

## EXTENDED READING WORKSHEETS

**Aims**

These worksheets are designed for use with more able students using *New Inspiration Student's Book 3*. 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 3*.

**OPENER**

- Ask all students to do the Opener in the Student's Book. See teacher's notes in Teacher's Book 3.

**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 3. 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

## 4 AFTER READING

**Answers to Student's Book exercise**

- 1 *They often took part in surfing competitions.*
- 2 *She hoped to be a professional surfer.*
- 3 *She was thinking 'I hope the surf gets better soon.'*
- 4 *It turned bright red.*
- 5 *'Get to the beach.'*
- 6 *When can I surf again?*

**Answers to worksheet exercise**

- 1 *Because it's extremely exciting and there's nothing like it.*
- 2 *He was checking weather reports at home.*
- 3 *Because he wanted to surf a giant wave at Nazaré in Portugal.*
- 4 *Because the Praia do Norte is a very special beach with a deep canyon.*
- 5 *Another surfer pulled him up onto the wave with a jet ski.*
- 6 *Because he fell when the giant wave crashed down on top of him.*
- 7 *Because he was wearing a special float vest under his wetsuit. When he pulled its cord, the vest inflated and pulled him back to the surface.*
- 8 *They are both professional surfers. They both started surfing when they were children. They both do it for the experience, not for championships or records.*

**Optional activities**

- Ask students to find five words used to describe the size of waves in the *Giant Wave Surfers* text (*giant, biggest, highest, monster, huge*).
- Students discuss these questions in pairs or small groups: *Have you ever been surfing or watched it? Why do you think people do it? How dangerous is it?*
- Both Bethany and Andrew were amateurs who turned semi-professional or professional. What do students think about money and sport? For example, are professional footballers worth the money that they are paid?

**WEBLINK**

You may like to show students the short video of Andrew surfing the giant wave:  
[www.youtube.com/watch?v=1DZiLtmsYA0](http://www.youtube.com/watch?v=1DZiLtmsYA0)

## 3 EXTENDED READING WORKSHEETS

## 3 AFTER READING

**Answers to Student's Book exercise**

- 1 *Casino Royale*
- 2 *To take the book home and read it.*
- 3 *Ron Hornbaker*
- 4 *About one million members around the globe*
- 5 *In public places – on buses, on park benches, in cafés*
- 6 *To report back to the website when they find a book.*
- 7 *Register the next book you finish at the website, label it with its ID number and then leave it in a public place for someone else to pick up and enjoy.*

**Answers to worksheet exercise**

- 1 *Traditional red telephone boxes are disappearing from the streets.*
- 2 *In response to public demand*
- 3 *Books are donated by locals/local people.*
- 4 *Readers must replace or return books they take.*
- 5 *Claire: It's really brought the community together.  
Steve: It's great to have the mini library in the village because the nearest public library is several kilometres away.*

**Optional activities**

- Ask students to list compound nouns from *The world's smallest libraries* text. How many can they find? ( *(tele)phone box(es), mobile phones, telecommunications company, public demand, telephone kiosks, art galleries, information centres, book exchanges, detective stories, cookery books, public library* ).
- Ask students to imagine that they have adopted a telephone box. What do they plan to do with it?
- Ask students to think of other disused public facilities that they could adopt. What could they do with them?

**Answers to worksheet exercise***Future 5**Accuracy 1**Ideal location 2**Definite evidence 3**Accommodation 4***3 AFTER READING****Answers to Student's Book exercise**1 *True*2 *False. Up to a quarter of the stars might have earth-like planets.*3 *True*4 *False. They are in our galaxy.*5 *No information*6 *False. It's three to four times the size of Earth.*7 *True*8 *False. It's 20 light years away from Earth.***Answers to worksheet exercise**1 *False. The VLTs could distinguish between the two headlights of a car at the distance of the Moon.*2 *True*3 *True*4 *False. We cannot see black holes.*5 *No information*6 *True*7 *No information*8 *False. The evening blackout stops light leaving the Residencia.***Optional activities**

- Ask students to make more True/False statements about the worksheet text and test each other in pairs.
- Ask students make a word map for SIGHT using words from the worksheet text, for example: *telescope, optical, look, see, eye, observatory, vision, watch*. Encourage them to add other words they know.
- Ask students to discuss how astronomy projects like the VLTs in the Atacama Desert could benefit ordinary people. What is the relation between scientific research and daily life?

