



READING

ADVANCED

دورة القراءة للكبار · متقدم

Read beyond the surface



10 LESSONS · PRACTICE · READING CHECK · ANSWER KEY

Sadek Alkhateeb | SpeakUp English

Your reading route

دليل استخدام الكتاب



ابدأ بهذا الكتاب إذا كنت تقرأ فقرات مترابطة وتفهم الغرض والتفاصيل والإحالات في النص.

عشرة دروس متدرجة، مع مفردات عربية وأسئلة فهم وتطبيق مهارة، ثم اختبار وإجابات.

اقرأ النص مرة للفكرة العامة، ومرة ثانية للعثور على الدليل. حاول فهم الكلمة من السياق قبل الرجوع إلى معناها.

أجب في دفتر منفصل. يمكنك الإجابة بالعربية أو الإنجليزية؛ المقصود قياس فهم القراءة.

01 · اقرأ

اقرأ العنوان والنص، وحدّد الموضوع والمعلومات الأساسية.

02 · طبّق

حلّ أسئلة الفهم وتطبيق المهارة قبل فتح الإجابات.

03 · راجع

قارن إجاباتك بالدليل داخل النص، ثم أعد قراءة مواضع الخطأ.

خطة مقترحة: ثلاثة دروس أسبوعيًا، مع وقت إضافي للمراجعة. سرعة التقدم تختلف من شخص لآخر. هذه مستويات داخل المنهج، وليست شهادة مستوى لغوي معتمدة.

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الرسوم تعبّر عن فكرة الدرس؛ تعتمد الإجابات على النص المكتوب.

When Faster Is Not Better



READ FOR MEANING

A customer support company has proposed evaluating its advisers primarily by the average length of their calls. The proposal is attractive because the figure is easy to calculate, compare and display. If an adviser handles the same number of customers in less time, the reasoning goes, the service must have become more efficient. Yet this conclusion depends on an assumption that is rarely stated: that the shorter interaction achieves the same result as the longer one.

Consider an adviser who spends an extra minute explaining how to prevent a recurring problem. The conversation may look inefficient on a daily dashboard, while saving both the customer and the company another call next week. Conversely, an adviser can end an interaction quickly by transferring it elsewhere. The original call becomes shorter, but the customer's total effort may increase. A measure of one stage in a process can therefore improve while the experience of the whole process deteriorates.

When Faster Is Not Better



READ FOR MEANING / CONTINUED

This does not make call duration useless. An unusually long interaction may reveal a confusing procedure, missing information or a genuine training need. The problem begins when a useful signal is treated as a complete definition of quality. Staff who know that one number determines their evaluation will reasonably pay attention to that number, even when it conflicts with less visible goals.

A more defensible approach would examine duration alongside repeat contacts, resolution quality and a sample of customer feedback. These measures would also need interpretation. A high repeat-contact rate, for instance, might reflect a difficult case mix rather than poor advice. Numbers do not remove the need for judgement; they make the questions more specific.

Before introducing a target, managers should ask what behaviour it will reward and what behaviour it might unintentionally discourage. They should then test it on a small scale and inspect actual cases, including those that appear successful. The purpose of measurement is to improve a service. When a convenient measure displaces that purpose, the organisation risks becoming impressively efficient at producing the wrong result.

Understand & apply

مهارة القراءة

تحديد الادعاء والدليل وحدود الاستنتاج

اكتب ادعاء الكاتب بكلماتك، ثم حدّد الدليل الذي يسنده. اسأل عما يقيسه الدليل فعلاً، وما الذي لا يسمح لنا باستنتاجه. قد يدعم الرقم جانباً من الادعاء دون أن يثبت الادعاء كله.



KEY WORDS / المفردات

primarily	بشكل أساسي	deteriorates	يتدهور
assumption	افتراض	defensible	يمكن تبريره
recurring	متكرر	case mix	تنوع الحالات وصعوبتها
conversely	على العكس	displaces	يحل محل

CHECK YOUR UNDERSTANDING

1. What assumption connects shorter calls with greater efficiency?
2. How can one extra minute reduce later work?
3. Does the writer reject measuring duration? Support your answer.
4. Why might repeat contacts misrepresent an adviser's performance?
5. State the main recommendation in one sentence.

APPLY THE SKILL

Analyse this claim: "Our average call is 20% shorter, so customers now receive better support." Identify 1 the reported observation, 2 the unproven conclusion, and 3 one additional piece of evidence needed.

The Training Success Story



READ FOR MEANING

After an optional training programme, a sales company reported that participants had achieved higher average sales than non-participants. Its announcement described the programme as the reason for the difference and recommended immediate expansion. The figures were real, but the explanation attached to them was less secure than the confident headline suggested.

Employees had chosen whether to enrol. Those who joined may already have been more motivated, more experienced or more able to set aside time. If their sales had been higher before the course, the later difference would tell us little about the course's effect. The company had compared the groups at one point in time without showing where either group had started.

