

EXTENDED READING WORKSHEETS

Aims

These worksheets are designed for use with more able students using *New Inspiration Student's Book 2*. Each worksheet provides a more challenging reading text which mirrors and extends the topic of the text in the parallel Student's Book lesson. The worksheet texts provide further contextualised examples of the lessons' target grammar, and also aim to further expand students' vocabulary.

WARMER

- Carry out one or more of the warmers suggested for the relevant lesson in *New Inspiration Teacher's Book 2*.

OPENER

- Ask all students to do the Opener in the Student's Book. See teacher's notes in Teacher's Book 2.

READING

- Hand out the worksheets to the more able students. These students should read both the text in the Student's Book and the text on the worksheet. The rest of the class reads the text in the Student's Book only.

AFTER READING

- All students read the Student's Book text again and do the comprehension exercise(s). See teacher's notes in Teacher's Book 2. More able students also read the worksheet text again and do the comprehension exercise(s). They check their answers to the worksheet exercise(s) in pairs. You may wish to copy the worksheet answers for them to check.
- Finally, ask all students to look at *Your Response* in the Student's Book.

3 EXTENDED READING WORKSHEETS

2 READING

Answers to Student's Book exercise

- A *Rosie's – interview*
- B *Anna's – writing a song*
- C *Luke's – trying to learn*
- D *Teresa's – photos*
- E *Bill's – I'm having fun in the office*
- F *Simon's – dog, work with animals*

3 AFTER READING

Answers to Student's Book exercise

- 1 *Linkin Park*
- 2 *It's about people's problems and what they can do about them.*
- 3 *Luke*
- 4 *Teresa's sister's*
- 5 *She's in a meeting.*
- 6 *Simon's*

Answers to worksheet exercise

- 1 *To help others find it.*
- 2 *Anyone who has the same interest as you gets your message.*
- 3 *It's a good way to find out about Twitter Chats.*
- 4 *Some Twitter Chats can be hard to follow.*
- 5 *You can always search for messages with a particular hashtag later.*
- 6 *It's a list of topics which are popular at the moment.*
- 7 *#howto*

Optional activities

- Ask students to find words in the *Hashtags and Twitter Chats* text that mean:
helpful (useful), *subject to talk/write about* (topic), *group of people* (community), *try to find* (search), *special, specific* (particular).
- Ask students to write a tweet for either the #howto or the #did you know hashtag. Remind them that they can only use up to 140 characters.

2 READING**Answer to Student's Book question**

The Rio de Janeiro Carnival is bigger.

3 AFTER READING**Answers to Student's Book exercise**

- 1 *False. Each parade lasts ten to twelve hours.*
- 2 *True*
- 3 *True*
- 4 *False. It's in August.*
- 5 *True*
- 6 *False. It's the biggest in Europe.*

Answers to worksheet exercises

- 1 *True*
- 2 *False. Its population is under a million; at carnival time there are crowds of up to a million.*
- 3 *True*
- 4 *True*
- 5 *False. The main parades start two weeks before Mardi Gras.*
- 6 *False. The people on the parade floats wear masks.*

	Rio	Notting Hill	New Orleans
When?	<i>February or March</i>	<i>at the end of August</i>	<i>January to February or March</i>
How long?	<i>four days</i>	<i>two days</i>	<i>from January until 'Fat Tuesday'</i>
How many people?	<i>millions</i>	<i>over a million</i>	<i>up to a million</i>
What kind of music?	<i>samba</i>	<i>reggae and other kinds of music</i>	<i>jazz and other kinds of music</i>
How expensive?	<i>very expensive</i>	<i>less expensive than Rio</i>	<i>less expensive than Rio</i>
What's special about it?	<i>It's the most spectacular carnival in the world.</i>	<i>It's Europe's best street party and largest carnival.</i>	<i>It's the largest carnival in North America and the best street party in the USA.</i>

Optional activities

- Ask students to make more True/False statements about New Orleans carnival and test each other in pairs.
- Tell students that Hurricane Katrina in 2005 was a disaster for New Orleans. Ask them to discuss what they think happened to the city and its people as a result of the hurricane. Encourage them to find out more information on the Internet.

