

# 5

## Off we Go!

### »» Get ready!

Tick (✓) the things in London you know.



- Big Ben
- The Houses of Parliament
- Buckingham Palace
- The London Dungeon
- Downing Street
- The London Eye
- Madame Tussauds
- The River Thames
- The Changing of the Guard
- Trafalgar Square

**1** Quickly read the text. Choose the correct word or phrase.

- 1 This is from a **webpage** / magazine article / geography book.
- 2 The text is for **teenagers** / teachers / parents.
- 3 The trip is for **teenagers only** / teachers and students / parents and children.



## Reading

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## schooltriptolondon

Here at SchoolTripsToLondon, we'll organise everything for you so you and your students can just relax and enjoy yourselves!

**Here are some of the places you'll visit and things you'll do. Click on the links to find out more.**

**2** Read the webpage again and label the photos.



1 Trafalgar Square



2 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

### The London Eye

You'll get the best view of London from the London Eye. The top is 135m above the ground, meaning you can see about 40km on a clear day. You'll spend about 30 minutes on the Eye – that's the time it takes to go round once.

→ [More...](#)

### The London Dungeon

Teenagers will love the London Dungeon! Here, they'll learn about London's strange and scary history. But they won't study history books! They'll see actors in scary costumes, watch shows with special effects, and go on rides like the 'Drop Ride To Doom'. They'll hear screams and see lots of blood, but they'll really enjoy it!

→ [More...](#)

### Madame Tussauds

No trip to London is complete without a visit to Madame Tussauds. Here, you'll see hundreds of famous people from now and from history – all made of wax. From sports stars such as David Beckham, pop stars such as Lady Gaga and Elvis Presley, film stars such as Angelina Jolie and Charlie Chaplin, to politicians, kings and queens, and cartoon characters. You're going to have an experience you'll never forget!

→ [More...](#)

### London Walk

We'll start at Buckingham Palace, the official home of Queen Elizabeth II. There, we'll watch the Changing of the Guard. Then we'll walk to the Houses of Parliament. All your students are going to want to take photos of Big Ben! We'll also walk past Downing Street, where the Prime Minister lives and works. We'll have lunch by the River Thames, and then go to Trafalgar Square.

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### 3 Write a letter from the box to answer the questions.

- a The London Dungeon
- b The London Eye
- c Madame Tussauds
- d Buckingham Palace
- e The Houses of Parliament
- f Downing Street

Where will students ...

- 1 spend about half an hour? \_\_\_\_
- 2 see lots of famous people? \_\_\_\_
- 3 learn about strange and frightening things? \_\_\_\_
- 4 take photos of Big Ben? \_\_\_\_
- 5 see all of London from a very high place? \_\_\_\_
- 6 be scared but have fun? \_\_\_\_
- 7 visit the home of a queen? \_\_\_\_
- 8 possibly see politicians? \_\_\_\_

### Wordpower!

Write one word in each gap to complete the sentences. The first letter is given to help you.

- 1 If you o\_\_\_\_\_ a holiday, you plan it.
- 2 If you e\_\_\_\_\_ yourself, you have fun.
- 3 If you v\_\_\_\_\_ a place, you go to it.
- 4 If you f\_\_\_\_\_ out more about something, you learn more about it.
- 5 The 'v\_\_\_\_\_' is what you can see from a place.
- 6 If there are no clouds in the sky, it's a c\_\_\_\_\_ day.
- 7 If you have an interesting e\_\_\_\_\_, you do something interesting.
- 8 If you walk p\_\_\_\_\_ a place, you visit it but don't go inside.



### HOMWORK!

Do exercises 1–4 on page 30 and 31 of your Workbook.

# Grammar 1



## will and be going to

### Look!

Teenagers **will love** the London Dungeon!  
Here, they **'ll learn** about London's strange  
and scary history.

But they **won't** study history books!

All your students **are going to want** to take  
photos of Big Ben!

You **'re going to have** an experience you **'ll**  
never forget!

### Use

We use *will* and *be going to* to talk about the future.  
Often, there's no important difference between *will*  
and *be going to*:

You **'re going to have** an experience you **'ll never forget!**

You **'ll have** an experience you **'re never going to forget!**

When we talk about plans that we already have,  
we usually use *be going to* and not *will*:

**I'm going to be** a travel agent when I'm older.

When we predict something because of what we see  
now, we usually use *be going to* and not *will*:

**It's going to snow** soon.

When we make offers and requests, we usually use *will*  
and not *be going to*:

**Will you help me?** Of course I **will!**

For more information, see *Grammar database 9*  
on page 149.

