

TEACHER'S NOTES BOOKLET

# A TRIP TO LONDON

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## GRADING SCHEME

### LEVEL ONE (500 headwords)

present simple  
present continuous (present)  
*going to* (future)  
past simple  
imperative  
*can* (ability and permission)  
*would like* (requests and offers)  
*must* (obligation)  
*let's, shall* (suggestions)  
gerunds  
adverbs (time, manner and place)  
adjectives (comparatives and superlatives)

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### LEVEL TWO (800 headwords)

*all of the above, plus*  
present continuous (future)  
*going to* (intentions)  
present perfect  
past continuous  
past perfect  
passive (simple forms)  
*will/shall* (future, requests and offers)  
*must/can't* (deduction)  
*have to* (obligation)  
*should* (advice)  
gerund as subject  
*too/enough* + adjective  
reported speech (with *ask/tell/say*)  
zero and first conditional  
defining relative clauses

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### LEVEL THREE (1200 headwords)

*all of the above, plus*  
present perfect continuous  
passive (all tenses excluding modals)  
*was/were going to*  
*used to*  
*make/let*  
*may/might* (possibility)  
reported speech

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### LEVEL FOUR (1800 headwords)

*all of the above, plus*  
past perfect continuous  
future perfect  
future continuous  
passive (modals)  
*had better/would rather*  
second and third conditionals

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## BACKGROUND INFORMATION

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### History

In the first century AD Londinium was a Roman town. There was a bridge across the Thames (pronounced Temz) and a fort, as well as villas and public buildings. This was the place nearest the sea where the river was still narrow enough to build a bridge.

During the next 12 centuries, the town passed from Romans to Angles to Danes to Saxons and back again many times. When the Normans arrived from northern France in 1066 it was a busy commercial town in Saxon hands. William the Conqueror struck a deal with the merchants and made it his capital.

The walls round London enclosed a town about a mile square. The walls and gates have mostly been taken away or knocked down now, but the area is still called the City and is now one of the most important financial centres in the world.

London gradually grew out from the City to include the villages around, and now extends as much as 20 miles from its centre, which is now officially at Charing Cross. The original centre of the Roman town was a stone which is now built into the wall of St Swithin's church opposite Cannon Street Station. All the Roman roads radiated from this stone.

To the west of the City and outside the walls was Westminster. This means West Church. There has always been a great church there and now there are also the Houses of Parliament and hundreds of government offices, including Scotland Yard, the police headquarters. Beyond Westminster and to the north are Buckingham Palace, Hyde Park, many museums and the West End shopping streets.

To the east of the City, beyond the great Tower of London, is the East End. This is where the docks were and the people who lived there were often very poor. The docks lost their importance after the Second World War and are now being re-built as fashionable places to live and work.

To the north of the City are residential areas, the University of London and many commercial areas, such as the meat market at Smithfield, and the old vegetable market at Covent Garden.

To the south of the City and across the Thames was where Shakespeare worked in the theatres, around 1600. No theatre could be built within the City in case of fire or public bad behaviour. Theatres were lit

by candles until the 1800s and many of them burned down. Further towards the open sea, the Greenwich Observatory was built in Greenwich Park where King Henry VIII used to hunt. The 0 degrees line of longitude is painted on the ground in the park. The Royal Naval School is nearby. Naval expeditions have begun at Greenwich throughout history.

### Transport

There are three main ways of getting around London: by underground train, bus or taxi. The Underground is often called the Tube. It has the most miles of tunnels of any underground system in the world. The building of the Underground began in the 1800s and caused chaos. Horses pulling carriages fell down holes that appeared in the road, water pipes were broken and houses fell over. It is now the quickest and least polluting way to move around the city.

The double-decker buses are usually red, and run every few minutes from hundreds of bus stops. Their main advantage over the Underground is that you can see where you are going. They also go to more places so you can get closer to your destination, but they can be slow in heavy traffic.

London taxis are the most expensive in the world but the driver knows every street, every shop, every museum, every theatre and every hotel. He or she cannot drive one of the black cabs until they have passed an exam in 'the Knowledge' of the city. Taxis are large, with room for four sitting in the back and luggage. There are some places where they wait for fares in lines but you can stop an empty taxi anywhere. People do not usually share taxis with strangers.

### The parks

The parks in central London are often large with lots of open grass and tall trees. There are small flower beds by lakes, in corners and along paths. Because of the rain and comparatively warm winters the flowers are usually magnificent.