## 3 EXTENDED READING WORKSHEETS

## 2 READING

**Answers to Student's Book exercise**

- 1 *Say it aloud*
- 2 *Put it in writing*
- 3 *Make connections*
- 4 *Pay attention*
- 5 *Go to bed early*

**Answers to worksheet exercise**

- 1 d    2 f    3 a    4 b

## 3 AFTER READING

**Answers to Student's Book exercise**

- 1 *Because they will stay in your memory longer.*
- 2 *Things you have to do, things you need to buy and words and phrases you want to learn.*
- 3 *To remember a person's name, think of someone with a similar name. Associate new facts with landmarks on your way to school. Put new words together in a sentence or a story.*
- 4 *Because you won't remember if you don't concentrate.*
- 5 *It will help to process new information and fix it in your memory.*

**Answers to worksheet exercise**

- 1 *achievement ceiling eight neighbour piece receipt thief weigh*
- 2 *Students' own answers. Many English speakers think of the acronym ROYGBIV, using the initial letters of the seven colours.*
- 3 *Possible connections:*  
*mirror → telescope: Many telescopes have mirrors.*  
*telescope → star: People use telescopes to look at stars.*  
*star → rock: Lots of young people want to be rock stars.*  
*rock → mountain: Mountains are formed from rocks.*  
*mountain → cloud: Mountaintops are often covered in cloud.*
- 4 *Students' own answers.*

**Optional activities**

- Ask students to write new sentences using these words from the worksheet text:  
*creative effort familiar jingle location visualise*
- Ask students to think about what they do when they want to remember:  
*a telephone number street directions a date a grammar rule the spelling of a word*  
 Then ask them to compare their strategies with other students.
- Tell students that some people, called 'savants', have amazing memories. One savant, Kim Peek, who was the model for the film *The Rain Man*, had read 12,000 books and could remember all of them. What do they think it is like to remember everything you have ever read?

## 3 EXTENDED READING WORKSHEETS

## 2 READING

**Answers to Student's Book exercise**

- 1 *Winning*
- 2 *Someone I rely on*
- 3 *What I do at a race*
- 4 *Something I'd like to change*
- 5 *Charity work*
- 6 *Drugs*

**Answer to worksheet exercise**

*They both have a famous victory celebration gesture.*

## 3 AFTER READING

**Answers to Student's Book exercise**

- 1 *h*
- 2 *d*
- 3 *e*
- 4 *b*
- 5 *f*
- 6 *c*

**Answers to worksheet exercise**

- 1 *f*
- 2 *e*
- 3 *i*
- 4 *j*
- 5 *k*
- 6 *d*
- 7 *a*
- 8 *h*

**Optional activities**

- Ask students to make True/False statements about Mo Farah and test each other in pairs.
- Ask students to discuss these questions in pairs or small groups:

*What problems are there for a child who moves to another country on the other side of the world? Think about home and family life, food, friends and school.*

*What changes are there in the life of a sportsman or woman when they become world-famous? Think of positive and negative changes.*

## 2 EXTENDED READING WORKSHEETS

## 3 AFTER READING

**Answers to Student's Book exercise**

- 1 *Because we used to mend our clothes and we didn't throw things away.*
- 2 *Because we used to wear shoes until they wore out.*
- 3 *Because we consume more.*
- 4 *Metal cans, glass bottles, and paper*
- 5 *Cans and plastic bags*
- 6 *Yogurt pots and glass bottles*  
*The chair used to be books.*  
*The house used to be a (jumbo) jet (plane).*  
*The plant pot used to be a shoe.*  
*The T-shirt used to be plastic bottles.*

**Answers to worksheet exercise**

- 1 *A large amount of materials from old planes used to end up in landfill sites.*
- 2 *To recycle every part of the plane, and to make as many beautiful and useful things from it as possible.*
- 3 *An aluminium chair used to be part of the wing.*  
*An aluminium sofa used to be part of the wing.*  
*Toy box benches used to be overhead lockers in the cabin.*  
*Clocks used to be windows.*  
*Desk lamps used to be passenger seats.*  
*Bar stools used to be passenger seats.*  
*Luggage used to be seat belts and fabric from the seats.*  
*Lampshades used to be electrical wiring. Gold jewellery used to be other electrical components.*  
*A garden office used to be part of the fuselage.*
- 4 *They managed to recycle the entire aircraft. They made many beautiful and useful things using materials from the plane.*
- 5 *All profits from the sale of the new products are going to a children's charity.*

