00:13-00:27

أرسلني عنوان البيت

5. B - Her brother.

She says her brother will take her in his car, and asks Sara not to come.

Supporting turn: L1-1 · 00:13-00:27

أخي سيأخذني بسيارته

Level I Listening · Key continued

6. D - Room 5.

The announcement corrects Room 2 to Room 5.

Supporting turn: L1-2 · 00:00-00:14

في الغرفة الخامسة

7. B - 10 a.m.

Ten in the morning is the start; eleven is the end.

Supporting turn: L1-2 · 00:00-00:14

الساعة العاشرة صباحا

8. B - Books and pens.

The two requested items are books and pens.

Supporting turn: L1-2 · 00:14-00:28

أحضروا الكتب والأقلام

9. D - Friday.

Friday is explicitly the closing day.

Supporting turn: L1-2 · 00:14-00:28

مغلق يوم الجمعة

10. D - The office by the entrance.

The office is identified by its location at the entrance.

Supporting turn: L1-2 · 00:14-00:28

المكتب عند المدخل

Level I Listening · Key continued

11. A - One kilogram.

The half-kilo quantity applies to tomatoes, not apples.

Supporting turn: L1-3 · 00:00-00:11

كيلو تفاح

12. C - Bananas.

The explicit negative request concerns bananas.

Supporting turn: L1-3 · 00:00-00:11

لا أريد موزا اليوم

13. A - On the table by the door.

The table is located next to the door.

Supporting turn: L1-3 · 00:11-00:24

الطاولة بجانب الباب

14. C - Thirty pounds.

ثلاثون means thirty; the amount covers the whole bill.

Supporting turn: L1-3 · 00:11-00:24

ثلاثون جنيهها

15. A - 8 p.m.

The closing time is eight in the evening.

Supporting turn: L1-3 · 00:11-00:24

الثامنة مساء

Level I Listening · Key continued

16. A - A bag.

حقيبة names a bag.

Supporting turn: L1-4 · 00:00-00:15

حقيبتك جاهزة

17. A - Blue.

زرقاء describes the bag as blue.

Supporting turn: L1-4 · 00:00-00:15

زرقاء

18. D - Opposite the bank on Al-Salam Street.

The shop is in Al-Salam Street, in front of/opposite the bank.

Supporting turn: L1-4 · 00:00-00:15

أمام البنك

19. C - The order slip.

The requested document is the order paper.

Supporting turn: L1-4 · 00:16-00:31

ورقة الطلب

20. C - No further payment is needed.

The bill is paid; the speaker explicitly says no additional money is needed.

Supporting turn: L1-4 · 00:16-00:31

الحساب مدفوع

Review transcript · L1-1

A recorded message about meeting a friend.

00:00-00:13

المتحدثة: مرحبا يا سارة، أنا هدى. أنا في محطة الحافلات الآن. أصل إلى بيتك اليوم الساعة الرابعة عصرا.
سأحضر معي الخبز والعصير.

00:13-00:27

المتحدثة: من فضلك، أرسلني عنوان البيت في رسالة. لا تأتي إلى المحطة؛ أخي سيأخذني بسيارته. أريد كوب
شاي عندما أصل. إلى اللقاء.

Review transcript · L1-2

An announcement at a community center.

00:00-00:14

المتحدثة: أهلاً بكم في مركز الحي. درس العربية اليوم في الغرفة الخامسة، وليس في الغرفة الثانية. يبدأ الدرس الساعة العاشرة صباحاً وينتهي الساعة الحادية عشرة.

00:14-00:28

المتحدثة: أحضروا الكتب والأقلام. لا يوجد درس غداً لأن المركز مغلق يوم الجمعة. يمكنكم شراء الكتب من المكتب عند المدخل. شكراً لكم.

Review transcript · L1-3

A short exchange in a food shop.

00:00-00:11

المتحدثة: صباح الخير. أريد كيلو تفاح ونصف كيلو طماطم، من فضلك. لا أريد موزا اليوم. هل عندكم خبز؟

00:11-00:24

المتحدث: نعم، الخبز على الطاولة بجانب الباب. الحساب كله ثلاثون جنيها. يمكنك الدفع نقدا أو بالبطاقة.
نغلق اليوم الساعة الثامنة مساء.

Review transcript · L1-4

A phone message about collecting an item.

00:00-00:15

المتحدثة: مرحبا يا يوسف. حقيبتك جاهزة في المتجر. الحقيبة زرقاء وصغيرة. يمكنك أخذها اليوم أو غدا.
المتجر في شارع السلام، أمام البنك.

00:16-00:31

المتحدثة: اسأل عن أحمد عند مكتب الخدمة. أحضر معك ورقة الطلب. لا تحتاج إلى دفع مال آخر؛ الحساب مدفوع. نفتح الساعة التاسعة صباحا. شكرا.

Level I Listening · Rubric

Instructional target: Understand simple everyday information, basic instructions and familiar situations.

Score: ____ / 20. The selected label describes what this set practises. It does not mean that the learner has attained that ILR level. The items and cutoffs are not officially calibrated.

WCE local teaching bands

0-9: review core meaning and decisive evidence. 10-14: mixed comprehension; identify recurring errors. 15-17: consistent performance on this set. 18-20: strong performance on this set. These are local feedback bands, not official DLPT cut scores. Do not compare levels by raw score as if the forms were equated.

Skill evidence record

Detail: ____ / 8. Explain one answer using the Arabic evidence.

Location: ____ / 5. Explain one answer using the Arabic evidence.