1 EXTENDED READING WORKSHEETS

3 AFTER READING

Answers to Student's Book exercise

- 1 *False. The Great Fire of London was in 1666.*
- 2 *True*
- 3 *False. The fire didn't cross the River Thames.*
- 4 *True*
- 5 *False. Pepys and his wife left their home on Monday.*
- 6 *True*
- 7 *False. The fire burnt for four days.*
- 8 *False. The fire destroyed 13,300 houses.*
- 9 *False. Most people escaped to the fields outside the city.*
- 10 *True*

Answers to worksheet exercises

- 1 *False. James Marshall discovered gold in a Californian village.*
- 2 *True*
- 3 *False. The people of San Francisco were asleep.*
- 4 *True*
- 5 *False. Arnold Genthe took pictures of the fire.*
- 6 *False. The fire destroyed 500 blocks in the city centre.*
- 7 *False. A quarter of a million people didn't have anywhere to live.*
- 8 *True*

Optional activities

- Ask students to find the past tense of these verbs in *The San Francisco earthquake* text: *cause, happen, find, lose, sit, spread, take, travel, watch*. Which ones are irregular? (*find – found, lose – lost, sit – sat, spread – spread, take – took*).
- According to a recent US Geological Survey report, there's a 63% chance that a big earthquake will hit the San Francisco region between now and 2038. Ask students to discuss why they think people choose to live there.

	<i>Great Fire of London</i>	<i>San Francisco earthquake</i>
<i>Origins of the city</i>	<i>Romans built Londinium in the first century AD.</i>	<i>a small town which grew during the Gold Rush</i>
<i>When did the dramatic event happen?</i>	<i>Sunday, 2 September 1666</i>	<i>Wednesday, 18 April 1906</i>
<i>What caused the damage?</i>	<i>a fire at a baker's</i>	<i>the earthquake and fire</i>
<i>Who documented the event?</i>	<i>Samuel Pepys</i>	<i>Arnold Genthe</i>
<i>How did they document it?</i>	<i>He wrote about it in his diary.</i>	<i>He took pictures.</i>
<i>How many buildings were destroyed?</i>	<i>13,300 houses and most of the churches</i>	<i>500 blocks</i>
<i>How many people died?</i>	<i>four</i>	<i>at least 3,000</i>

2 EXTENDED READING WORKSHEETS

2 READING

Answers to Student's Book exercise

- 1 *phonograph*
- 2 *LP*
- 3 *cassette tapes*
- 4 *CD*
- 5 *MP3 player*

3 AFTER READING

Answers to Student's Book exercise

- 1 *True*
- 2 *False. Thomas Edison invented the phonograph.*
- 3 *True*
- 4 *True*
- 5 *True*
- 6 *False. Most people think that MP3 players will replace CDs.*

Answers to worksheet exercise

- 1 *False. You can use a smartwatch to control the music you're listening to (on another device).*
- 2 *False. Not all smartwatches can take pictures.*
- 3 *True*
- 4 *True*
- 5 *True*
- 6 *False. He has three problems with his smartwatch: its size, its price, and he can only use it when he has his phone with him.*

Optional activities

- Ask students to find words in the *Smart Music* text that mean: *piece of equipment* (device), *opinions* (views), *part of the body between the hand and arm* (wrist), *alter* (change), *problems* (issues).
- Ask students whether they would like to have a smartwatch, and to explain why or why not.

3 EXTENDED READING WORKSHEETS

2 READING

Answer to Student's Book question

They compare the position of three or four satellites.

Answer to worksheet question

Approximately 1,000.

3 AFTER READING

Answers to Student's Book exercises

- 1 True
- 2 True
- 3 False. It calculates its position by comparing the position of three or four satellites.
- 4 True
- 5 False. The man found himself on the edge of a cliff.
- 6 False. The taxi-driver drove into a river because he followed satnav directions.