# TO THE TEACHER

Welcome to the Teacher's Notes for the Richmond Reader *A Trip to London*. Here you will find a wide variety of activities based on the story. Materials for the students are given on the worksheets on pages 10 to 14.

There are five worksheets. Photocopy them as you need them for your students. Each activity in the Teacher's Notes that uses a worksheet indicates which worksheet to use after its title.

All the activities have suggestions for class management. They are all labelled as *whole class*, *group*, *pair* or *individual tasks* or a combination.

You may want to assign the individual activities for homework, but make sure that the students know exactly what to do before they start. Some of the activity types may be new to them.

## Activities before reading the story

Do not give the book to the students yet.

### I What's in a capital city? No WS *Whole class, or pairs then whole class*

- Put your students in pairs if you wish. Ask them to list all the things that you can find in a capital city that are of interest to visitors. If the students are in pairs you may want to set a time limit.
- Collate ideas on the board. Elicit any of the following that are not mentioned. Give emphasis to vocabulary.
  - government of the country
  - local government of the county/province and the city itself
  - museums and art galleries
  - theatres for plays, opera and dance
  - cinemas
  - shops
  - libraries
  - university(ies)
  - historic monuments
  - religious buildings such as cathedrals and churches
  - airport and transport networks/centres
  - night life
  - criminal activities

- Discuss why cities grow where they are. Some are on rivers where there was a ford or a bridge, some grow round harbours, some are at the confluence of two rivers, some are on top of a hill with walls around, some are planned and built in a particular place for a particular reason, and so on.
- Talk about the capital city of your students' home countries and why it may have grown where it is. Discuss that city in the light of the above list.

### 2 What do you know about London? No WS *Whole class*

- Ask your students what they know about London and make notes on the board under headings, for example:
  - transport
  - shopping
  - museums, galleries, zoo
  - historic monuments and buildings
  - government
  - royalty
  - areas of the city (e.g. Soho, the City)
  - the River Thames
  - hotels
  - parks
  - history

### 3 True or false? WS1 *Individuals or pairs*

- Hand out Worksheet 1. Put your students in pairs if you wish. Read through the rubric and set a time limit if necessary.
- Your students mark the ten statements about London as *True* or *False*. They will not know most of the information, so this is more of a guessing game and should be fun.
- When they have finished collate their answers. If you have done Activity 1 or 2 above, link the facts in this activity with the points that arose.

### Answers

- 1 T. It is known as 'The City' and is where all the banks are today.
- 2 F. The church is called St Andrew by the Wardrobe and is on Queen Victoria Street leading from Southwark Bridge to the Bank. The Wardrobe was a storage building next door, first belonging to Edward III around 1360.

- 3 T. In the '50s there were over 8 million people living in Greater London (620 square miles), now there are over 7 million.
- 4 T.
- 5 F. The international airports serving London are Heathrow to the west, Gatwick to the south, Stansted to the north and the City Airport a little to the east of the City.
- 6 F. Seven Sisters is an underground station on the Victoria Line.
- 7 T. It is in the Docklands area. The West India Docks cut across the headland made by the river's loop south towards Greenwich, so making it an island.
- 8 F. In that one year 70,000 people died of bubonic plague.
- 9 F. The river is 265 metres wide at London Bridge.
- 10 T.

#### 4 When was that? WS 1 Pairs or individuals

- Students match ten statements about London with their dates. The point is not to get the answers correct but to raise relevant vocabulary, so discussions in pairs will be helpful. Read through the rubric with the class and set a time limit if you wish. Make sure all discussion is in English.
- Collate answers with the whole class. Have fun because a lot of the answers will have been guesses.

#### Answers

1 1941	6 886
2 1078	7 1867
3 1483	8 1761
4 1968	9 120 AD
5 1666	10 1236

### Activities while reading the story

#### 5 Reading strategy No WS Whole class

- Your students should have the book now.
- Show your students the instructions on pages 4 and 5 of the Reader (Key and Section 1). If they have never seen this kind of story before, go through the scoring system on page 6 with them and read the first two or three sections in class so that they understand how to follow the arrows.
- If you feel it would motivate your students, you may decide to give a prize for the highest score when everyone has finished reading the story. Another prize might be given for the quiz (Activity 14), which is an after-reading activity.