Time: ____ / 4. Explain one answer using the Arabic evidence.

Instruction: ____ / 3. Explain one answer using the Arabic evidence.

Instructor follow-up: Ask the learner to identify names, places, times and the action requested, using a fresh simple message. Separate comprehension from English writing quality. Do not count a coached review as an independent attempt.

Listening limitation: scripted synthetic speech does not sample the full range of natural accents, pace, overlap and intonation. Broader human-speech samples are needed.

Result: ILR level not determined. Use authorized assessment for official proficiency decisions.

Strengths: _____

Next practice: _____

Level II · Reading practice

Instructional target: Follow connected factual accounts, main points, sequence and explicitly stated reasons.

Connected factual texts: events across time, explicit causes, main points and practical details.

Twenty questions. Choose the single best answer. Do not consult the review section until you finish. Target levels do not certify proficiency.

Answer record

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

Date: _____ Time spent: _____ Mode / help used: _____

Level II Reading · Text 1

عودة السوق الأسبوعية

أغلق سوق الحي ثلاثة أسابيع لإصلاح السقف بعد الأمطار. وخلال الإغلاق، باع بعض التجار بضائعهم في الشارع الخلفي، بينما توقف آخرون عن العمل لعدم وجود مكان مناسب. أعلنت البلدية أمس أن السوق ستفتح صباح الاثنين، لكن المدخل الشرقي سيبقى مغلقاً أسبوعاً آخر. لذلك سيستخدم الزوار المدخل الغربي بجوار موقف الحافلات.

كانت البلدية قد اقترحت نقل السوق إلى مبنى بعيد أثناء الإصلاح، إلا أن التجار طلبوا الانتظار لأن زبائنهم يعرفون الموقع القديم. وسيعود أصحاب محلات الطعام أولاً، ثم تفتح محلات الملابس يوم الأربعاء بعد الانتهاء من تنظيفها. وقال مدير السوق إن ساعات العمل لن تتغير، وإنه سيخصص موظف لمساعدة الزوار على الوصول إلى المحلات في الأيام الأولى.

1. Why was the market closed?

- A. To repair the roof after rain.
- B. To build a new bus station.
- C. To change its business hours.
- D. To move all traders permanently.

2. Which entrance should visitors use on reopening?

- A. The western entrance.
- B. The rear service entrance.
- C. The eastern entrance.
- D. The entrance of the distant building.

Level II Reading · Part 1 continued

3. Why did traders oppose temporary relocation?

- A. The bus station would close.
- B. The proposed rent had doubled.
- C. Customers knew the old location.
- D. The distant building had a damaged roof.

4. Which shops are scheduled to return first?

- A. Clothing shops.
- B. Bookshops.
- C. All shops on Wednesday.
- D. Food shops.

5. What is the report mainly about?

- A. A plan to change all market prices.
- B. The opening of a new distant market.
- C. A permanent ban on street trading.
- D. The market's phased reopening after repairs.

مزرعة تستقبل الطلبة

بدأت مدرسة النخيل مشروعا لزيارة مزرعة قريبة مرة كل شهر. في الزيارة الأولى شاهد الطلبة طريقة ري الخضراوات، ثم جمعوا عينات من التربة لدراستها في المدرسة. كان البرنامج الأصلي يتضمن غداء في الحقل، لكن الرياح القوية دفعت المشرفين إلى تقديم الغداء داخل مبنى المزرعة. لم تلغ الأنشطة الأخرى.

بعد العودة، كتب كل فريق تقريراً عن كمية الماء المستخدمة في جزء من المزرعة. لاحظ المعلم أن بعض الطلبة سجلوا أرقاماً مختلفة، فطلب منهم مقارنة ملاحظاتهم مع سجل العامل المسؤول قبل تسليم التقرير النهائي. ستخصص الزيارة التالية لمقابلة العاملين ومعرفة كيف يتغير العمل بين الصيف والشتاء. وقد طلبت المدرسة من الأسر إحضار قبعات وماء للشرب، بينما ستوفر المدرسة وسائل النقل وأدوات القياس.

6. What did students do after observing irrigation?

- A. Interviewed all workers.
- B. Submitted final reports.
- C. Collected soil samples.
- D. Measured winter rainfall.

7. Why was lunch moved indoors?

- A. A water shortage.
- B. Strong winds.
- C. A late bus.
- D. Lack of food.

Level II Reading · Part 2 continued

8. What should teams do before submitting final reports?

- A. Use only the highest number recorded.
- B. Repeat the visit without the teacher.
- C. Compare their notes with the responsible worker's record.
- D. Remove all numbers from their reports.

9. What will the next visit focus on?

- A. Repairing school buses.
- B. Selling vegetables to families.
- C. Cooking lunch outdoors.
- D. Workers and seasonal changes in their work.

10. What does the school provide?

- A. Winter clothes for all students.
- B. Transport and measuring tools.
- C. Hats and drinking water.
- D. Only lunch for the families.

Level II Reading · Text 3

تغيير مواعيد التدريب

إلى المشاركين في دورة الحاسوب: بسبب أعمال الصيانة في القاعة الرئيسية، ستنتقل دروس هذا الأسبوع إلى القاعة الثالثة في الطابق الأرضي. يبدأ درس المساء الساعة السادسة بدلا من الخامسة، حتى يتمكن المدرب من إنهاء درسه في المركز الآخر قبل الحضور. أما درس الصباح فيبقى في مواعده المعتاد.

