

# What a beautiful place!



Read the following article and answer the questions.

## Stonehenge — an exciting place to visit

Stonehenge is a circle of giant stones that is situated on Salisbury Plain in the south of

5 England. This area is very flat as there are few hills, so the stone circle can be seen from a long way

10 away. It has interested

people for centuries because no one knows for certain how or why this amazing structure was built. However, as a result of the technique of **carbon-dating**, which can **analyse** the exact age of organic materials such as wood and soil, scientists have identified when it was put up. There

15 were three phases in the building of Stonehenge.

The first phase was started over 5,000 years ago. A circle was made using wood pillars, and was surrounded by a ditch the builders dug into the earth using tools made from animal bones. The soil from the ditch was then used to make a bank.

20 The second phase began 500 years later and on this occasion, the circle was made from bluestones that came from the Prescelli Mountains in South Wales over 380 kilometres away from Stonehenge. They were probably carried on floating platforms first on the sea and then up the River Avon, which flows across Salisbury Plain. Finally, these huge



### Vocabulary highlights

carbon-dating (n)  
analyse (v)

25 stones were taken out of the river and pulled across land. It was a great achievement because each stone was extremely heavy, weighing about five tonnes.



The third phase started over 4,300 years ago.

30 The bluestones were replaced by much larger sarsen or sand stones that came from the Marlborough

35 Downs only about 32 kilometres away. The upright

or **vertical** stones were joined together in pairs by a stone, known as a **lintel**, which was laid flat on top of two stones. The circle was designed so  
40 that the sun would shine right inside the circle on midsummer's day.

This design of the stone circle might seem to show that Stonehenge was built as a giant **sundial** or used to predict the future. However, the latest work by archaeologists (scientists who study the ancient past) shows that people at that time believed the site was a magical place where people  
45 who were very ill could come to get better.

Many people share the idea that the job of building Stonehenge was too difficult for the people who lived at that time to do on their own. They would have needed help from aliens who lived on other planets. Supporters of this theory claim that the area around Stonehenge has the  
50 largest number of sightings of unidentified flying objects (UFOs) in the whole of the United Kingdom. They are sure that Stonehenge is used as a guide when these travellers from other planets come to visit the Earth.

In my view, the reasons why Stonehenge was built still remain a mystery. The idea that it was built by aliens is not really believable. However, the  
55 way the stones are lined up so that the sun enters the stone circle on midsummer's day suggests that the builders knew a lot about how the sun, the moon and the planets moved in the sky. The most recent studies of Stonehenge seem to show that people came to the stone circle in order to be cured of their illnesses. There is still no complete answer as to why  
60 it was built. This is what makes Stonehenge such an exciting place for tourists from all over the world to visit.

### Vocabulary highlights

vertical (adj)  
lintel (n)  
sundial (n)

**A. Answer the questions using information from the article.**  
**For multiple-choice questions, blacken the circle under the corresponding letter.**

- Stonehenge has fascinated people because \_\_\_\_\_.  
 A. its exact origins are not known  
 B. of where it is  
 C. it has been carbon-dated  
 D. it was built in three phases
 

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Look at the word 'bank' in line 19. Now look at the dictionary entry for 'bank' below. Which meaning corresponds to the meaning in line 19?

**bank**

A. (n) soil used to raise the level of the ground, e.g., *The soldiers built a protective bank.*

B. (n) slope going up a hill, e.g., *They climbed up the bank to get a good view.*

C. (n) place to deposit and withdraw money, e.g., *She paid in the cheque at the bank.*

D. (n) system to store information, e.g., *The names are kept in the data bank.*

- |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A                     | B                     | C                     | D                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
- The second phase of the construction of Stonehenge started \_\_\_\_\_.  
 A. over 5,000 years ago  
 B. over 4,500 years ago  
 C. 4,300 years ago  
 D. 4,000 years ago
 

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
  - In the third phase of the construction of Stonehenge, the stones were \_\_\_\_\_.  
 A. brought to the site by sea  
 B. of a similar size to those in the second phase  
 C. all laid flat on the ground  
 D. arranged in a precise way
 

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Grammar Corner

## Indefinite pronouns

We use indefinite pronouns to refer to people or objects we do not know, or when we need to refer to people or objects in general without specifying one in particular.