#### 6 Verbs with nouns WS 2 Individual or pairs

- This activity will raise vocabulary relevant to the early part of the story. Students choose between verbs and are also reminded of many nouns.
- Hand out Worksheet 2.
- Read through the rubric and the first sentence or two with your students. Put them in pairs if you wish. Discussion should only be in English.

#### Answers

1 took	9 took
2 stayed	10 go to
3 forgotten	11 looked at
4 order	12 caught
5 pay	13 spent
6 took	14 visiting
7 bought	15 telling
8 went by	

#### 7 First things first WS 2 Pairs or individuals

- Students should do this activity just before reading Section 40 on page 44.
- Check that all students have read either Section 25 or Section 47. Explain to them that they are at a Tourist Information Office and that they have been asked to fill in a form.
- Put your students in pairs if you wish. Set a time limit if necessary. Read through the rubric with them before they start.
- When they have finished, ask them what they wrote down as the thing they would most like to do in London even if they could not afford it. Discuss these ideas with the whole class. Some ideas will be fun and others will be more serious. If there is time, discuss how they might be achieved.

#### 8 What else is in your case? No WS

*Whole class or pairs*

- This activity should be done before Section 81.
- Ask your students to think about what they brought with them in their suitcases, now that they have been shopping for the things they forgot.
- Put your students in pairs if you wish. Ask them to imagine what they had packed and to make a list. If the students are in pairs ask them to report their lists to the class when they have finished.
- There may be some strange things packed. Discuss why they might be needed with the whole class.

**9 Where I went** WS 3 *Pairs or individuals*

- This activity should be done while your students are visiting the places on the map in Section 50.
- Hand out Worksheet 3. Put your students in pairs if you wish. Read the rubric through with them to explain the flow chart. You may wish to set a minimum number of places that they should visit. There are enough boxes on the chart for them to visit all the places on the map on page 55. You may also wish to set a time limit.
- When everyone has finished you could have a brief discussion about which places are the favourites.
- If your students have plenty of time they may want to use the flow chart format to keep a record (often called a 'log' if it is about a journey) of *A Trip to London*. If so, they will need more pieces of paper to go before and after this page of their log. Each box could also be labelled with the day and time of day, for example Tuesday morning, Thursday evening.
- Students who are experienced in making flow charts will be able to have a single box for the bed and breakfast where they are staying with an arrow out to things they did during the day and an arrow back at night. They might like to have one page for each day of the holiday.

**10 Uses of commas** WS 3 *Pairs or individuals*

- This activity should be done after Section 90 or after reading the whole story.
- Your students are going to look for examples of some uses of commas.
- Arrange your students in pairs if you wish. Explain the following uses of commas to them. Write them on the board and give each one a number as below. You may also want to give some examples.
- When your students have understood these five uses, read the rubric on the worksheet with them. You may want to set a time limit for the activity.

**Answers**

Uses of commas

- 1 apposition (when the noun after the comma explains the noun before it)  
its creator, the sculptor, Sir Arthur Gilbert ... (Section 71, p68)  
Eros, the famous statue ... (ditto)
- 2 lists  
a fried egg, fried bacon, fried bread, fried black pudding ... (Section 106, p103)  
exciting exhibits: minerals, fish, birds, the evolution of man ... (Section 29, p34)

Here you can see the Elgin Marbles, the Rosetta Stone, huge Assyrian statues ...

- 3 after a time phrase at the beginning of a sentence  
One day soon after, Blood came to the Tower ... (Section 82, p81)  
In 1616, Pocahontas came to London ... (Section 36, p43)
- 4 before *too* and *please* at the end of a sentence  
The lady says sorry, too. (Section 71, p68)  
Can I have a beer, please? (Section 57, p58)
- 5 in the middle of a sentence, after or before inverted commas  
You ask a woman coming down, 'How much further?'  
'You're about halfway,' she smiles. (Section 4, p10)

**11 My score** WS 4 *Individual*

- Start this activity when your students get to Section 80. Your students are about half way through the story now.
- This is a way for each student to record his/her score as s/he progresses through the story.
- Explain that the times in the story when you can score are written along the bottom of the graph. The students will add to them as the story goes on. The marks are up the side and students can either make dots and join them with a line or make vertical blocks for each event.
- There are 38 events with scores but not everyone will have all of them. There are spaces for 30 on the worksheet. The complete list is as follows:  
Getting into London  
Talking about the room  
Deciding where to stay (may be two sets of points)  
Asking for the umbrella  
Finding Tower Hill  
Getting served in the pub  
Pub sign quiz  
Shopping words  
At the chemist's  
Asking when Tom came to Britain  
Asking other questions  
Excusing yourself to the lady on the train  
Discussing plans with Tom  
British Museum quiz  
At the top of St Paul's Cathedral dome  
Asking Tom to row  
Museum of Mankind quiz  
Deciding to go in to the folk club  
Asking to use the phone  
Lying about the bird  
Finding the pet shop  
Buying the new bird