أرسلت رسالة سابقة تطلب من الجميع إحضار حواسيبهم، لكن المركز حصل أمس على أجهزة إضافية. لذلك لا يحتاج المشاركون إلى إحضار جهاز شخصي هذا الأسبوع. من يريد الاحتفاظ بالملفات التي يعمل عليها يمكنه إحضار ذاكرة خارجية. سيعقد الاختبار القصير يوم الخميس كما أعلن، وسيشمل الدروس السابقة فقط، لأن الدرس الجديد أجل إلى الأسبوع المقبل. يمكن توجيه الأسئلة إلى مكتب التدريب قبل الساعة الرابعة عصرا.

11. Where will this week's classes take place?

- A. Room 3 on the top floor.
- B. The main hall.
- C. Room 3 on the ground floor.
- D. The trainer's other center.

12. Why does the evening lesson start later?

- A. The morning lesson was canceled.
- B. The short test will last an extra hour.
- C. The trainer must finish teaching at another center first.
- D. All participants requested a later dinner.

Level II Reading · Part 3 continued

13. What has changed since the earlier message?

- A. All participants must buy a new computer.
- B. External storage devices have been prohibited.
- C. The center no longer has any computers.
- D. Participants no longer need a personal computer this week.

14. What will Thursday's test cover?

- A. Only maintenance procedures.
- B. All lessons planned for next month.
- C. Only the postponed new lesson.
- D. Previous lessons only.

15. Until what time can participants ask the training office questions?

- A. Until midnight.
- B. Before 4 p.m.
- C. Only before 5 a.m.
- D. After 6 p.m.

Level II Reading · Text 4

رحلة عمل قصيرة

سافرت هند إلى مدينة أخرى للمشاركة في معرض للمنتجات المحلية. كانت تنوي العودة مساء الثلاثاء، لكن الشركة المنظمة أضافت لقاء مع المشتريين صباح الأربعاء، فغيرت حجزها إلى مساء ذلك اليوم. وجدت أن الرحلة الجديدة أغلى، إلا أن الشركة التي تعمل فيها وافقت على دفع الفرق لأن اللقاء جزء من عملها.

في اليوم الأول وصلت بعض الصناديق متأخرة، فبدأت هند بعرض الصور والعينات الصغيرة التي حملتها في حقيبتها. وعندما وصلت البضاعة بعد الظهر، أعادت ترتيب الطاولة ووضعت الأسعار بجانب كل منتج. قبل العودة، اتفقت مع ثلاثة متاجر على إرسال عينات أخرى، لكنها لم توقع عقود بيع بعد. ستراجع طلباتهم مع فريقها، ثم ترسل عروض الأسعار خلال الأسبوع التالي. وطلبت من زميلها الاحتفاظ بنسخ من فواتير الشحن لتقديمها مع تقرير الرحلة.

16. Why did Hind delay her return?

- A. Her employer refused to pay for her ticket.
- B. A buyers' meeting was added for Wednesday morning.
- C. All Tuesday flights were canceled.
- D. She decided to take a holiday.

17. Who agreed to pay the additional travel cost?

- A. The three stores.
- B. Her employer.
- C. Hind alone.
- D. The shipping company.

Level II Reading · Part 4 continued

18. What did Hind use before the delayed boxes arrived?

- A. Photos and small samples from her bag.
- B. Products borrowed from every other booth.
- C. Only a list of shipping invoices.
- D. Signed contracts from the stores.

19. What had Hind agreed with the three stores before leaving?

- A. To send further samples.
- B. To open a new store in the city.
- C. To deliver products under signed sales contracts.
- D. To cancel all price quotations.

20. Why should her colleague retain the shipping invoices?

- A. They will accompany her trip report.
- B. They prove all three sales were completed.
- C. They must be displayed as product prices.
- D. They will replace the buyers' requests.

Level II Reading · Answer key

Review after finishing. One point for each correct answer; no partial credit. Use the guiding wording to explain why the key is supported and a distractor is not.

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

1. A - To repair the roof after rain.

The cause is explicitly roof repair; relocation was proposed but not adopted.

لإصلاح السقف بعد الأمطار

2. A - The western entrance.

The eastern entrance remains closed, so the western one is the stated route.

سيستخدم الزوار المدخل الغربي

3. C - Customers knew the old location.

The reason is familiar location. Roof damage, rent and station closure are not given as reasons.

لأن زبائنهم يعرفون الموقع القديم

4. D - Food shops.

Food shops precede clothing shops, which reopen Wednesday.

محلات الطعام أولاً

5. D - The market's phased reopening after repairs.

The text centers on reopening arrangements, entrances and stages, not price changes or a permanent move.

السوق ستفتح صباح الاثنين

Level II Reading · Key continued

6. C - Collected soil samples.

ثم introduces soil collection after the irrigation observation.

ثم جمعوا عينات من التربة

7. B - Strong winds.

The stated weather cause is wind, not water or transport.

الرياح القوية

8. C - Compare their notes with the responsible worker's record.

The teacher requests cross-checking the different numbers, not choosing or removing them arbitrarily.

مقارنة ملاحظاتهم مع سجل العامل المسؤول

9. D - Workers and seasonal changes in their work.

The planned interviews concern changes between summer and winter.

كيف يتغير العمل بين الصيف والشتاء

10. B - Transport and measuring tools.

Hats and drinking water are requested from families; the school supplies transport and tools.

وسائل النقل وأدوات القياس

Level II Reading · Key continued

11. C - Room 3 on the ground floor.

Both the room and floor are stated; the main hall is undergoing maintenance.