Other changes also occurred during the training period. A new advertising campaign brought more enquiries to two branches, and several experienced employees moved into those branches. If course participants were concentrated there, an apparent training benefit might partly reflect a more favourable sales environment. The report did not provide enough information to rule out this possibility.

The Training Success Story



READ FOR MEANING / CONTINUED

None of these limitations proves that the course failed. Participants might indeed have acquired useful skills, and their positive feedback deserves consideration. However, satisfaction with a course, improvement after a course and improvement caused by a course are three different claims. Evidence supporting one should not silently be used to establish the others.

A stronger evaluation would compare changes from before to after training, consider differences in opportunity and, where feasible, use a fair method of assigning access to the programme. If that is impractical, the report should at least describe how participants differed from other employees and acknowledge the remaining uncertainty. It should also examine whether the improvement persists rather than relying on a single successful month.

The decision need not be reduced to either launching everywhere or abandoning the idea. A limited expansion, accompanied by a better evaluation, could preserve the opportunity to learn. The central question is not whether the organisation can produce an encouraging number, but how much confidence that number warrants in the explanation being offered.

Understand & apply

مهارة القراءة

التمييز بين الارتباط والسببية

تزامن حدثين لا يثبت أن أحدهما سبب الآخر. ابحث عن اختيار المشاركين، والتغيرات المصاحبة، ووجود مجموعة مقارنة مناسبة. استخدم may و suggests عندما يكون الدليل محدودًا.



KEY WORDS / المفردات

optional	اختياري	rule out	يستبعد
participants	مشاركون	feasible	قابل للتنفيذ
enrol	يلتحق	persists	يستمر
concentrated	متركزون	warrants	يبرر

CHECK YOUR UNDERSTANDING

1. Why does self-selection weaken the causal claim?
2. Name one alternative explanation for higher sales.
3. Does weak evidence of success prove failure? Explain.
4. What baseline information is missing?
5. What decision does the writer suggest under uncertainty?

APPLY THE SKILL

Rewrite the headline “Training caused higher sales” using appropriately cautious language. Then list two different outcomes an evaluation could track.

The Polite Proposal



READ FOR MEANING

To the project committee,

The proposal to move all customer appointments online deserves serious consideration. The pilot has shown that some routine requests can be handled without requiring customers to travel. Staff also report that the booking system reduces time spent coordinating appointments by telephone. These are meaningful benefits, and the team's work has made a wider discussion possible.

That said, the evidence currently available may not justify making online appointments the only route to assistance. Most pilot users were invited by email and had already used the company's website. Their experience is therefore informative about a digitally confident group, but it may tell us less about customers who rarely use online services. The absence of complaints from people who never entered the pilot should not be interpreted as evidence that they encountered no barriers.

The Polite Proposal



READ FOR MEANING / CONTINUED

It would also be helpful to distinguish appointments that were completed successfully from those that were merely booked. A customer can obtain a time slot and still struggle to upload a required document or understand a later instruction. If the report counts only successful bookings, some of these difficulties remain outside its field of view.

For these reasons, I would support extending the pilot while retaining a telephone route. This need not mean maintaining every existing procedure indefinitely. Rather, it would allow the team to identify which requests work reliably online, which customers need assistance and whether a simpler design reduces that need. A short follow-up with people who abandoned the process would be particularly useful.

The committee may ultimately decide that most appointments should move online. My concern is with the timing and exclusivity of that decision, not with digital services as such. A phased change would make it possible to preserve the gains already observed while gathering evidence from people whose experience is not yet visible. Describing the current pilot as promising seems justified; describing the question of access as settled does not.

Yours sincerely,
Reem

Understand & apply

مهارة القراءة

فهم التحفظ اللغوي والنبرة والمعنى الضمني

عبارات مثل *may* و *appears* و *not yet warranted* تضبط قوة الادعاء. لا تفسّر اللغة المهدبة على أنها موافقة كاملة. اربط الاقتراح بالأسباب التي تسبقه والقيود التي تتبعه.



KEY WORDS / المفردات

justify	يبيرر	retaining	الإبقاء على
route	وسيلة وصول	indefinitely	إلى أجل غير محدد
barriers	عوائق	exclusivity	حصص الخيارات
merely	فقط	phased	على مراحل

CHECK YOUR UNDERSTANDING

1. What is Reem's overall position?
2. Why is the pilot sample limited?
3. Explain why "no complaints" is weak evidence here.
4. What distinction should the evaluation make?
5. Which final contrast reveals the strength of Reem's judgement?

APPLY THE SKILL

For each phrase, label its function: acknowledge benefit / limit certainty / recommend action. 1 "These are meaningful benefits." 2 "may not justify." 3 "I would support extending the pilot."

What a Free Service Costs



READ FOR MEANING

A professional association is considering a free document-review service for its members. Under the proposal, any member could submit a draft and receive comments from an experienced volunteer. Supporters argue that, because no fee would be charged, the scheme would create value without imposing a financial burden. This is persuasive only if the absence of a price is treated as equivalent to the absence of a cost.

