

Answer Key

Reading Practice Task British Columbia

Return to Practice Task

Reading Part 1: Reading Correspondence - Q1 a personal experience.

Reading Part 1: Reading Correspondence - Q2 wrote an article for a local paper.

Reading Part 1: Reading Correspondence - Q3 too much traffic.

Reading Part 1: Reading Correspondence - Q4 are less popular than private cars.

Reading Part 1: Reading Correspondence - Q5 it's more environmentally friendly.

Reading Part 1: Reading Correspondence - Q6 making sure buses start the route on time

Reading Part 1: Reading Correspondence - Q7 aim to be on time

Reading Part 1: Reading Correspondence - Q8 have gotten better

Reading Part 1: Reading Correspondence - Q9 buses

Reading Part 1: Reading Correspondence - Q10 expanded services

Reading Part 1: Reading Correspondence - Q11 far less costly

Return to the beginning of Part 1

Reading Part 2: Reading to Apply a Diagram - Q1 Morocco

Reading Part 2: Reading to Apply a Diagram - Q2 Delights of Morocco

Reading Part 2: Reading to Apply a Diagram - Q3 teaching both of them

Reading Part 2: Reading to Apply a Diagram - Q4 at pretty much the same time

Reading Part 2: Reading to Apply a Diagram - Q5 Spanish

Reading Part 2: Reading to Apply a Diagram - Q6 input.

Reading Part 2: Reading to Apply a Diagram - Q7 discuss a possibility.

Reading Part 2: Reading to Apply a Diagram - Q8 interested.

Return to the beginning of Part 2

Reading Part 3: Reading for Information - Q1 A

Reading Part 3: Reading for Information - Q2 C

Reading Part 3: Reading for Information - Q3 E

Reading Part 3: Reading for Information - Q4 A

Reading Part 3: Reading for Information - Q5 C

Reading Part 3: Reading for Information - Q6 E

Reading Part 3: Reading for Information - Q7 D

Reading Part 3: Reading for Information - Q8 A

Reading Part 3: Reading for Information - Q9 E

Return to the beginning of Part 3

Reading Part 4: Reading for Viewpoints - Q1 has raised questions about acceptable social conduct.

Reading Part 4: Reading for Viewpoints - Q2 worried that social media may cross a professional boundary.

Reading Part 4: Reading for Viewpoints - Q3 has called on specialists to help advise on the teachers' conundrum.

Reading Part 4: Reading for Viewpoints - Q4 distributing and explaining educational material.

Reading Part 4: Reading for Viewpoints - Q5 broadens educational avenues for learning.

Reading Part 4: Reading for Viewpoints - Q6 entirely inappropriate

Reading Part 4: Reading for Viewpoints - Q7 teachers liaising with students

Reading Part 4: Reading for Viewpoints - Q8 benefits from connecting with

Reading Part 4: Reading for Viewpoints - Q9 it's an educational opportunity

Reading Part 4: Reading for Viewpoints - Q10 set limits to their practice