### 1 Match to make sentences.

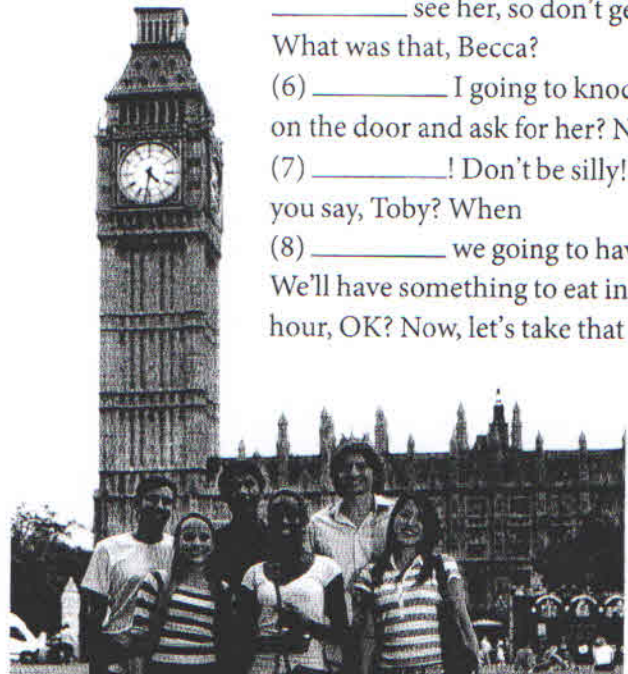
- |                                |   |
|--------------------------------|---|
| 1 We _____                     | a going to be cold?                     |
| 2 We're _____                  | b speak English, I'll speak Russian!    |
| 3 Is it _____                  | c go to Red Square?                     |
| 4 Will you _____               | d are going to fly to Russia next week! |
| 5 I won't _____                | e to see the Bolshoi Ballet perform.    |
| 6 Sadly, we're not going _____ | f I will!                               |
| 7 Will _____                   | g you send me a postcard?               |
| 8 Of course _____              | h going to stay in Moscow!              |

### 2 Write answers.

- Is it going to rain later today?  
✓ Yes, it is.  
✗ No, it isn't.
- Are they going to visit Tbilisi?  
✓ \_\_\_\_\_
- Will it be cold?  
✗ \_\_\_\_\_
- Will she stay with friends in Istanbul?  
✓ \_\_\_\_\_
- Are you all going to go on the same plane?  
✗ \_\_\_\_\_
- Will you fly over the Grand Canyon, Andy?  
✗ \_\_\_\_\_
- Will you buy me a present in Rome, Emma?  
✓ \_\_\_\_\_
- Are you going to be scared at the London  
Dungeon, Carl?  
✗ \_\_\_\_\_

### 3 KEY Write one word in each gap to complete the text.

'OK, everybody, listen carefully, please.  
We're going (1) \_\_\_\_\_ take a photo of  
all of us below Big Ben, and then we're (2)  
\_\_\_\_\_ to walk over to Buckingham  
Palace. What's that, Linda? No, you (3)  
\_\_\_\_\_ be able to use the toilets there.  
It's the Queen's house! (4) \_\_\_\_\_ she  
be there? I don't know, but we probably (5)  
\_\_\_\_\_ see her, so don't get excited!  
What was that, Becca?  
(6) \_\_\_\_\_ I going to knock  
on the door and ask for her? No, I'm  
(7) \_\_\_\_\_! Don't be silly! What did  
you say, Toby? When  
(8) \_\_\_\_\_ we going to have lunch?  
We'll have something to eat in about an  
hour, OK? Now, let's take that photo...'



## HOMWORK!

Do exercises 1–3 on page 32  
of your Workbook.