Volunteer time is limited, even when it is donated willingly. An hour spent reviewing one member's document is an hour unavailable for another activity. If demand exceeds capacity, the association must decide whose documents are reviewed first. A first-come, first-served rule may look neutral, yet it can favour members who have predictable schedules and receive announcements promptly. A service can be free at the point of use while access remains uneven.

What a Free Service Costs



READ FOR MEANING / CONTINUED

There is also a question of expectations. The word “review” could mean a brief check for clarity, a detailed correction or a judgement about technical accuracy. Unless the association defines the service, members may assume that volunteers have verified matters beyond their expertise. The resulting disappointment would not necessarily show that the volunteers worked poorly; it might show that the promise was unclear.

Critics of the scheme should nevertheless avoid assuming that every unpaid activity is unsustainable. Members may value the opportunity to contribute, develop their skills and meet colleagues. A carefully limited programme could produce benefits that exceed the time invested. The relevant question is how the arrangement will work under ordinary conditions, including weeks when volunteers are busy and demand rises unexpectedly.

A pilot could therefore limit the length of submissions, define the scope of comments and make waiting times visible. It could reserve some capacity for members unable to respond immediately to announcements. Most importantly, it should record both the number of documents reviewed and the effort required. Calling the service free may be accurate as a statement about the fee. As a description of the resources it consumes, it is incomplete.

Understand & apply

مهارة القراءة

كشف الافتراضات غير المعلنة ومقايضات القرار

اسأل من يستفيد، ومن يدفع، وما الموارد المستهلكة. التكلفة قد تكون وقتًا أو قدرة تشغيلية. مَيِّز بين قيمة صفر في خانة السعر وغياب التكلفة عن الجميع.



KEY WORDS / المفردات

imposing	يفرض	expertise	خبرة تخصصية
equivalent	مكافئ	sustainable	قابل للاستمرار
capacity	قدرة استيعابية	scope	نطاق
neutral	محايد	consumes	يستهلك

CHECK YOUR UNDERSTANDING

1. What hidden assumption does the opening challenge?
2. How can first-come, first-served access be uneven?
3. Why must “review” be defined?
4. What concession does the writer make to supporters?
5. What should the pilot measure beyond document count?

APPLY THE SKILL

Identify one cost to volunteers, one risk to members and one design response supported by the text.

The Impressive Percentage



READ FOR MEANING

A transport operator announces that complaints about its new booking system have fallen by half. The statement is correct: there were forty complaints in the month before the change and twenty in the month after it. Presented alone, the figure suggests a substantial improvement. Yet the number of bookings also changed, from four thousand to one thousand. Complaints fell in absolute terms while complaints per booking doubled, from one percent to two percent.

Neither calculation, by itself, establishes that the system became worse. Perhaps the later month involved more complicated journeys, or customers found it easier to report a problem. Equally, the reduction in total complaints cannot establish that the system became better. A fair account needs both the numerator and the denominator, together with an explanation of what is being compared.

The operator also reports that ninety-five percent of surveyed users found the system easy. The survey appeared only after a completed booking. People who abandoned the process never saw it. The result may accurately describe the responding completers while overlooking precisely the users most likely to have struggled. A larger number of responses would not, on its own, remove this selection problem.

The Impressive Percentage



READ FOR MEANING / CONTINUED

There is a further difficulty with the word “complaint.” In the earlier month, staff recorded both telephone and written complaints. In the later month, the published figure included only written submissions because telephone records were still being processed. The apparent comparison therefore combines a change in performance with a change in measurement. Even the two percentages require caution until the categories are made consistent.

A transparent report would state the volume of bookings, the channels included, the survey invitation method and any missing records. It would separate a preliminary result from a confirmed trend and resist treating a convenient headline as the only possible interpretation. Good reporting does not require every number to be unimpressive. It requires the reader to be able to understand why an impressive number might deserve confidence, and where that confidence should stop.

Understand & apply

مهارة القراءة

فحص المقام وحجم العينة وانتقائية عرض البيانات

عند قراءة نسبة أسأل نسبة ماذا إلى ماذا. قارن المجموعات والفترات وتعريف النجاح قبل قبول عنوان جذاب. لا تحول فروق النسب إلى دليل سببي دون معلومات إضافية.



KEY WORDS / المفردات

absolute terms	من حيث العدد المطلق	completers	من أكملوا العملية
numerator	بسط النسبة	selection	اختيار العينة
denominator	مقام النسبة	consistent	متسق
abandoned	تخلوا عن	preliminary	أولي

CHECK YOUR UNDERSTANDING

1. Calculate the complaint rate in each month using the reported counts.
2. Why is the claim of improvement unsupported by the complaint count alone?
3. Who is excluded from the ease-of-use survey?
4. Why would more survey responses not automatically solve the problem?
5. What measurement change weakens the before-and-after comparison?

APPLY THE SKILL

Write a two-sentence corrected report that retains the favourable count but includes its limits. Mention the booking totals and inconsistent complaint channels.