القاعة الثالثة في الطابق الأرضي

12. C - The trainer must finish teaching at another center first.

The timing accommodates the trainer's earlier commitment.

إنهاء درسه في المركز الآخر

13. D - Participants no longer need a personal computer this week.

Additional computers supersede the earlier request. External storage remains optional.

لا يحتاج المشاركون إلى إحضار جهاز شخصي

14. D - Previous lessons only.

فقط limits the scope to earlier lessons; the new lesson has been postponed.

الدروس السابقة فقط

15. B - Before 4 p.m.

The office's stated question window ends before four in the afternoon.

قبل الساعة الرابعة عصرا

Level II Reading · Key continued

16. B - A buyers' meeting was added for Wednesday morning.

The extra work meeting caused the schedule change; flight cancellation is not mentioned.

أضافت لقاء مع المشتريين صباح الأربعاء

17. B - Her employer.

The text distinguishes her employer from the event organizer and prospective buyers.

الشركة التي تعمل فيها

18. A - Photos and small samples from her bag.

These materials allowed her to begin before the full shipment arrived.

الصور والعينات الصغيرة

19. A - To send further samples.

The text explicitly says sales contracts had not yet been signed.

إرسال عينات أخرى

20. A - They will accompany her trip report.

The invoices are for the report, not evidence of concluded sales.

لتقديمها مع تقرير الرحلة

Level II Reading · Rubric

Instructional target: Follow connected factual accounts, main points, sequence and explicitly stated reasons.

Score: ____ / 20. The selected label describes what this set practises. It does not mean that the learner has attained that ILR level. The items and cutoffs are not officially calibrated.

WCE local teaching bands

0-9: review core meaning and decisive evidence. 10-14: mixed comprehension; identify recurring errors. 15-17: consistent performance on this set. 18-20: strong performance on this set. These are local feedback bands, not official DLPT cut scores. Do not compare levels by raw score as if the forms were equated.

Skill evidence record

Cause: ____ / 5. Explain one answer using the Arabic evidence.

Detail: ____ / 7. Explain one answer using the Arabic evidence.

Sequence: ____ / 3. Explain one answer using the Arabic evidence.

Main idea: ____ / 1. Explain one answer using the Arabic evidence.

Instruction: ____ / 2. Explain one answer using the Arabic evidence.

Location: ____ / 1. Explain one answer using the Arabic evidence.

Time: ____ / 1. Explain one answer using the Arabic evidence.

Instructor follow-up: Ask for the main point, a sequence of events and the stated cause of a change, using a fresh factual account. Separate comprehension from English writing quality. Do not count a coached review as an independent attempt.

Reading limitation: four passages cannot sample the full range of genres and domains. Test a fresh set before drawing broader conclusions.

Result: ILR level not determined. Use authorized assessment for official proficiency decisions.

Strengths: _____

Next practice: _____

Level II · Listening practice

Instructional target: Follow connected factual accounts, main points, sequence and explicitly stated reasons.

Connected factual speech: main ideas, changes of plan, explicit reasons, sequence and routine work.

Twenty questions. Choose the single best answer. Do not consult the review section until you finish. Target levels do not certify proficiency.

Answer record

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

Date: _____ Time spent: _____ Mode / help used: _____

Level II Listening · Audio 1

A conversation about a changed museum visit.

MSA synthetic audio · 01:02

[Play or download L2-1 MP3](#)

1. What has happened to the museum visit?

- A. Only teachers will attend.
- B. It will proceed with some changed arrangements.
- C. It has moved to next month.
- D. It has been canceled entirely.

2. Why will the bus leave from the southern gate?

- A. The bus is arriving thirty minutes late.
- B. The museum entrance has moved south.
- C. The northern bus has broken down.
- D. The road in front of the main gate is closed.

3. Where will students eat lunch?

- A. At home before departure.
- B. Back at school, inside the hall.
- C. On the bus during the journey.
- D. In the museum garden.

Level II Listening · Part 1 continued

4. How has the visit's duration changed?

- A. It will begin an hour later.
- B. It will end thirty minutes earlier.
- C. It will continue until evening.
- D. It has not changed at all.

5. What is needed to identify each student's group?

- A. A museum receipt.
- B. The old lunch message.
- C. Extra admission money.
- D. The school identification card.

Level II Listening · Audio 2

A workplace conversation about a shipment.

MSA synthetic audio · 01:05

[Play or download L2-2 MP3](#)

6. What is still missing?

- A. All the large devices.
- B. The office computer.
- C. The fourth box.
- D. All three delivered boxes.

7. Why was that box left behind?

- A. The driver's vehicle broke down.
- B. Its contents were sold elsewhere.
- C. The exhibition was canceled.
- D. An error in the paperwork.

8. How will prices be displayed?

- A. Each visitor must bring a catalogue.
- B. The driver will announce every price.
- C. Printed copies of the emailed list will be placed beside the devices.
- D. The price list will be hidden until tomorrow.

Level II Listening · Part 2 continued

9. When will the product demonstration begin?

- A. Only after the fourth box arrives.
- B. The following week.
- C. At its scheduled time.
- D. The following morning.

10. When can customers collect the small books?

- A. Tomorrow after 10 a.m.
- B. Tomorrow before 8 a.m.
- C. Today before noon.
- D. This evening before 6 p.m.

Level II Listening · Audio 3

A local-radio interview about a sports center.