**Optional activities**

- Ask students to make a word map for AIRCRAFT using words from the worksheet text, for example: *plane, aviation, overhead lockers, cabin, windows, passenger seats, seat belts, electrical wiring and other electrical component, fuselage*. Encourage them to add other words they know. Students may like to draw and label a cutaway plane.
- The worksheet text describes how new life was given to an old Airbus A320. Ask students to think of as many new uses as they can for these things: *old CDs, a brick, a newspaper, an umbrella, a metal can*.

## 2 EXTENDED READING WORKSHEETS

## 2 READING

**Answers to Student's Book exercise**

*In English we say 'at' for the symbol @. It's used as a prefix before usernames on social networking sites, but its most common use is in email addresses.*

*Advantages: more communication, easier to communicate, can send attachments*

*Disadvantages: spam, viruses*

**Answers to worksheet exercise**

*Advantages: communication and arrangements with friends, seeing instantly what friends are doing from photos or status updates, easier for people to interact*

*Disadvantages: cyberbullying, addiction to the site, privacy settings changing, overuse can make people almost unsociable*

## AFTER READING

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

- 1 *False. He said he had invented e-mail in 1971.*
- 2 *True*
- 3 *False. He told the interviewer that spam was a tough problem.*
- 4 *True*
- 5 *False. He said that so far the solutions weren't working.*
- 6 *True*
- 7 *No information*
- 8 *False. He said it was easier to communicate with more people than before.*

**Answers to Student's Book exercise 4**

- 1 *'It was a fun thing to try out.'*
- 2 *'I can't remember exactly how long it took.'*
- 3 *'I get annoyed when I get spam.'*
- 4 *'We're going to solve it.'*
- 5 *'We must find a better way to stop spam.'*
- 6 *'I don't think people are really different now.'*

**Answers to worksheet exercise 3**

- 1 *True*
- 2 *No information*
- 3 *False. He told the interviewer that he knew that some people were addicted to the site.*
- 4 *True*
- 5 *False. He said that if you had to speak to someone urgently, you would phone them.*
- 6 *False. She said she spent not more than 30 minutes a week on Facebook when she was away.*
- 7 *True*
- 8 *No information*
- 9 *True*
- 10 *False. She agreed that Facebook was changing the way people interacted.*

**Answers to worksheet exercise 4**

- 1 *'When I'm at home, around four hours a week.'*
- 2 *'I use it to ... see instantly what my friends are doing.'*
- 3 *'I haven't had many problems.'*
- 4 *'Anything you post on the Internet is there forever.'*
- 5 *'Facebook has made it easier for people to interact.'*
- 6 *'if you overuse it, it can make you almost unsociable.'*

**Optional activities**

- Ask students to make a word map for COMMUNICATION using words from the worksheet text, for example: *social networking site, keep in touch, make arrangements, status updates, post, Internet, speak, phone, interact*. Encourage them to add other words they know and include words from Unit 7 Lesson 2 of the Student's Book.
- Ask students to interview someone they know who is on Facebook or a similar social networking site, using the six questions in the Facebook text as a basis, for example: *Why did you join Facebook/ Twitter etc?* Students take notes during their interviews, and then write a short summary of the replies to their questions, using reported speech.

## 2 READING

### Answers to Student's Book exercise

*Two-thirds of the world's population may face a shortage of water by 2025, and the environmental damage caused by building dams.*

### Answer to worksheet exercise

*The problem was that people couldn't drink polluted water and they didn't have clean drinking water.*

## 3 AFTER READING

### Answers to Student's Book exercise

1 h    2 c    3 e    4 f    5 b

### Answers to worksheet exercise

1 c    2 h    3 g    4 b    5 a

### Optional activities

- Ask students to find words in *Lifesaving water* that mean: *every year* (annually), *expensive* (costly), *factory production* (manufacture), *free from bacteria* (sterile), *walkers* (hikers).
- Ask students to imagine life after a tsunami or a hurricane. What are their priorities, and what can they do to achieve them?
- Remind students that Kate Ellis is an environmental campaigner. What do they think her views are about nuclear power, genetically-modified food and climate change? Ask students to share their own views on these topics.