Why the Room Stayed Empty



READ FOR MEANING

A company created a quiet room where employees could read, study or complete work requiring concentration. Three months later, the room was rarely used. One manager concluded that staff were not interested in independent learning. Another believed the room's booking system was too complicated. A third suggested that its location, beside the director's office, made employees uncomfortable. Each explanation was plausible; none followed automatically from the empty chairs.

The first step was to examine what "rarely used" meant. The booking record showed only twelve reservations, but the door was often left unlocked and employees sometimes entered without reserving. Low recorded use might therefore differ from low actual use. Before explaining the number, the team needed to establish what the number represented.

Interviews revealed several additional patterns. Some employees did not know the room was available for ordinary work and assumed that it was reserved for formal training. Others knew about it but believed that leaving their desks would make them appear unavailable. Two employees reported trying to book the room and giving up when asked for a project code they did not have. These accounts supported more than one explanation and suggested that the barriers might interact.

Why the Room Stayed Empty



READ FOR MEANING / CONTINUED

The team could have simplified the booking form, moved the room and launched a publicity campaign at the same time. Usage might then have risen, but it would have been difficult to know which change mattered. Instead, it first clarified the room's purpose and removed the unnecessary code requirement, while documenting informal as well as booked visits. It planned to review comments before considering relocation.

This sequence would not deliver a perfectly controlled experiment, and the team acknowledged that limitation. It would, however, produce more informative evidence than repeating the original judgement about motivation. When people do not use a service, the service may be unwanted, difficult to access, poorly understood or socially awkward to use. Treating these possibilities as questions to investigate creates a better basis for action than choosing whichever explanation is most comfortable for management.

Understand & apply

مهارة القراءة

المفاضلة بين تفسيرات متنافسة

كۆن أكثر من تفسير ثم اسأل ما الدليل الذي يميز بينها. التفسير الذي يناسب واقعة واحدة قد لا يفسر بقية الوقائع. غياب الاستخدام لا يحدد سببه وحده.



KEY WORDS / المفردات

concentration	تركيز	barriers	عوائق
plausible	معقول	interact	تتفاعل
represented	يمثل	relocation	تغيير الموقع
reserved	مخصص أو محجوز	acknowledged	أقرّ

CHECK YOUR UNDERSTANDING

1. Why is the booking total an imperfect measure of use?
2. Give two barriers mentioned by employees.
3. Why avoid changing every feature simultaneously?
4. What did the team change first?
5. What broader reasoning error does the text warn against?

APPLY THE SKILL

For each explanation, suggest one observation that would help assess it: 1 People do not know the room's purpose. 2 The booking form blocks access. 3 The location feels uncomfortable.

Access and Convenience



READ FOR MEANING

Source A

The facilities manager argues that a single central service desk would make the company easier to navigate. At present, employees must contact different teams for building access, equipment loans and meeting-room problems. Requests are sometimes passed from one team to another because responsibility is unclear. A central desk could record the issue once, direct it internally and give the employee one reference number. The manager expects this to reduce repeated explanations and make unresolved requests more visible. She acknowledges that specialist teams would still need to do the actual work; the proposal changes how requests enter the system, not who has the expertise to resolve them.

Source B

An employee representative supports a shared tracking system but questions whether every request should begin at the same desk. A uniform route might be convenient for management while slowing familiar, straightforward interactions. An engineer who regularly borrows equipment may already know the responsible technician and need only a brief exchange. Requiring that request to pass through a central queue could add a stage without adding value. The representative is also concerned that staff working outside normal office hours might be poorly served if the desk operates only during the day. He proposes keeping direct routes for clearly defined routine tasks, while using central tracking to make their status visible.

Access and Convenience



READ FOR MEANING / CONTINUED

Considering the sources together

The disagreement is narrower than it initially appears. Both contributors want fewer lost requests and better visibility. They differ over whether a common record requires a single point of contact. This distinction matters because two changes that sound similar may solve different problems. A shared record addresses fragmented information; a central desk addresses uncertainty about where to begin.

A pilot could test a central route for unfamiliar or cross-team problems while allowing established routine transactions to continue directly, provided that both enter the same tracking system. The evaluation would need to measure total resolution time and employee effort, rather than simply the number of requests received by the desk. Otherwise, the new desk could look successful because it became busy, even if employees experienced an additional delay.

Understand & apply

مهارة القراءة

دمج مصدرين دون طمس الاختلاف بينهما

لخص موقف كل مصدر وحده، ثم حدد الاتفاق والاختلاف. الاستنتاج المتوازن يستند إلى المصدرين ولا يكتفي بمتوسط حسابي بين الرأيين.



KEY WORDS / المفردات

navigate	يتعامل مع الإجراءات	queue	طابور انتظار
unresolved	غير محلول	fragmented	مجزأ
specialist	متخصص	transactions	معاملات
uniform	موحد	resolution	حل

CHECK YOUR UNDERSTANDING

1. What problem is Source A primarily trying to solve?
2. What does Source B support?
3. Explain the distinction between a common record and a single contact point.
4. Which users might be disadvantaged by a daytime central desk?
5. What combined approach follows from both sources?