MSA synthetic audio · 01:01

[Play or download L2-3 MP3](#)

11. What happened to membership fees?

- A. They increased this month.
- B. They stayed the same.
- C. They were reduced by half.
- D. They were removed entirely.

12. Why were morning sessions added?

- A. The small room is permanently closed.
- B. The evening coaches all resigned.
- C. Some residents work in the evening.
- D. Children requested later school hours.

13. How were the additional sessions staffed?

- A. Two current coaches changed their schedules temporarily.
- B. A new coach was hired for every class.
- C. All children's sessions were canceled.
- D. Parents were required to teach the classes.

Level II Listening · Part 3 continued

14. What will happen after the trial month?

- A. Attendance will be reviewed before deciding whether to continue.
- B. Children's sessions will move to another city.
- C. All membership fees will be refunded.
- D. The center will automatically close.

15. How should the small hall be booked?

- A. By arriving without a booking.
- B. Only after the activity finishes.
- C. Directly through any coach.
- D. In advance at the center office.

Level II Listening · Audio 4

A conversation about a family's apartment move.

MSA synthetic audio · 01:02

[Play or download L2-4 MP3](#)

16. When did the family first sleep in the new apartment?

- A. The following Friday.
- B. Monday evening.
- C. Saturday evening.
- D. Sunday morning.

17. Why did they stay with the speaker's sister?

- A. The new apartment's electricity was not working.
- B. Their furniture had been lost.
- C. The sister had invited all the neighbors.
- D. Their old home was being sold that evening.

18. Where were the kitchen boxes found?

- A. In the moving vehicle.
- B. At the sister's home.
- C. In the bedroom.
- D. At the furniture store.

Level II Listening · Part 4 continued

19. Why did the refrigerator arrive separately?

- A. It needed repair before delivery.
- B. The movers refused to carry it.
- C. A neighbor had borrowed it.
- D. It was bought from another store.

20. When will neighbors be invited to visit?

- A. Next Friday after 6 p.m.
- B. Next Friday before 6 a.m.
- C. This Saturday before 5 p.m.
- D. Monday at noon.

Level II Listening - Answer key

Review after finishing. One point for each correct answer; no partial credit. Use the guiding wording to explain why the key is supported and a distractor is not.

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

1. B - It will proceed with some changed arrangements.

The response explicitly rejects cancellation and explains changed logistics.

Supporting turn: L2-1 · 00:10-00:22

الزيارة مستمرة

2. D - The road in front of the main gate is closed.

The closed road explains the new departure point.

Supporting turn: L2-1 · 00:10-00:22

الطريق أمام الباب الرئيسي مغلق

3. B - Back at school, inside the hall.

The old garden plan has been replaced with lunch at school.

Supporting turn: L2-1 · 00:31-00:44

سيعودون إلى المدرسة لتناول الغداء

4. B - It will end thirty minutes earlier.

The visit ends half an hour before the previously planned time.

Supporting turn: L2-1 · 00:31-00:44

قبل الموعد السابق بنصف ساعة

5. D - The school identification card.

The card helps supervisors identify the group while boarding.

Supporting turn: L2-1 · 00:50-01:02

إحضار بطاقة المدرسة

Level II Listening · Key continued

6. C - The fourth box.

Three boxes arrived; the fourth remained at the warehouse.

Supporting turn: L2-2 · 00:07-00:20

الصندوق الرابع بقي في المخزن

7. D - An error in the paperwork.

The reason is explicitly a paperwork error.

Supporting turn: L2-2 · 00:07-00:20

بسبب خطأ في الورقة

8. C - Printed copies of the emailed list will be placed beside the devices.

Printed price-list copies replace the missing labels for the immediate display.

Supporting turn: L2-2 · 00:31-00:44

سأطبعها وأضع نسخة بجانب كل جهاز

9. C - At its scheduled time.

The devices are present, so the presentation is not postponed.

Supporting turn: L2-2 · 00:52-01:05

العرض يبدأ في موعده

10. A - Tomorrow after 10 a.m.

The final instruction gives tomorrow after ten as the collection time.

Supporting turn: L2-2 · 00:52-01:05

غدا بعد الساعة العاشرة

Level II Listening · Key continued

11. B - They stayed the same.

The speaker explicitly distinguishes schedule changes from price reductions.

Supporting turn: L2-3 · 00:09-00:20

بقيت الرسوم كما هي

12. C - Some residents work in the evening.

The new times accommodate residents whose work conflicts with evening sessions.

Supporting turn: L2-3 · 00:09-00:20

يعملون في المساء

13. A - Two current coaches changed their schedules temporarily.

Two coaches agreed to a one-month schedule change; no new hires yet.

Supporting turn: L2-3 · 00:25-00:37

تغيير جدوليهما لشهر واحد

14. A - Attendance will be reviewed before deciding whether to continue.

The decision follows a review, rather than being guaranteed now.

Supporting turn: L2-3 · 00:25-00:37

سنراجع عدد الحاضرين ونقرر

15. D - In advance at the center office.

The office alone maintains the hall schedule.

Supporting turn: L2-3 · 00:46-01:01

حجزها مقدما عند مكتب المركز

Level II Listening · Key continued

16. B - Monday evening.

The technician came Monday; that evening they moved in after two nights at the sister's.

Supporting turn: L2-4 · 00:09-00:20

انتقلنا إليها مساء ذلك اليوم

17. A - The new apartment's electricity was not working.

The stated obstacle was electricity, not lost furniture.

Supporting turn: L2-4 · 00:09-00:20

الكهرباء في الشقة الجديدة لم تعمل

18. C - In the bedroom.

The boxes were misplaced inside the apartment rather than lost.