Science Museum quiz  
 Dinosaur quiz  
 Tom sneezes  
 Cockney slang quiz  
 Arguing with Tom at the lions  
 Westminster Abbey quiz  
 Houses of Parliament quiz  
 Bank of England quiz  
 Conversation in the theatre  
 Conversation with the doctor  
 Driving on the left quiz  
 Jokes quiz  
 Conversation with Tom about ice-cream  
 Getting out of the maze  
 Conversation with the costume lady  
 Cleopatra's companions quiz

## 12 Get it right! No WS Whole class

- Do this activity after Section 24.
- Explain that you are going to read a part of the story and that you may make some mistakes. Ask your students to interrupt you politely and correct you as you go along.
- If you have a very large class you may wish to divide the class into large groups of eight or ten students, each with its own reader. You will then need a copy of the following for each reader.
- This is from paragraphs in Section 7 and Section 24. The mistakes are given here in italics, and numbered. The corrections are below, numbered accordingly.

You *walk* (1) to the centre of London and *stop at* (2) Trafalgar Square. Above you *on an arch* (3) is the statue of the very famous Admiral Nelson who lost *an ear* (4) and an arm in *a fight in a pub* (5). His ships beat Napoleon's ships at the Battle of *Waterloo* (6) in 1805, but Nelson died in the battle. (The Duke of Wellington beat Napoleon on land at the Battle of *Trafalgar* (7) in 1815. However he did not die in battle and he later became a *boot-maker* (8), so his statue is not as big.)

You go under Admiralty Arch and you come to a *green* (9) road called the Mall. At the end of the road you can see *Windsor Castle* (10). You cross the road and go into St James's Park, one of the prettiest parks in London ... The park is a *zoo* (11) and there are over 30 different varieties of bird in the park.

### Answers

1 get a bus  
 2 get off at  
 3 on a high column  
 4 eye  
 5 battle  
 6 Trafalgar  
 7 Waterloo

8 politician  
 9 red  
 10 Buckingham Palace  
 11 nature reserve

## 13 Food WS 5 Pairs or individuals

- This can be done after Section 23 or after finishing the whole story. You may wish to set this for homework.
- Hand out Worksheet 5. Put your students in pairs if you wish. Read through the rubric with them and set a time limit if necessary.
- When everyone has finished you may like to have a discussion about the healthiness (or perhaps the unhealthiness!) of these dishes and compare them to some of the traditional foods in other countries.

### Answers

2 curry	7 lunch
3 pudding	8 potatoes
4 meat	9 pie
5 eggs	10 pickle
6 beef	11 chips

## Activity after reading the story

### 14 Grand Quiz WS 5 Pairs or individuals

- This activity can be done using the book but against the clock, or to get the most correct answers without using the book. Whichever way you organise it you will probably need a prize or prizes for the winner(s).
- Put your students in pairs if you wish. There will be a lot of speaking practice if they can work in pairs. Set a time limit if necessary.
- When your students have finished and you have marked the worksheets you may like to discuss the answers with the whole class.

### Answers

1 black  
 2 the ravens  
 3 The Star of Africa  
 4 Queen Elizabeth I  
 5 fried  
 6 Piccadilly Circus  
 7 nothing  
 8 Admiral (Lord) Nelson  
 9 King Tothmes III of Egypt  
 10 silver  
 11 blue  
 12 dinosaurs  
 13 Prince Albert  
 14 the Cockneys

- 15 at home
- 16 green
- 17 1800
- 18 water
- 19 right (then left and right again)
- 20 cricket

## Extended writing

### 15 A one-day trip to London No WS

*Individuals*

- Remind your students of Activity 7 (if they did it) where they were asked, ‘What would you like to do most in London (even if you cannot afford it)?’ Ask them if they would do the same thing now that they have finished the book.
- Set the context of having one day in London – arriving by plane at Heathrow or Gatwick one morning and leaving for New York the next.
- Ask them to write about 150 words saying what they plan to do in that one day and where they would like to spend the night.
- Look out for well-structured paragraphs, one to set the situation, at least one to explain what will be done and one to describe where the student will stay and why. Most of the verbs will probably be in the future or the present continuous.