## Wordpower!

**1** Rearrange the letters to find the phrases.

- |           |       |         |
|-----------|-------|---------|
| 1 credit  | _____ | acdr    |
| 2 driving | _____ | cenecil |
| 3 guide   | _____ | okob    |
| 4 guided  | _____ | rtou    |
| 5 school  | _____ | rtpi    |
| 6 sun     | _____ | marce   |
| 7 tour    | _____ | ugedi   |
| 8 train   | _____ | ctkite  |



**2** Choose a phrase from exercise 1 to match each sentence.

- 1 Everyone in my class is going camping this weekend! \_\_\_\_\_
- 2 She told us about the history of the place. \_\_\_\_\_
- 3 Put this on or you'll burn. \_\_\_\_\_
- 4 I'll get it at the station in the morning. \_\_\_\_\_
- 5 I haven't got any money on me so I'll use this. \_\_\_\_\_
- 6 Take this with you on holiday – it's got lots of good information in it. \_\_\_\_\_
- 7 When she gets it, she'll drive to work every day. \_\_\_\_\_
- 8 If we go on this, they can tell us about the building's history. \_\_\_\_\_



### HOMWORK!


Do exercises 1 and 2 on page 33 of your Workbook.

## Listening

**1**  **16**  Listen to a family talking and answer the questions.

- 1 They are ...
  - A in a train.
  - B in a car.
  - C on a plane.
- 2 They're going ...
  - A on a long holiday.
  - B to another country.
  - C on a day trip.
- 3 The people we hear are ...
  - A Mum and Dad, and their son and daughter.
  - B Dad and Mum and their three children.
  - C Dad, his two daughters and his son.

**2** Look at the sentences in exercise 3. Guess which words fit in the gaps.

**3**  **16** Listen again. Write one or two words in each gap to complete the sentences.

- 1 They're going to eat \_\_\_\_\_ when they get there.
- 2 They're going to look round a \_\_\_\_\_.
- 3 They're going to take a \_\_\_\_\_ of the place.
- 4 Andrew says Lucy got lost on a \_\_\_\_\_ there.
- 5 Andrew got some \_\_\_\_\_ with him.
- 6 Dad's got his \_\_\_\_\_ with him.
- 7 Dad isn't really going to buy \_\_\_\_\_ for the children.



### HOMWORK!

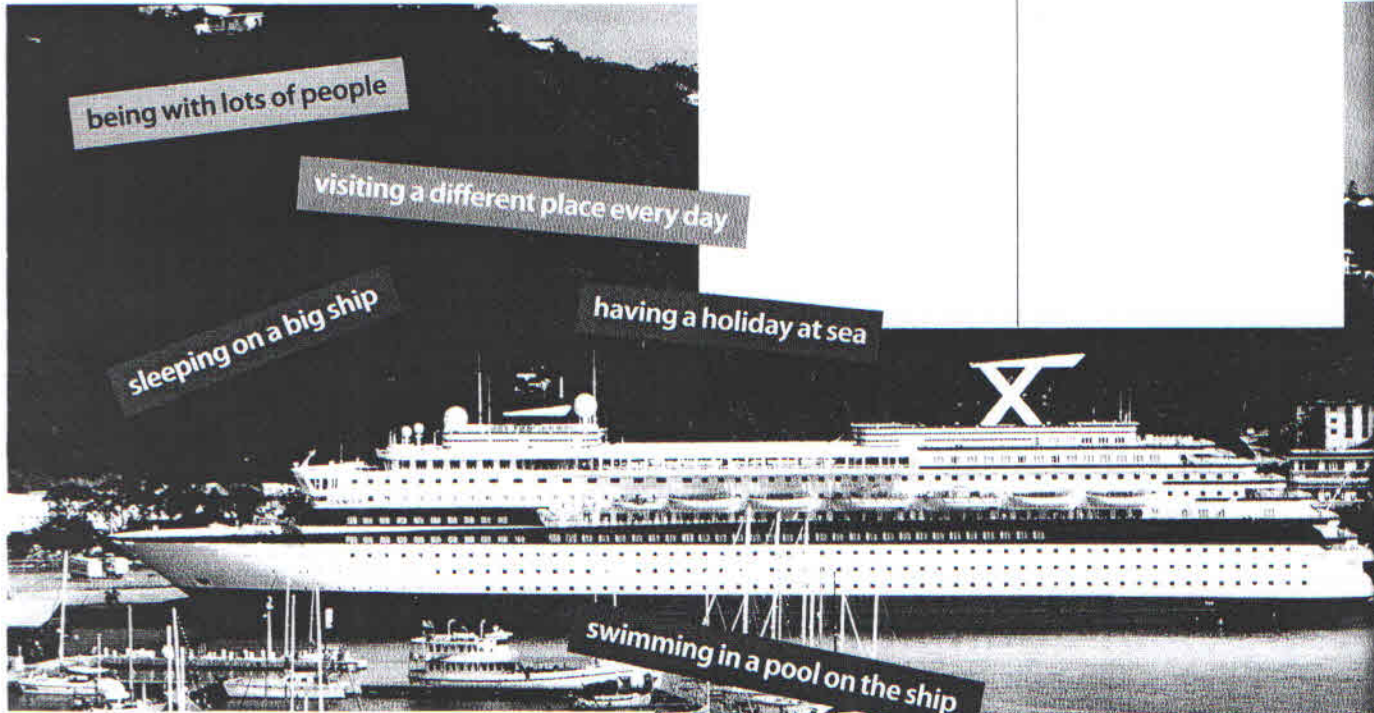
Do exercise 1 on page 33 of your Workbook.