Supporting turn: L2-4 · 00:28-00:42

في غرفة النوم بدل المطبخ

19. D - It was bought from another store.

Separate purchase explains the one-day later arrival.

Supporting turn: L2-4 · 00:28-00:42

اشتريناها من متجر آخر

20. A - Next Friday after 6 p.m.

The planned day is next Friday, and the explicit threshold is after six in the evening.

Supporting turn: L2-4 · 00:47-01:02

بعد السادسة مساء

Review transcript · L2-1

A conversation about a changed museum visit.

00:00-00:10

المتحدثة: اتصلت المدرسة هذا الصباح. هل ألغيت زيارة المتحف غدا بسبب الأمطار؟ ابني يظن أنه سيبقى في البيت.

00:10-00:22

المتحدث: لا، الزيارة مستمرة، لكن الحافلة ستنتقل من الباب الجنوبي لأن الطريق أمام الباب الرئيسي مغلق. موعد الانطلاق هو الثامنة كما كان مقررا.

00:22-00:30

المتحدثة: هل يحتاج الطلبة إلى إحضار الغداء؟ الرسالة القديمة تقول إنهم سيأكلون في الحديقة بعد الزيارة.

00:31-00:44

المتحدث: تغير هذا الجزء. سيعودون إلى المدرسة لتناول الغداء داخل القاعة، ولهذا تنتهي الزيارة قبل الموعد السابق بنصف ساعة. يجب أن يحضر كل طالب طعامه وماءه.

00:44-00:50

المتحدثة: وماذا عن ثمن الدخول؟ هل أعطي ابني مالا إضافيا قبل أن يخرج؟

00:50-01:02

المتحدث: دفعت المدرسة ثمن التذاكر مسبقا، فلا يحتاج إلى مال للدخول. لكن عليه إحضار بطاقة المدرسة كي يعرف المشرفون مجموعته عند الصعود إلى الحافلة.

Review transcript · L2-2

A workplace conversation about a shipment.

00:00-00:07

المتحدثة: هل وصلت صناديق الطلب الجديد؟ نحتاج إلى تجهيز العرض قبل حضور الزبائن ظهر اليوم.

00:07-00:20

المتحدث: وصلت ثلاثة صناديق فقط. قال السائق إن الصندوق الرابع بقي في المخزن بسبب خطأ في الورقة، وسيحضره في المساء. الأجهزة الكبيرة في الصناديق التي وصلت.

00:20-00:30

المتحدثة: إذن نستطيع بدء العرض. لكن الملتصقات والكتب الصغيرة كانت في الصندوق الأخير. كيف نوضح الأسعار للزوار؟

00:31-00:44

المتحدث: أرسلت الإدارة قائمة الأسعار بالبريد. سأطبعها وأضع نسخة بجانب كل جهاز، ثم نوزع الكتب غدا. أما الصور فهي محفوظة على الحاسوب ويمكن عرضها على الشاشة.

00:45-00:52

المتحدثة: هل أطلب من الزبائن تأجيل حضورهم حتى الصباح؟ لا أريد أن يأتوا ولا يجدوا الأجهزة.

00:52-01:05

المتحدث: لا داعي؛ الأجهزة موجودة، والعرض يبدأ في موعده. اتصل فقط بمن طلبوا استلام الكتب اليوم، وأخبرهم أن استلامها سيكون غدا بعد الساعة العاشرة.

Review transcript · L2-3

A local-radio interview about a sports center.

00:00-00:09

المتحدثة: زاد عدد المشاركين في المركز الرياضي هذا الشهر. ما التغيير الذي حدث؟ هل خفضتم رسوم الاشتراك؟

00:09-00:20

المتحدث: بقيت الرسوم كما هي. أضفنا حصتين صباحيتين لأن بعض سكان الحي يعملون في المساء. أما حصص الأطفال فلم تتغير مواعيدها.

00:20-00:25

المتحدثة: هل احتجتم إلى توظيف مدرسين جدد من أجل الحصص الإضافية؟

00:25-00:37

المتحدث: لم نوظف أحدا حتى الآن. وافق مدربان على تغيير جدوليهما لشهر واحد. بعد ذلك سنراجع عدد الحاضرين ونقرر هل تستمر الحصص الجديدة.

00:38-00:46

المتحدثة: بعض الأسر تسأل عن القاعة الصغيرة التي أغلقت الأسبوع الماضي. هل يمكن استخدامها مجددا؟

00:46-01:01

المتحدث: نعم، انتهى إصلاح الأرضية، وستفتح يوم الأحد. لكن يجب حجزها مقدما عند مكتب المركز. لا يمكن الحجز من خلال المدرسين لأن المكتب وحده يحتفظ بجدول القاعة.

Review transcript · L2-4

A conversation about a family's apartment move.

00:00-00:09

المتحدثة: هل انتقلتم إلى الشقة الجديدة يوم السبت كما خططتم؟ رأيت سيارة النقل أمام البيت القديم في الصباح.

00:09-00:20

المتحدث: نقلنا الأثاث السبت، لكننا نمنا عند أختي ليلتين لأن الكهرباء في الشقة الجديدة لم تعمل. جاء الفني الاثنين، وانتقلنا إليها مساء ذلك اليوم.

00:21-00:28

المتحدثة: هل ضاعت الصناديق الصغيرة؟ قلت إنك لم تجد أدوات المطبخ عند وصول الأثاث.