APPLY THE SKILL

Write a 40–60 word synthesis. Include one point of agreement, one difference and one useful evaluation measure.

The Map and the Journey



READ FOR MEANING

An organisation's procedure manual is often treated as a map of how work happens. The metaphor is useful, provided that we remember what maps leave out. A road map can show the route to a destination without showing today's traffic, a damaged sign or the hesitation of someone driving there for the first time. Similarly, a procedure can describe the approved sequence while saying little about the judgement required when a real case does not fit neatly within it.

Experienced employees frequently bridge this gap. They know which department is likely to need an early warning, which question reveals a hidden difficulty and when an apparently minor error will cause trouble later. Much of this knowledge remains invisible because it is expressed through timing and attention rather than through formal instructions. When these employees leave, managers may discover that the manual preserved the route but not the ability to recognise when to slow down.

The Map and the Journey



READ FOR MEANING / CONTINUED

The solution is not to turn every experience into another rule. An overloaded manual can become so difficult to consult that people stop using it. Nor should organisations romanticise informal knowledge. A habit may survive because it is familiar, even after the reason for it has disappeared. Experience deserves to be examined, not merely copied.

One practical approach is to collect short accounts of difficult cases. What made the situation unusual? Which signals did an experienced employee notice? What alternatives were considered, and why was one rejected? These questions make judgement more visible without pretending that every future situation will be identical. They also allow newer employees to ask why an established practice exists.

The map still matters. Clear procedures protect consistency and help people begin. But a useful learning culture also discusses the journey: the detours, uncertainty and decisions that occur between the labelled steps. The aim is not to choose between rules and experience. It is to build a relationship in which each can correct the weaknesses of the other, so that following the procedure and understanding the work become mutually supportive activities.

Understand & apply

مهارة القراءة

قراءة المجاز وربطه بحجة الكاتب

اسأل ما الشيطان اللذان يقارنهما المجاز، وأي علاقة بينهما تخدم الفكرة. لا تفسّر التعبير المجازي حرفيًا، ولا تفصل الصورة عن حجج الفقرات الأخرى.



KEY WORDS / المفردات

metaphor	مجاز	romanticise	يُمجّد بصورة مثالية
hesitation	تردد	alternatives	بدائل
bridge the gap	يسد الفجوة	detours	مسارات بديلة
invisible	غير ظاهر	mutually	بشكل متبادل

CHECK YOUR UNDERSTANDING

1. What do the “map” and the “journey” represent?
2. What can disappear when experienced staff leave?
3. Why is adding more rules not a complete solution?
4. Why should informal practices also be questioned?
5. How do case discussions connect rules and experience?

APPLY THE SKILL

Explain these phrases in ordinary language: 1 “the manual preserved the route.” 2 “when to slow down.” 3 “each can correct the weaknesses of the other.”

A Fair Booking Policy



READ FOR MEANING

A community training centre offers free workshops, but many reserved places remain empty. Staff propose a refundable deposit: participants would pay SAR 50 when booking and receive it back after attending. The aim is to discourage casual reservations and make attendance more predictable. The proposal appears simple, yet its fairness depends on more than whether everyone is asked to pay the same amount.

The operations team argues that empty seats have a cost. Trainers prepare materials, waiting lists are closed and other learners may lose the opportunity to attend. A deposit could encourage people to cancel early if their plans change. The team proposes returning the money when a cancellation is made at least twenty-four hours before the workshop, so that the place can be offered to someone else.

An access adviser raises a different concern. Some learners may find even a temporary payment difficult, while others may be reluctant to enter payment details online. Unpredictable shifts or caring responsibilities can also make attendance uncertain for reasons unrelated to commitment. A rule intended to deter carelessness could therefore discourage people whom the centre particularly hopes to reach. Equal payment rules do not necessarily create equal practical access.

A Fair Booking Policy



READ FOR MEANING / CONTINUED

There are alternatives, but none is costless. Confirmation messages and easy cancellation links may reduce unused reservations, though staff would need to manage replies. A waiting list can help fill gaps, but late invitations may mainly benefit people who live nearby. An exemption from the deposit could preserve access, yet a complicated application process might itself become a barrier.

The centre could test a combination of reminders, a simple cancellation route and a limited deposit policy with a discreet, easy exemption. It should compare not only attendance rates but also total bookings, learner mix and administrative effort. A higher attendance percentage would be less reassuring if it resulted mainly from fewer people with unstable schedules enrolling. The policy should be judged against the centre's purpose: making useful learning available while using its limited places responsibly. Efficiency and access are both part of that judgement.

Understand & apply

مهارة القراءة

تقييم سياسة وفق أهداف ومعايير متعددة

حدّد هدف السياسة ثم اختبر أثرها على مجموعات مختلفة. اسأل هل توجد بدائل تحقق الغرض بأثر جانبي أقل. التوصية القوية تذكر المفاضلة ومقياس المراجعة.