# Speaking

**1** **KEY** Look at the photo. Which of these things would you enjoy about being on a cruise like this?

I like ...

I don't like ...



## Phrase Bank!

Talking about the future and making predictions

- I'm (really) looking forward to going on a cruise.*
- I can't wait!*
- I can't wait to go on the cruise!*
- It's going to be fantastic!*
- I think it'll be great fun!*
- I don't think it'll be boring!*



**2** Add your own ideas to the table in exercise 1.

**3** In pairs, do the role-play. Follow the instructions. When you have finished, swap roles.

**Student A:** Imagine you're going to go on a cruise next summer with your family. Answer Student B's questions. Use the phrases in the Phrase Bank to help you.

**Student B:** You want to know what Student A is going to do next summer. Ask questions. Use these questions and any others you want to ask.

- What are you going to do next summer?
- Are you looking forward to it?
- What will it be like?
- What kind of things will you do?



## SoundSpot

**1** **17** Listen and underline the word or part of the word the speaker stresses the most.

- 1 I CAN'T wait/can't WAIT to go on the cruise!
- 2 I DON'T think/don't THINK we'll stay on the ship all the time.
- 3 I'm really LOOKing forward/looking FORward to the holiday!

**2** **18** Listen again and repeat.

## Talking about the future: present simple and present continuous

### Look!

The bus **leaves** at 6 o'clock tomorrow morning.  
 I'll call you when I **get** there.  
 We're **staying** in London for three days.

### Use

We can use the present simple and the present continuous to talk about the future.

We can use the present simple:

- for timetables and fixed events that the speaker cannot change.  
 What time **does** the train **arrive** on Monday?

- after time words such as *when, while, before, after, as soon as, until*.  
 I'll phone you **as soon as** I **arrive**.

We can use the present continuous:

- for arrangements that we have already made.  
 I'm **flying** to Mumbai on Tuesday.

For more information, see *Grammar database 10* on page 149.

### 1 Make questions using the present simple.



- when/be/the day trip  
 When is the day trip? \_\_\_\_\_
- what time/the ferry/leave  
 \_\_\_\_\_
- what time/the ferry/arrive  
 \_\_\_\_\_
- how long/the journey/take  
 \_\_\_\_\_
- what time/we/come back  
 \_\_\_\_\_
- how long/we have/on the island  
 \_\_\_\_\_

### 2 Look at the advert and write sentences to answer the questions in exercise 1.

#### Day trip to Mullin Island Next Monday!

Ferry from Southport: 9 o'clock  
 Arrive Mullin Island: 11 o'clock  
 Return to Southport: 5 o'clock

- It's next Monday. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 3 Put the verbs into the present continuous. Use short forms where possible.

- (1) \_\_\_\_\_ (we/go) to Mullin Island next Monday! (2) \_\_\_\_\_ (we/get up) early because (3) \_\_\_\_\_ (we/drive) to Southport to get the ferry. It leaves at 9 o'clock in the morning. The journey to Mullin Island takes two hours, and then (4) \_\_\_\_\_ (we/spend) the whole day there – about six hours. We leave Mullin Island at 5 o'clock. (5) \_\_\_\_\_ (I/definitely/go) swimming while I'm there! It'll be great fun!



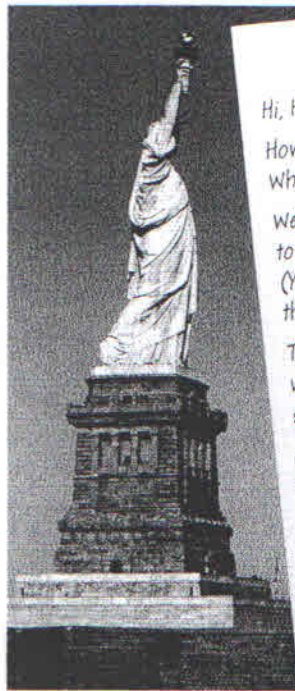
### HOMWORK!