00:28-00:42

المتحدث: لم تضع. وضعها العمال في غرفة النوم بدل المطبخ. وجدتها عندما فتحنا الصناديق مساء الاثنين. أما الثلاثة فوصلت متأخرة يوما واحدا لأننا اشتريناها من متجر آخر.

00:43-00:47

المتحدثة: هل ستدعون الجيران هذا الأسبوع للتعرف إليهم؟

00:47-01:02

المتحدث: نريد ذلك، لكننا سننتظر إلى الجمعة المقبلة حتى ننتهي من ترتيب البيت. سنضع دعوة قصيرة عند كل باب، ونطلب منهم الحضور بعد السادسة مساء، لا قبلها، لأنني أعمل حتى الخامسة.

Level II Listening · Rubric

Instructional target: Follow connected factual accounts, main points, sequence and explicitly stated reasons.

Score: ____ / 20. The selected label describes what this set practises. It does not mean that the learner has attained that ILR level. The items and cutoffs are not officially calibrated.

WCE local teaching bands

0-9: review core meaning and decisive evidence. 10-14: mixed comprehension; identify recurring errors. 15-17: consistent performance on this set. 18-20: strong performance on this set. These are local feedback bands, not official DLPT cut scores. Do not compare levels by raw score as if the forms were equated.

Skill evidence record

Detail: ____ / 6. Explain one answer using the Arabic evidence.

Cause: ____ / 4. Explain one answer using the Arabic evidence.

Location: ____ / 2. Explain one answer using the Arabic evidence.

Instruction: ____ / 3. Explain one answer using the Arabic evidence.

Time: ____ / 3. Explain one answer using the Arabic evidence.

Sequence: ____ / 2. Explain one answer using the Arabic evidence.

Instructor follow-up: Ask for the main point, a sequence of events and the stated cause of a change, using a fresh factual account. Separate comprehension from English writing quality. Do not count a coached review as an independent attempt.

Listening limitation: scripted synthetic speech does not sample the full range of natural accents, pace, overlap and intonation. Broader human-speech samples are needed.

Result: ILR level not determined. Use authorized assessment for official proficiency decisions.

Strengths: _____

Next practice: _____

Level III · Reading practice

Instructional target: Follow supported opinion and professional argument, including inference and qualified positions.

Supported opinion, inference, qualification and professional argument. Curated from WCE Advanced Reading Form A.

Twenty questions. Choose the single best answer. Do not consult the review section until you finish. Target levels do not certify proficiency.

Answer record

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

Date: _____ Time spent: _____ Mode / help used: _____

حين تنجح المنصة ويغيب المواطن

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 خطأً 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 استثناء 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.

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.

Level III Reading - Text 2

ماء لا يراه العداد

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 انحيازا اجتماعيا من غير أن تتغير معادلة الفاتورة.

تخشى الشركة أن تؤدي الاستثناءات إلى باب لا ينغلق من المطالبات، وهو تخوف لا يجوز تبديده بخطبة عن الرحمة. غير أن الخوف من سوء الاستهداف لا يجعل الاستهداف القائم حسنا. 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.

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

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 «مواءمة 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 تعني 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.

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

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 يتصل منه حين تصل القافلة إلى الحاجز.

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.

Level III Reading - Answer key

Review after finishing. One point for each correct answer; no partial credit. Use the guiding wording to explain why the key is supported and a distractor is not.

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 سبباً 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

Level III Reading - Key continued

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.

ننطق يقينا لا تسمح به البيانات

Level III Reading · Key continued

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

Level III Reading - Key continued

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 الوضع 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 يتنصل منه

Level III Reading - Rubric

Instructional target: Follow supported opinion and professional argument, including inference and qualified positions.

Score: ____ / 20. The selected label describes what this set practises. It does not mean that the learner has attained that ILR level. The items and cutoffs are not officially calibrated.

WCE local teaching bands

0-9: review core meaning and decisive evidence. 10-14: mixed comprehension; identify recurring errors. 15-17: consistent performance on this set. 18-20: strong performance on this set. These are local feedback bands, not official DLPT cut scores. Do not compare levels by raw score as if the forms were equated.

Skill evidence record

Argument: ____ / 4. Explain one answer using the Arabic evidence.

Inference: ____ / 4. Explain one answer using the Arabic evidence.

Rhetoric: ____ / 4. Explain one answer using the Arabic evidence.

Stance: ____ / 4. Explain one answer using the Arabic evidence.

Nuance: ____ / 4. Explain one answer using the Arabic evidence.

Instructor follow-up: Ask for the central claim, an inference and the role of a qualification, using an unfamiliar commentary. Separate comprehension from English writing quality. Do not count a coached review as an independent attempt.

Reading limitation: four passages cannot sample the full range of genres and domains. Test a fresh set before drawing broader conclusions.

Result: ILR level not determined. Use authorized assessment for official proficiency decisions.

Strengths: _____

Next practice: _____

Level III · Listening practice

Instructional target: Follow supported opinion and professional argument, including inference and qualified positions.

Supported arguments, implied relationships and qualified speaker positions. Curated from WCE Advanced Listening Form A.

Twenty questions. Choose the single best answer. Do not consult the review section until you finish. Target levels do not certify proficiency.

Answer record

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

Date: _____ Time spent: _____ Mode / help used: _____

Level III Listening · Audio 1

A radio interview about a new city bus service.

MSA synthetic audio · 01:41

[Play or download L3-1 MP3](#)

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.

Level III Listening · Part 1 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.

Level III Listening · Audio 2

A podcast discussion with a public-library director.