### Referring to people

1. *Someone* and *somebody* refer to a non-specific person, and are followed by the third-person singular form of a verb.

*Someone* has left a book on the chair.

She is waiting for *somebody* to answer her question.

2. *Anyone* and *anybody* refer to people in general, and are followed by the third-person singular form of a verb.

*Anyone* can apply to join our book club.

If *anybody* touches the last slice of pizza, I will be very upset.

3. *No one* and *nobody* stress that no person is being referred to. *None* stresses that no specific person in a group is being referred to. *No one* and *nobody* are followed by the third-person singular form of a verb. *None* can be followed by the singular form (more formal) or plural form (more informal) of a verb.

*No one* goes to that restaurant because it serves bad food.

If *nobody* volunteers to go first, *someone* will be chosen at random.

*None* of the choir members know how to sing that song.

### Referring to objects

1. *Something* refers to a non-specific object, and is followed by the third-person singular form of a verb.

Look! *Something* is moving under the shelf.

We need *something* heavy to help flatten the sheets of paper.

2. *Anything* refers to any object or any object of a type, and is followed by the third-person singular form of a verb.

If *anything* passes by the camera, it will take a picture of it.

I don't feel like eating *anything* right now.

### Watch out!

*Someone*, *somebody*, and *something* cannot be the objects of negative statements.

✗ He won't listen to *someone*.

✗ I don't want to eat *something*.

✓ She did not hear *anything*.

### Watch out!

*No one*, *nobody*, *nothing* and *none* are already negative, and are not used with negative words like *not* or *never*.

✗ *Nobody* cannot use the elevator today.

✗ I don't hate *none* of those options.

✓ I've never seen *anything* stranger than that.



3. *Nothing* stresses that no object is being referred to. It is followed by the third-person singular form of a verb.

*I am sure that nothing here opens the locked box.*

*None* stresses that no specific object of a type is being referred to. When *none* is referring to an uncountable object, it is followed by a singular form of a verb. When it is referring to a plural object, it is followed by the singular form (more formal) or plural form (more informal) of a verb.

*None of my luggage fits into the overhead compartment.*

*None of my alarms can wake me up in the morning.*

**A. Complete the following sentences by underlining the most appropriate indefinite pronoun from the brackets.**

- We're lost, so Henson is going to ask ( something / someone / anybody ) for directions.
- You can choose ( anything / none / anyone ) from the prop closet to wear as your costume.
- If ( nothing / something / none ) of these shirts look good to you, I can show you more designs.
- Please pick ( anything / someone / none ) from the line to be your gym partner.
- James looks like ( nothing / something / anything ) is bothering him, so you should go talk to him.
- Caroline didn't tell ( no one / anyone / nobody ) that she was going hiking today.

**B. Complete the following sentences with the correct verbs from the box. Change the verbs to the correct form if necessary.**

drive      draw      see      come      ask      look      eat

- If anyone \_\_\_\_\_ this mess, tell them that we will clean it up later.
- Sandra always responds kindly when somebody \_\_\_\_\_ her for help.
- Nobody \_\_\_\_\_ at that food court because it has dirty tables.
- Every lunch break, somebody \_\_\_\_\_ a cartoon character on the blackboard.
- None of the cars \_\_\_\_\_ past this point because of the traffic accident up ahead.
- We shouldn't sell sandwiches because no one \_\_\_\_\_ to a bake sale for a full meal.
- None of the rice \_\_\_\_\_ usable anymore because of the mould.

C. Complete the comment section of this popular tourist spot's web page with suitable indefinite pronouns.



## Fushimi Inari Shrine



Address: 68 Fukakusa Yabunouchicho, Fushimi Ward, Kyoto, 612-0882, Japan

Hours: open 24 hours



This place is amazing. It doesn't matter if you're with (1) \_\_\_\_\_ or alone. If you find yourself in Kyoto, you have to visit the Fushimi Inari shrine. I have never seen (2) \_\_\_\_\_ more inspiring than the trail of hundreds of gates leading up the mountain.



What do you call these things again? They're called torii or (3) \_\_\_\_\_ right?



They're called torii gates. Anyway, I recommend to (4) \_\_\_\_\_ looking to visit the shrine to go as early as possible. I went at seven in the morning and there was almost (5) \_\_\_\_\_ there. I was able to take photos of (6) \_\_\_\_\_ I wanted without (7) \_\_\_\_\_ getting in the way. There are convenience stores nearby as well, so don't worry about bringing (8) \_\_\_\_\_ and just enjoy the visit.