### 16 I live in Hampstead No WS

*Pairs or individuals*

- Ask your students to write a letter to a friend who will arrive at Heathrow by plane and will come in to London by underground. They should give instructions to get to Hampstead on the Underground and explain how they are going to meet at the station.
- The letter need not be more than 100 words long.

### 17 Speaker’s corner No WS

*Whole class, then individuals*

- Explain to your students that they are going to have the chance to speak at Speaker’s Corner in Hyde Park about the thing that bothers them the most.
- Discuss what kinds of things these might be with the whole class. Then ask your students to write down what they would say in a two minute speech on their chosen topic.

- Once the speeches are written, you may like to enact Hyde Park Corner with one student at a time speaking and others interrupting and disagreeing. This can get quite noisy!

## Projects

### 1 Making a poster for London No WS

*Groups or pairs*

- Have a class discussion about advertising/tourist posters before the students begin to prepare their own. If you can find some examples to show them it would help. Make sure they know what the main constituents are, for example photos, blurb, hyperbole, slogan, etc.
- Put your students into their working groups or pairs if you wish. Explain that they are going to make a poster to advertise something in London. Discuss the best places that they know about.
- Tell them where you will display the posters when they are ready and give the students the dimensions you wish them to use.
- Set a time or day for the posters to be finished by.

### 2 Comparing capitals No WS

*Groups or pairs*

- Ask your students to consider the similarities and differences that they know about between London and their own capital city. The following headings may help:
  - When established
  - How big (population)
  - Site – mountain, valley, defensible, bridging point, etc.
  - Most important religious building
  - Most important sports building
  - Most famous places
  - Number of parks
- Your students should find as many pairs of facts as possible about the two cities and illustrations, too. If they manage to find plenty of illustrations they could lay them out opposite each other to highlight the differences. Otherwise they should try to show the differences in as visual a way as possible.
- Discuss with them how they will present their material. They may make pamphlets, posters, a book with one page made by each student, for example.

### 3 Decorate an underground station No WS *Pairs or individuals*

- Many of the underground stations have pictures on their walls. At Baker Street, for instance, there are mosaics along the platforms of Sherlock Holmes smoking his pipe.
- Discuss with the whole class who or what is associated with some other underground stations. Then ask your students to decide which station they would like to decorate and give them time to draw what they would put on the walls. Some suggestions:  
St Paul's - the cathedral  
Tower Hill - the Tower of London, Tower Bridge or the Crown Jewels  
Wimbledon - a tennis match  
Arsenal - a football match  
Westminster - Big Ben  
Hyde Park Corner - a soap box speaker  
South Kensington - something in the Natural History Museum, for example a dinosaur
- When the designs are finished you may wish to display them.

### 4 Menu for foreigners No WS *Pairs or individuals*

- If you have one or two menus from meals you have had, or you could make some examples, they could serve as models.
- Discuss the most typical dishes of their country with your students.
- Put your students in pairs.
- Ask each pair to decide on a starter, a main course, a sweet and a cheese course from the specialities of their country. They should also decide what drinks would be best with each course. Then they should write and decorate a menu card with the dishes they have chosen in English.

**WORKSHEET 1**

**Do these activities before you read the story.**

**ACTIVITY 3 True or false?**

Read these ten statements about London. Some are true and some are false. Write a T (true) or an F (false) in the box. If you do not know, guess the answers.

- 1 The City of London is also called 'the square mile' (2.59 square kilometres). It is the part of the city that was once inside the walls.
- 2 There is a church called St Andrew by the Cupboard in the City.
- 3 The population of Greater London is less now than it was in the 1950s.
- 4 The theatre where Shakespeare worked in 1600 was where the Financial Times newspaper offices are now.
- 5 London has two international airports.
- 6 Seven Sisters is the name of a pub.
- 7 There is a place called the Isle of Dogs in London.
- 8 20,000 people died in the Black Death in 1665.
- 9 London Bridge crosses the river where it is 200 metres wide.
- 10 There were no other bridges across the Thames in London until 1749.

**ACTIVITY 4 When was that?**

Match the following events that happened in London to their dates. Read everything carefully and you will find clues, but if you do not know, just guess!