Do exercises 1–4 on pages 34 and 35 of your Workbook.

# Writing

## Project: writing a postcard

1 → **KET** Read this postcard and make notes to answer the questions.



Hi, Helen!

How are you? I hope you're enjoying the summer holiday!  
What's the weather like in Newtown?

We're here in New York! It's fantastic! Yesterday we went to the Statue of Liberty. We climbed to the top! It was great! (You can see a picture of the Statue of Liberty on the front of this postcard.)

This morning, we're going to the Empire State Building. It's very, very big! That'll be fun! Then this afternoon we're going shopping. I'll buy you a present!

We're leaving New York tomorrow morning. We're going to Washington for two days. Maybe I'll see the President!

We get back on Friday. I'll call you as soon as I get home!

Bye for now!  
Lots of love,  
Natalie



Helen Little  
10 Meadow Road  
Newtown  
NT4 5GF  
UK

- |   |                                       |
|---|---------------------------------------|
| 1 Who wrote the postcard? _____             | 6 What will she buy? _____            |
| 2 Who is she sending the postcard to? _____ | 7 When is she leaving New York? _____ |
| 3 Where is Natalie now? _____               | 8 Where is she going next? _____      |
| 4 Where did she go yesterday? _____         | 9 How long will she stay there? _____ |
| 5 What's she doing this afternoon? _____    | 10 When does she get home? _____      |

2 Read the postcard again and match each part of the postcard with a statement.

- |   |                                  |
|---|----------------------------------|
| 1 This says where the writer is now. ____           | a Helen Little/10 Meadow Road... |
| 2 This says hello to the reader. ____               | b Hi Helen!                      |
| 3 This says what the writer is doing tomorrow. ____ | c How are you?                   |
| 4 This is the reader's address. ____                | d We're here in New York!        |
| 5 This says what the writer is doing today. ____    | e This morning,...               |
| 6 This says goodbye to the reader. ____             | f We're leaving...               |
| 7 This asks the reader a question. ____             | g We get back...                 |
| 8 This says when the writer will return home. ____  | h Bye for now!                   |

## Language Lab

Read these statements. Find and underline examples in the postcard.

- We use short forms when we're writing to a friend.
- We use exclamation marks to show excitement.
- We use question marks at the end of questions.
- We use phrases to say goodbye before we write our name at the end.



### HOMWORK!

Do exercises 1 and 2 on page 35 of your Workbook.

# Plan your project!

- 1** You are going to make and write a postcard. First of all, make notes to complete the information. Use your imagination!

|                     |   |
|---------------------|---|
| <b>Your friend</b>  | First name                                  |
|                     | Surname                                     |
|                     | Address                                     |
| <b>Your holiday</b> | Where are you now?                          |
|                     | Where did you go/What did you do yesterday? |
|                     | What are you going to do this morning?      |
|                     | What are you going to do this afternoon?    |
|                     | When are you leaving this place?            |
|                     | When will you get home?                     |

- 2** Complete the planner for your postcard.

| PLANNER                  |  |            |
|--------------------------|--|------------|
| Part of postcard         | Useful information   | Your notes |
| <b>Right side</b>        | First name + surname of your friend and your friend's full address   |            |
| <b>Left side: line 1</b> | Greet your friend (write his/her first name only).<br><i>Hi...</i><br><i>Dear...</i>                                       |            |
| <b>Paragraph 1</b>       | Ask your friend some questions.<br><i>How are you? I hope...</i><br><i>What/When, etc</i>                                  |            |
| <b>Paragraph 2</b>       | Say where you are. Say what it's like.<br>Say what you did yesterday.<br>Mention the picture on the front of the postcard. |            |
| <b>Paragraph 3</b>       | Say what you're doing today.   |            |
| <b>Paragraph 4</b>       | Say when you're leaving and what you're doing next.  |            |
| <b>Paragraph 5</b>       | Say when you get home.<br>Say what you'll do then.   |            |
| <b>Closing phrases</b>   | Say goodbye and express your love.<br><i>Bye! Bye for now! See you soon!</i><br><i>Lots of love, Love,</i>                 |            |
| <b>Your name</b>         | Your first name only   |            |

- 3** Draw or find a picture of the place or thing for the front of your postcard.
- 4** Make your project. Use the ideas in your planner and your picture to create a postcard. When you have all finished, why not display your projects on the wall?