KEY WORDS / المفردات

refundable	قابل للاسترداد	deter	يردع
deposit	مبلغ تأمين	exemption	إعفاء
casual	غير جاد	discreet	يراعي الخصوصية
predictable	يمكن توقعه	learner mix	تركيبة المتعلمين

CHECK YOUR UNDERSTANDING

1. What operational problem is the deposit meant to address?
2. Under the proposal, when is a cancellation eligible for a refund?
3. Why can an equal fee produce unequal access?
4. Identify a drawback of one alternative.
5. Why is attendance percentage alone insufficient to judge success?

APPLY THE SKILL

Recommend one policy combination in 50–70 words. Include one risk and two measures to review. More than one answer is acceptable if supported by the passage.

Should the Pilot Expand



READ FOR MEANING

Source A the project summary

A regional service centre tested an online appointment form for eight weeks. During the pilot, 600 appointments were booked, compared with 500 in the preceding eight weeks. Of 120 users who completed a feedback form, 108 rated the booking process as easy. The project lead recommends replacing telephone booking, arguing that the pilot shows both stronger demand and high satisfaction. Staff spent fewer hours answering booking calls, although the summary did not include time spent helping users who contacted reception in person.

Source B the reception note

Reception staff welcome the clearer appointment calendar, which has reduced accidental double bookings. However, they recorded repeated requests for help with document uploads. Some people reached the final page without understanding whether their appointment had been confirmed. Staff also report that several regular telephone users asked relatives to book for them. The note does not establish how common these experiences were across all users; it records issues noticed at reception. It recommends keeping telephone support until the upload instructions and confirmation message have been improved.

Should the Pilot Expand



READ FOR MEANING / CONTINUED

Source C the review details

The pilot coincided with a temporary public information campaign advertising the centre's services. No equivalent campaign ran during the comparison period. The feedback invitation appeared on the confirmation page, so people who abandoned the form before confirmation were not invited. The centre counted bookings but did not track how many appointments were attended or how many requests were fully resolved. It also did not record the time relatives spent assisting users.

The decision

The three sources support a narrower conclusion than the project lead's recommendation. The online form appears to offer useful coordination benefits, and many responding completers found booking easy. They do not establish that the form caused the increase in bookings, that all users found it accessible or that removing telephone booking would improve the complete service. Some effort may have shifted from the booking team to reception staff or family members rather than disappeared.

An expansion could still be reasonable if it preserves an assisted route and treats the next phase as a chance to resolve uncertainty. The review should include unsuccessful attempts, attendance, completed service outcomes and total support effort. It should also distinguish fixes already made from benefits merely expected. A responsible decision can act on promising evidence without presenting unanswered questions as settled facts.

Understand & apply

مهارة القراءة

قراءة نقدية تجمع الأرقام والمصادر والتوصية

اجمع ما تدعمه الأدلة، وما يبقى غير مؤكد، وما تحتاج معرفته لاتخاذ القرار.
افصل نجاح خطوة داخل الخدمة عن نجاح التجربة كاملة.



KEY WORDS / المفردات

preceding	سابق	assisted route	مسار بمساعدة
coincided	تزامن	outcomes	نتائج فعلية
equivalent	مماثل	shifted	انتقل
coordination	تنسيق	uncertainty	عدم يقين

CHECK YOUR UNDERSTANDING

1. What percentage of feedback respondents rated booking easy, and who does it describe?
2. Why cannot the rise from 500 to 600 prove an effect of the form?
3. Identify one benefit supported by reception staff.
4. Where may unmeasured work have moved?
5. Give a justified recommendation with two conditions.

APPLY THE SKILL

Write a 70–90 word decision note. Include one supported benefit, two limitations and two evaluation measures. Avoid claiming that 90% of all customers were satisfied.

Reading check

اختبار نهاية المستوى



A professional network tested a mentoring scheme in which experienced members offered three online meetings to newer members. The organiser announced that the pilot had been highly successful: thirty-six of forty survey respondents said they felt more confident about their career plans. On this basis, she proposed doubling the scheme and reducing the introductory briefing for mentors, arguing that the informal format had worked well without much preparation.

The survey result is encouraging, but several details complicate the proposed conclusion. Sixty newer members had originally registered. Twelve withdrew before the first meeting, eight attended but did not return the survey, and forty completed it. The report did not investigate the reasons for withdrawal. Confidence was measured only after the scheme, so it was also unclear how much respondents' confidence had changed or whether similar members outside the programme had experienced a comparable change.

Mentor comments revealed a different part of the experience. Several said that the introductory briefing had helped them set boundaries and avoid promising introductions they could not provide. Others reported spending time between meetings reading documents or answering additional messages. This work was not included in the estimate of volunteer hours. The fact that it was unpaid did not mean that mentors could indefinitely increase the time they contributed.

Reading check

اختبار نهاية المستوى



Newer members described varied benefits. Some valued practical advice, while others mainly appreciated having someone listen carefully. These outcomes need not compete, but they suggest that the scheme served more than one purpose. A single confidence question could not show which activities were useful, whose needs were unmet or whether the advice led to later action.