- |      |      |        |      |      |
|------|------|--------|------|------|
| 1078 | 1761 | 120 AD | 1968 | 1236 |
| 1483 | 886  | 1941   | 1867 | 1666 |

- 1 10,000 people were killed by bombs dropped from aeroplanes.
- 2 William the Conqueror (from Normandy) started building the Tower of London.
- 3 King Edward V and his brother the Duke of York were murdered in the Tower of London (according to Shakespeare's play Richard III). The skeletons of two boys were found in a wall in the Tower in the 1900s.
- 4 London Bridge was replaced and the old one was taken in pieces to Arizona, USA, where it now stands.
- 5 More than 13,000 wooden houses were destroyed in the Great Fire of London.
- 6 The Saxon King Alfred won London back from the Danes and made it his capital.
- 7 Sir Edward Landseer made four great metal statues of lions from the canons of the wrecked ship, Royal George, and placed them in Trafalgar Square.
- 8 King George III bought Buckingham House from John Sheffield, the Duke of Buckingham. It was not used full-time as a palace until Queen Victoria (reigned from 1837 - 1901) decided to live there when she was in London and changed its name.
- 9 At around this time the Roman Emperor Hadrian built a bath-house among the elegant villas and busy streets of the walled town.
- 10 King Henry II had 6,000 poor people to dinner in Westminster Palace, which burnt down in 1512.

## WORKSHEET

## 2

Do these activities while you are reading the story, after the sections given.

### ACTIVITY 6 Verbs with nouns

Do this activity after Section 1.

Read through the paragraphs below. Where you find a choice of verb, circle the correct one.

Last year we (1) took / did our main holiday in March. We flew to London and (2) lived / stayed in a hotel. I had (3) forgotten / lost most of my English when we went but I remembered enough to (4) command / order a meal and (5) pay / pay for the bill. We only (6) got / took taxis once or twice because they are so expensive. We (7) bought /

obtained travel cards and (8) went by / went with bus and underground to wherever we wanted.

On the first day we (9) took / caught the Tube (the Underground is often called the Tube) to Leicester Square. We wanted to (10) go to / visit the cinema. The queues were too long so we (11) looked at / looked into our map and (12) caught / embarked on a bus to Bloomsbury. We (13) spent / passed the afternoon (14) going to / visiting the British Museum. That evening we went to the pub across the street from the hotel and listened to English people (15) telling / saying English jokes. We did not laugh much...

### ACTIVITY 7 First things first

Do this activity just before reading Section 40 on page 44.

You are at a Tourist Information Office and you have been asked to fill in this form.

## DEPARTMENT OF TRADE AND INDUSTRY Tourism Survey

Please help us to improve facilities for tourists in London by giving us the following information.

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

Country of Origin \_\_\_\_\_

Please tick one box.

How did you travel to London?

aeroplane  train  bus

car  ship  other

How long are you planning to stay in London?

\_\_\_\_\_

Please tick one box.

Where will you stay?

Luxury hotel  Two star hotel

Bed and breakfast  Hostel

With friends  Other

Why did you decide to come to London for a holiday?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What would you like to do most in London (even if you cannot afford it)?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please tick relevant boxes.

In what form did you bring money?

Traveller's cheques  Foreign currency

Local currency  Credit card(s)

Other

Thank you for helping us to help future visitors to our city.