MSA synthetic audio · 01:24

[Play or download L3-2 MP3](#)

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.

Level III Listening · Part 2 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.

Level III Listening · Audio 3

An interview about working from home.

MSA synthetic audio · 01:25

[Play or download L3-3 MP3](#)

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.

Level III Listening · Part 3 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.

Level III Listening · Audio 4

A science-radio interview about a neighborhood cooling pilot.

MSA synthetic audio · 01:20

[Play or download L3-4 MP3](#)

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.

Level III Listening · Part 4 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.

Level III Listening - Answer key

Review after finishing. One point for each correct answer; no partial credit. Use the guiding wording to explain why the key is supported and a distractor is not.

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: L3-1 · 00:17-00:39

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: L3-1 · 00:50-01:11

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: L3-1 · 01:17-01:40

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: L3-1 · 00:50-01:11

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: L3-1 · 01:17-01:40

وقيسوا الانتظام على الخطوط نفسها قبل التجربة وبعدها

Level III Listening · Key continued

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: L3-2 · 00:12-00:29

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: L3-2 · 00:41-01:00

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: L3-2 · 00:41-01:00

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: L3-2 · 01:06-01:24

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: L3-2 · 01:06-01:24

أمسيتين تجريبتين

Level III Listening · Key continued

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: L3-3 · 00:10-00:27

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: L3-3 · 00:36-00:53

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: L3-3 · 00:10-00:27

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: L3-3 · 01:03-01:24

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: L3-3 · 01:03-01:24

أم العامل من نومه وحياته

Level III Listening · Key continued

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: L3-4 · 00:10-00:28

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: L3-4 · 00:10-00:28

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: L3-4 · 00:37-00:55

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: L3-4 · 01:00-01:19

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: L3-4 · 01:00-01:19

وتوسيع التجربة تدريجيا مع القياس

Review transcript · L3-1

A radio interview about a new city bus service.

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؟

00:17-00:39

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.

00:39-00:50

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

00:50-01:11

الباحث: يفيد بالتأكيد. غير أن موعدا يتراجع على الشاشة كل دقيقتين لا يصبح 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.

01:11-01:17

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

01:17-01:40

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.

Review transcript · L3-2

A podcast discussion with a public-library director.

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؟

00:12-00:29

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.

00:29-00:41

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

00:41-01:00

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.

01:00-01:06

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

01:06-01:24

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

Review transcript · L3-3

An interview about working from home.

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؟

00:10-00:27

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.

00:27-00:36

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

00:36-00:53

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.

00:54-01:02

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

01:03-01:24

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 أيضا من يدفع ثمن سرعة الرد: المؤسسة بمواردها، أم العامل من نومه وحياته؟

Review transcript · L3-4

A science-radio interview about a neighborhood cooling pilot.

00:00-00:10

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

00:10-00:28

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.

00:28-00:37

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

00:37-00:55

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.

00:56-01:00

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

01:00-01:19

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.

Level III Listening · Rubric

Instructional target: Follow supported opinion and professional argument, including inference and qualified positions.

Score: ____ / 20. The selected label describes what this set practises. It does not mean that the learner has attained that ILR level. The items and cutoffs are not officially calibrated.

WCE local teaching bands

0-9: review core meaning and decisive evidence. 10-14: mixed comprehension; identify recurring errors. 15-17: consistent performance on this set. 18-20: strong performance on this set. These are local feedback bands, not official DLPT cut scores. Do not compare levels by raw score as if the forms were equated.

Skill evidence record

Inference: ____ / 6. Explain one answer using the Arabic evidence.

Argument: ____ / 4. Explain one answer using the Arabic evidence.

Nuance: ____ / 4. Explain one answer using the Arabic evidence.

Rhetoric: ____ / 2. Explain one answer using the Arabic evidence.

Stance: ____ / 4. Explain one answer using the Arabic evidence.

Instructor follow-up: Ask for the central claim, an inference and the role of a qualification, using an unfamiliar commentary. Separate comprehension from English writing quality. Do not count a coached review as an independent attempt.

Listening limitation: scripted synthetic speech does not sample the full range of natural accents, pace, overlap and intonation. Broader human-speech samples are needed.

Result: ILR level not determined. Use authorized assessment for official proficiency decisions.

Strengths: _____

Next practice: _____

References & publication notes

The following public frameworks inform the broad target descriptions. They do not validate WCE items or local score bands.

[ILR Reading Skill Level Descriptions](#)

[ILR Listening Skill Level Descriptions](#)

[DLIFLC DLPT Relevant Information and Guides](#)

Consulted October 15, 2026. Original practice materials; no operational DLPT blueprint, secure items, form equating or official standard setting is reproduced.

Design and audio

Designed by WCE, with the assistance of Dr. E - Dr. Wagih Elgohary, Ph.D., Ed.D. Levels I and II were created for this collection. Level III curates WCE Advanced Reading Form A and Advanced Listening Form A. Learners familiar with those sets should choose unfamiliar material for an uncoached check.

All twelve MP3s use synthetic Arabic voices: ar-EG-SalmaNeural and ar-EG-ShakirNeural, reading Modern Standard Arabic. Single-person messages keep a consistent voice; conversational exchanges use distinct speakers. No Dr. E voice imitation or cloning is used. Timestamps identify whole speaker turns, not exact word boundaries. Web play-start counts include resumes and do not count completed listens.

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Reading texts and scripted audio with synthetic Arabic voices.

Independent materials. No official ILR or DLPT rating.