A cautious expansion could therefore be justified, provided that its purpose was clearly defined and its support requirements were measured. The briefing should not be removed merely because the overall experience appeared positive; it may have contributed to that experience. The next phase could contact people who withdrew, ask participants about specific outcomes and record the full time commitment of mentors. It could also compare expectations before the meetings with experiences afterwards.

The pilot offers grounds for continued investment in learning about the scheme. It does not yet establish that the same results will follow at twice the scale with less preparation. Expansion is a change to the conditions under which the initial results were obtained, rather than a neutral repetition of them.

Show what you understand

أجب قبل مراجعة الحلول

لكل سؤال درجتان، والمجموع عشرون درجة. في السؤال ذي الجزأين تُحسب درجة لكل جزء. اعتمد على النص، ويمكنك الرجوع إليه أثناء الإجابة.

01. What percentage of survey respondents felt more confident? State the denominator.
02. Why is it misleading to say 90% of all registrants reported greater confidence?
03. What missing information would help interpret the twelve withdrawals?
04. Why is a post-programme confidence score insufficient to show improvement caused by mentoring?
05. Identify evidence that the briefing may be useful.
06. What uncounted resource use is described?
07. What does the variation in member benefits imply for evaluation?
08. Does the writer oppose all expansion? Support your answer.
09. Explain why doubling the scheme is not a neutral repetition.
10. Recommend two evidence-gathering actions supported by the passage.



النتيجة المقترحة للانتقال: ١٦ من ٢٠، مع القدرة على تفسير الدليل. هذه عتبة إرشادية للمراجعة داخل المنهج؛ راجع مواضع الخطأ إذا احتجت دعمًا إضافيًا.

Review with evidence

إجابات الفهم والتطبيق

01 When Faster Is Not Better



1. That shorter calls achieve the same result or quality as longer calls.
2. Preventive explanation may stop the customer needing another call.
3. No. The text calls duration a useful signal that may reveal unclear procedures or training needs.
4. The adviser may handle more difficult cases; case mix can affect the rate.
5. Use and test several measures in context, checking the behaviour they reward and the service outcomes they produce.

Skill practice: 1 Average calls are 20% shorter. 2 Support is better. 3 For example, comparable resolution rates, repeat-contact data or customer feedback; explain how it checks service quality.

02 The Training Success Story



1. Participants may already differ in motivation, experience or available time.
2. The advertising campaign, branch opportunities or movement of experienced staff.
3. No. The course may work, but the available comparison cannot isolate its effect.
4. Sales performance of both groups before training.
5. A limited expansion with a stronger evaluation rather than immediate universal rollout or abandonment.

Skill practice: Example: "Participants recorded higher sales, but the contribution of training remains uncertain." Outcomes could include change in comparable sales, use of target skills, persistence of improvement or participant satisfaction; satisfaction alone does not prove sales impact.

Review with evidence

إجابات الفهم والتطبيق

03 The Polite Proposal



1. Support further digital development, but oppose making it the only route before access is better evaluated.
2. Users were emailed and already used the website, so less digitally confident customers may be underrepresented.
3. Excluded or non-participating customers may never have had an opportunity to complain within the pilot.
4. Between booking an appointment and successfully completing the service process.
5. The pilot is “promising,” but access is not “settled.”

Skill practice: 1 Acknowledge benefit; 2 Limit certainty; 3 Recommend action.

04 What a Free Service Costs



1. That no fee means no cost or burden.
2. People with predictable schedules and prompt access to announcements can respond sooner.
3. To prevent expectations of technical verification or detailed correction beyond the promised service.
4. Volunteering can offer value and an appropriately limited service may be sustainable.
5. The effort or time required, and potentially waiting times or access patterns.

Skill practice: Cost: time unavailable for other work. Risk: unequal access or misunderstood review scope. Response: submission limits, clear scope, visible waiting times or reserved capacity. Accept other text-supported pairings.

Review with evidence

إجابات الفهم والتطبيق

05 The Impressive Percentage



1. Before: $40/4000 = 1\%$. After: $20/1000 = 2\%$.
2. Bookings fell sharply; the rate increased, and complaint channels were measured inconsistently.
3. People who abandoned the booking before completion; non-responding completers also do not contribute answers.
4. More responses from the same selected group do not include the missing group.
5. Earlier counts include telephone and written complaints; later counts include only written complaints.

Skill practice: Example: "Recorded complaints fell from 40 to 20 while bookings fell from 4,000 to 1,000. However, the later count excludes telephone complaints, so these preliminary figures do not establish an improvement."

06 Why the Room Stayed Empty



1. Some employees enter without reservations.
2. Any two: misunderstanding the purpose, fear of appearing unavailable, missing project code.
3. A rise in use would not reveal which change contributed.
4. It clarified the purpose and removed the code requirement, while measuring informal visits.
5. Treating low usage as automatic proof of low motivation instead of investigating alternative explanations.