**WORKSHEET 3**

**Do these activities while you are reading the story, after the sections given.**

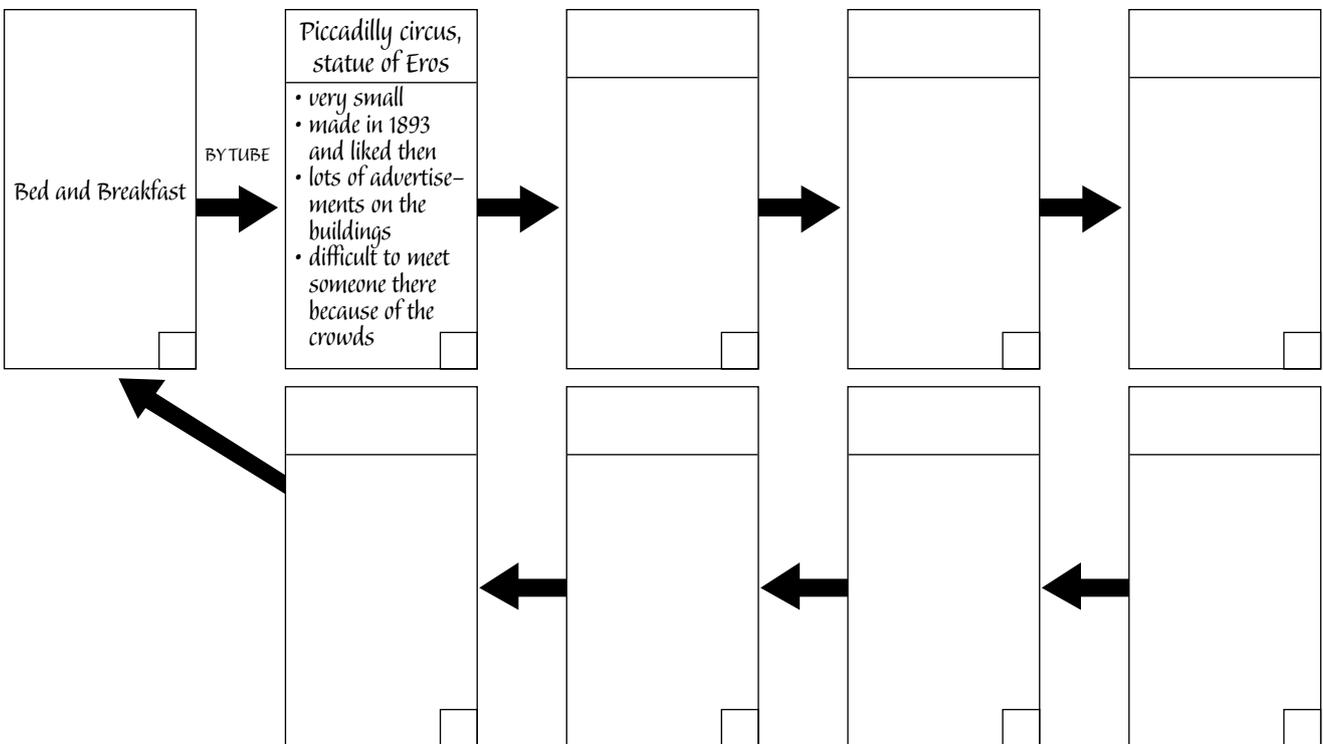
**ACTIVITY 9 Where I went**

Do this activity while you are visiting the places on the map in Section 50, page 55.

Each box below represents a place you went on Tuesday. As you visit each place, write the name of the place in a box. Draw an arrow from the previous box and write how you got there along the arrow. When you have finished, you will have a 'picture' of how you spent the day.

For each place, note down the points that particularly interest (or bore) you. In the little box in the bottom right-hand corner, give the place a mark out of 10 for how much you would like to visit it in real life (or, if you have already been there, how much you would like to go again).

The first two boxes have been completed for you as examples.



**ACTIVITY 10 Uses of commas**

Do this activity after reading Section 90.

You are going to look for examples of some uses of commas. There are five common uses in this story.

Find two examples of each and write them in the spaces below. Don't forget to say where you found them.

- 1 apposition  
 \_\_\_\_\_ (Section \_\_\_\_)  
 \_\_\_\_\_ (Section \_\_\_\_)
- 2 lists  
 \_\_\_\_\_ (Section \_\_\_\_)  
 \_\_\_\_\_ (Section \_\_\_\_)

- 3 after a time phrase at the beginning of a sentence  
 \_\_\_\_\_ (Section \_\_\_\_)  
 \_\_\_\_\_ (Section \_\_\_\_)
- 4 before *too* and *please* at the end of a sentence  
 \_\_\_\_\_ (Section \_\_\_\_)  
 \_\_\_\_\_ (Section \_\_\_\_)
- 5 in the middle of a sentence, after or before inverted commas  
 \_\_\_\_\_ (Section \_\_\_\_)  
 \_\_\_\_\_ (Section \_\_\_\_)



Do these activities after reading the sections given.

**ACTIVITY 13 Food**

Do this activity after Section 23 or after finishing the whole story.

Here are some traditional British foods that are mentioned in the story. Match their two halves by writing a word from List B beside each word in List A. The first one is done for you as an example.

