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Introduction

This workbook provides practice in English reading comprehension skills needed for national language examinations as well as for school assessment. It is designed particularly for those preparing to take examinations associated with the end of secondary education.

The comprehension texts have been selected to provide a range of text types that a language user at this level should be able to read and understand. The types of questions provide a range of practice covering not only those most commonly set in examinations but also others. They test your ability to understand a text as a whole, as well as the vocabulary, grammar, sentence and paragraph structure that contribute to understanding a stretch of writing.

How will you know if the level of this workbook is right for you? The comprehension texts and questions set in this workbook are more demanding than those in Workbook 1. So, if you are taking a public examination and aiming for one of the higher grades, then this workbook will be more useful for you.

When reading, whether for pleasure, for assessment or for examination purposes, keep in mind that often you do not need to understand every single word that you read. Train yourself to approach new words or phrases calmly, using the context to try to make sense of them.

Finally, remember that answers should come only from the texts, not from what you might happen to know about the topic. Of course, any previous knowledge will obviously help you make sense of what you read, but answers to comprehension questions should come from the text itself.

A companion book – Workbooks Answer Key – provides answers to all the questions and a suggested model answer for the short writing task in each reading comprehension unit.

Doreen Spiteri B.Ed(Hons) MA (TESOL) (Lond) PhD (Lond)

3. What is the 'opposite' that the author refers to in Line 7?

(1 mark)

4. Between Lines 1 - 13 find words which match the following meanings as used in the text:

(3 marks)

a)	increase	
b)	clue	
c)	outgoing and friendly	
d)	encouraging	
e)	trivial or superficial conversation	
f)	sidetracking	

5. To what is the 'Yes' in Line 13 in answer to?

(1 mark)

6. Why does Rosen start his argument by saying that he has welcomed technology in his life?

(1 mark)

7. How does the Professor convince the reader that he knows what he is talking about?

(1 mark)

8. What makes up the 'total effect' in Line 20?

(1 mark)

9. According to Professor Rosen, are there similarities between real and virtual worlds? If yes, which are they?

(1 mark)

10. Quote a word that shows that Rosen thinks alerts are a nuisance.

(1 mark)

11. In what way are 'sips' of connection different from real communication?

(1 mark)

12. Why does the Professor quote the psychologist Sherry Turkle?

(1 mark)

13. What drives people to check their electronic devices, according to Rosen?

(1 mark)

14. Is the need to check our mobile devices related to age? Why / why not?

(1 mark)

15. Mention one direct consequence of frequent checking into our virtual world.

(1 mark)

16. What do the following words refer to in the text?

(3 marks)

a)	Line 4: that opportunity	
b)	Line 16: its	
c)	Line 19: that time	
d)	Line 20: us	
e)	Line 41: we	
f)	Line 41: them	