Skill practice: Examples: 1 Ask staff to describe permitted uses before clarification. 2 Examine failed attempts and ask where users stopped. 3 Ask about location concerns and compare reactions to a possible alternative location. These observations inform, rather than conclusively prove, explanations.

Review with evidence

إجابات الفهم والتطبيق

07 Access and Convenience



1. Unclear entry routes, repeated explanations and lost or poorly tracked requests.
2. A shared tracking system and better visibility.
3. A common record combines information; a single contact point determines where every request must start.
4. Staff working outside normal office hours; familiar routine users might also face extra delay.
5. Central intake for unfamiliar or cross-team issues, direct routes for defined routine tasks, and shared tracking for both.

Skill practice: Sample: “Both sources support better tracking and fewer lost requests. The manager favours one entry point, while the representative wants direct routes for routine tasks. A combined pilot could keep both routes within a shared record and measure total resolution time, showing whether central coordination reduces effort or merely adds another queue.”

08 The Map and the Journey



1. The map represents formal procedures; the journey represents actual work and the judgement it requires.
2. Tacit knowledge about signals, timing and how to handle unusual cases.
3. An overloaded manual may become difficult to use, and future cases are not identical.
4. Habits can persist after their original reason has disappeared.
5. They reveal reasoning and signals, helping staff interpret and improve procedures rather than merely copy actions.

Skill practice: 1 The manual records the formal sequence. 2 Recognising situations that need extra attention or caution. 3 Procedures can check unreliable habits, while experience can expose gaps in procedures.

Review with evidence

إجابات الفهم والتطبيق

09 A Fair Booking Policy



1. Unused reservations, lost opportunities and unpredictable attendance.
2. At least twenty-four hours before the workshop.
3. People differ in ability to pay, digital comfort and control over their schedules.
4. For example, reminders need staff effort, late waiting-list invitations favour nearby learners, or complex exemptions create barriers.
5. It can rise because people facing barriers stop booking; total bookings and learner mix also matter.

Skill practice: Sample: “The centre could begin with reminders and an easy cancellation link, then test a modest deposit with a simple private exemption. The risk is that learners with uncertain work schedules may stop applying. Review attendance alongside total bookings and learner mix, and record administrative effort before expanding the policy.”

10 Should the Pilot Expand



1. 90% (108/120); it describes respondents who reached confirmation, not all potential users.
2. A concurrent publicity campaign and differences between periods could affect demand.
3. A clearer calendar and fewer accidental double bookings.
4. To reception staff helping users and relatives booking for them.
5. Expand cautiously while retaining assistance; improve upload and confirmation instructions and measure unsuccessful attempts and complete outcomes. Accept equivalent supported conditions.

Skill practice: Sample: “Continue the online pilot while retaining telephone assistance. Reception staff report fewer double bookings, but the increase in bookings coincided with publicity and the survey excluded people who abandoned the form. Improve upload instructions and confirmation messages before wider expansion. Track completed service outcomes and total support effort, including reception help, and invite feedback from unsuccessful users. These steps preserve a useful benefit while testing whether the process becomes easier overall, rather than moving work to other people.”

Reading check answers

التصحيح وتحديد الخطوة التالية

- 01.** 90%; the denominator is 40 respondents, not 60 registrants.
- 02.** Only 36 of 60 registrants reported it; the quoted 90% uses the 40 respondents.
- 03.** Their reasons for withdrawal, such as access difficulties, changed needs or dissatisfaction.
- 04.** There is no baseline or suitable comparison, so change and causation cannot be isolated.
- 05.** Mentors said it helped them set boundaries and avoid unrealistic promises.
- 06.** Mentor time reading documents and answering extra messages between meetings.
- 07.** A single confidence question may miss distinct needs and outcomes; more specific measures are needed.
- 08.** No; the writer supports cautious expansion if purpose and support requirements are defined and measured.
- 09.** Scale and reduced preparation change the conditions and may increase demands on limited volunteers.
- 10.** Any two: contact withdrawals, compare expectations before and after, measure specific outcomes, record full mentor hours. One point each.



امنح درجتين للإجابة الصحيحة المكتملة ودرجة واحدة للإجابة الجزئية ذات الصلة، وصفراً للإجابة الخاطئة. تُقبل صياغة مختلفة إذا حافظت على المعنى واستندت إلى النص. دوّن سبب كل خطأ ثم أعد قراءة الفقرة المناسبة.

Keep your progress visible

سجلّ قراءتك ومراجعتك



بعد كل درس سجلّ ما فهمته وما يحتاج إلى مراجعة. الهدف أن تستطيع الاستشهاد من النص، لا حفظ الإجابة فقط.

Lesson	Date	My next review
01	_____	_____
02	_____	_____
03	_____	_____
04	_____	_____
05	_____	_____
06	_____	_____
07	_____	_____
08	_____	_____
09	_____	_____
10	_____	_____

Read carefully. Notice the evidence. Keep going.