List A

- 1 Black \_\_\_\_\_ *pudding*
- 2 Mild \_\_\_\_\_
- 3 Yorkshire \_\_\_\_\_
- 4 Minced \_\_\_\_\_
- 5 Bacon and \_\_\_\_\_
- 6 Roast \_\_\_\_\_
- 7 Ploughman's \_\_\_\_\_
- 8 Mashed \_\_\_\_\_
- 9 Shepherd's \_\_\_\_\_
- 10 Cheese and \_\_\_\_\_
- 11 Fish and \_\_\_\_\_

List B

lunch	pie	beef	pudding	chips
pudding	eggs	curry	meat	potatoes
pickle				

**ACTIVITY 14 Grand Quiz**

Do this activity after reading the story.

Here are twenty questions about the story. Each question is answered by just a name or one or two words.

- 1 What colour are most London taxi cabs?  
\_\_\_\_\_
- 2 Who or what at the Tower of London is stopping England being conquered?  
\_\_\_\_\_
- 3 The largest diamond in the world is in the Jewel House in the Tower of London. What is its name?  
\_\_\_\_\_
- 4 Who used to play with the cat in the glass box at the Tiger Tavern?  
\_\_\_\_\_

- 5 In what way is an English breakfast cooked?  
\_\_\_\_\_
- 6 Where do you and Tom catch the 'Sights of London' bus on Tuesday?  
\_\_\_\_\_
- 7 How much must you pay to go into the British Museum?  
\_\_\_\_\_
- 8 Who is bathing in brandy in St Paul's Cathedral?  
\_\_\_\_\_
- 9 Who was Cleopatra's Needle really made for?  
\_\_\_\_\_
- 10 What kind of coins did Lord Lyttleton shoot the ghost with?  
\_\_\_\_\_
- 11 What colour was Joey the budgerigar?  
\_\_\_\_\_
- 12 What did birds evolve from?  
\_\_\_\_\_
- 13 Who was married to a queen and gave his name to a concert hall, a museum and a memorial?  
\_\_\_\_\_
- 14 Who use rhyming slang and often come from the East End of London?  
\_\_\_\_\_
- 15 If you see the flag flying from Buckingham Palace, where is the Queen?  
\_\_\_\_\_
- 16 What colour are the seats in the House of Commons?  
\_\_\_\_\_
- 17 When did the boy sleep all night on the Coronation Chair in Westminster Abbey?  
\_\_\_\_\_
- 18 What do the vaults of the Bank of England fill with if someone without authority tries to get in?  
\_\_\_\_\_
- 19 Which way should you look first when walking across a road in Britain?  
\_\_\_\_\_
- 20 Which sport was once considered more important for an English boy's education than maths or history?  
\_\_\_\_\_

## KEY TO BOOK EXERCISES

**A Comprehension**

- 1 Heathrow Airport.
- 2 Yes.
- 3 A yeoman warder or beefeater.
- 4 He pardoned him.
- 5 Tower Bridge.
- 6 You have to order at the bar.
- 7 18.
- 8 Yes.
- 9 Greece.
- 10 In the north-east corner of Hyde Park.
- 11 India.
- 12 Sir Christopher Wren.
- 13 Yes.
- 14 In a pet shop.
- 15 Sunglasses.
- 16 The vacuum cleaner.
- 17 Yes.
- 18 Queen Victoria's husband.
- 19 Time Out.
- 20 Phone.
- 21 Admiral Nelson.
- 22 Buckingham Palace.
- 23 Westminster Abbey.
- 24 The House of Commons.
- 25 A kiosk in Leicester Square.
- 26 Napoleon Bonaparte.
- 27 Oxford and Cambridge.
- 28 Hampton Court.
- 29 A gorilla costume.
- 30 He was arrested.

**B Working with Language**

- 1 *(answers may vary)*
  - a I am sorry, I don't understand. Please can you repeat it / say it again?
  - b Do you sell combs here?
  - c Please may I switch on the television?
  - d Bless you.
  - e Do you like Indian food?
  - f I cannot hear the film. Please could you be quiet?
  - g What do you do for a living?
  - h What is Scotland like? Is it... ?
  - i My suitcase is heavy. Would you mind giving me a lift to the train station?
  - j I don't think it fits me.
  - k Would you like to go out for a Chinese meal?
  - l I like this one.
- 2
  - a sightseeing bus
  - b Tower of London
  - c party
  - d Indian restaurant
  - e hospital
  - f underground
  - g clothes shop
  - h chemist's
  - i fish and chip shop
  - j pub

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