- 1 early explorers
- 2 drivers
- 3 the satnav
- 4 the taxi-driver

Answers to worksheet exercises

- 1 True
 - 2 False. Some satellites fall into the Earth's atmosphere and burn up.
 - 3 False. Space debris is made up of over 500,000 objects – some small, and some very large.
 - 4 False. Space debris travels very fast, at around 28,000 km/h.
 - 5 True
 - 6 False. CleanSpace One uses a special arm to hold the other satellite.
- 1 satellites
 - 2 satellites
 - 3 space debris can badly damage satellites
 - 4 CleanSpace One

Optional activities

- Ask students to imagine they are in a space station, 400 kilometres above the Earth. They hear and feel space debris hitting the space station, and suddenly the lights go out. What do they do? Students discuss the situation in pairs or small groups.
- Ask students to find out information on the Internet about Sputnik 2 and Laika, the first dog in space. What do they think about using animals in scientific research?

WEBLINK

For interesting information about Envisat, students may like to visit: http://www.esa.int/Our_Activities/Observing_the_Earth/Envisat where they can also search for satellite images of Switzerland.

2 EXTENDED READING WORKSHEETS

3 AFTER READING

Answers to Student's Book exercise

- 1 A
- 2 C
- 3 B
- 4 A
- 5 C
- 6 B

Answers to worksheet exercises

- 1 G
- 2 E
- 3 D
- 4 C
- 5 F
- 6 B
- 7 A

True statements: 1, 2, 3

False statements: 4, 5, 6, 7

- 4 *Electric cars can accelerate very quickly.*
- 5 *Some electric cars can go up to 400km between charges, but others can only manage around 160.*
- 6 *The running costs of electric cars are typically a quarter of those of petrol or diesel cars.*
- 7 *Estonia is the only country in the world with a nationwide network of charging stations for electric cars.*

Optional activities

- Ask students to find words in the text about electric cars that mean: *everywhere in a country* (nationwide), *normally* (typically), *increase speed* (accelerate), *produced* (generated), *damage to the atmosphere* ((air) pollution).
- Ask students to discuss in pairs why electric cars are more popular now than they have ever been.
- Ask students to make a list of the advantages and disadvantages of electric cars.

3 AFTER READING

Answers to Student's Book exercise

- 1 Ecology
- 2 Human biology
- 3 Dinosaurs
- 4 Fish, amphibians and reptiles
- 5 The power within

Answers to worksheet exercise

- 1 Launchpad
- 2 Who am I?
- 3 Online science
- 4 Collider
- 5 3D: printing the future

Optional activities

- Ask students to find words and phrases in the Science Museum text that mean: *very surprising* (astonishing), *giving useful information* (informative), *very interesting* (fascinating), *line between two countries* (border), *solid things* (physical objects), *all the people on Earth* (humanity).
- Ask students to discuss why science interests some people and not others. Why do some people prefer, for example, chemistry to physics or biology? What are their own feelings about science?
- Ask students to tell each other about the best museum they have ever visited. What did they see and do there? What do they think makes a good museum?

2 READING

Answer to Student's Book question

They are the voices of the characters.

3 AFTER READING

Answers to Student's Book exercise

- 1 *Wes Anderson.*
- 2 *'Stop motion' technique.*
- 3 *A series of pictures of the film.*
- 4 *To make sure that everyone knows what they are doing.*
- 5 *Because the animator moves the puppets' mouths.*
- 6 *Because there are 24 pictures for every second of film. / Because the film-makers often only manage to shoot a few seconds of film a day.*

Answers to worksheet exercise

- 1 *Walt Disney Studios.*
- 2 *Her departure brings eternal winter to the town.*
- 3 *They chose Norway as the setting, so they went there to research the film.*
- 4 *Computer-generated imagery (CGI).*
- 5 *It was a challenge to show the characters moving through snow.*
- 6 *They developed a 'random snowflake generator'.*

Optional activities

- Ask students to find words in the *Frozen* text that mean: *lasting forever* (eternal), *mix* (combination), *opposite of 'modern'* (old-fashioned), *spectacular and amazing* (stunning), *difficult task* (challenge).
- Ask students they have read any stories by Hans Christian Andersen, or seen any films of his stories. Among his works are *The Snow Queen*, *The Princess and the Pea*, *The Little Mermaid* and *The Emperor's New Clothes*.
- Ask students to choose a story they would like to adapt for an animated film. How would they change it and where would they set it? Which actors would they use for the voices?