Agreed. (9) \_\_\_\_\_ told me to go to Fushimi Inari at 5 a.m. to watch the sunrise. Let me tell you, (10) \_\_\_\_\_ of the sunrises I've ever seen were as beautiful as seeing the morning light shine through those torii gates.

# Listening Platform

Train your  
Integrated Skills

A. Jane took a trip to London with her friend Pam. Read the information they had collected before the trip.

## Data File

### 1. Flight ticket information

Outbound (Hong Kong to London)	Inbound (London to Hong Kong)
<b>British Airways</b> BA0028 Departs: Tue 29 Nov 01.10 Arrives: Tue 29 Nov 06.20	<b>British Airways</b> BA0032 Departs: Mon 05 Dec 23.45 Arrives: Tue 06 Dec 05.00
<b>Thai Airways</b> TG0039 Departs: Tue 29 Nov 08.15 Arrives: Tue 29 Nov 13.35	<b>Thai Airways</b> TG0057 Departs: Mon 05 Dec 21.05 Arrives: Tue 06 Dec 17.15
<b>Qantas Airways</b> QF0033 Departs: Tue 29 Nov 08.00 Arrives: Tue 29 Nov 12.30	<b>Qantas Airways</b> QF0029 Departs: Mon 05 Dec 12.30 Arrives: Tue 06 Dec 08.20

### 2. Hotel information

#### The Royal Hotel

The Royal Hotel is a 3-star metro hotel, which is centrally located in the heart of London's fashionable Kensington and Chelsea districts. Within walking distance to London's magnificent parks, museums and other places of interest, it is also a short distance away from shopping at the world famous Harrods, Oxford, Regents and Bond Street.

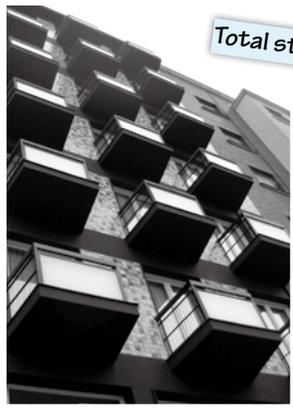
#### Leisure facilities:

- Indoor swimming pool
- Sauna
- Wi-Fi\*

\* May incur an additional cost

Total stay from HKD 7,070





Total stay from HKD 7,080

## Queen Mary Hotel

Queen Mary Hotel is a 3-star hotel. Centrally located near Hyde Park, this hotel provides easy access to the main attractions of the capital and only a two-minute walk to the tube. After a busy day exploring bustling London, relax at the hotel's indoor swimming pool and sauna or treat yourself at the restaurant.

### Hotel facilities:

- Airport transfers\*
- Free newspapers
- Launderette
- Indoor swimming pool
- Wi-Fi

\* May incur an additional cost

### Room facilities:

- Cable television
- Complimentary toiletries
- Tea / coffee facilities

## WESTERN CLOSE HOTEL & SPA

The Western Close Hotel & Spa is a 4-star hotel located in the heart of Western Street. It is conveniently close to the prestigious shops of the West End. The Western Close Hotel & Spa provides its guests with modern, bright and well appointed en-suite bedrooms and lets them enjoy a greater degree of comfort.



Total stay from HKD 10,820

### Hotel facilities:

- Room service
- Airport shuttle service (on request)\*
- Dry cleaning\*
- Wi-Fi
- Laundry\*
- Sauna\*

\* May incur an additional cost

### Leisure facilities:

- Beauty salon\*
- Fitness centre\*
- Health club and spa\*
- Indoor swimming pool\*
- Massage\*

### 3. Tourist leaflet

## *Enjoy a one-day sightseeing tour in London by Lucky Travel*

### HIGHLIGHTS:

- \* Photo stop at Westminster Abbey
- \* See the Changing of the Guard at Buckingham Palace
- \* Visit Covent Garden
- \* Entry to the Tower of London
- \* Flight on the London Eye



### **Panoramic Tour of London's West End**

Our day begins with a drive past many of London's famous monuments — the Houses of Parliament with Big Ben and Downing Street, the official London residence of the British Prime Minister.

### **Buckingham Palace and Changing of the Guard**

We alight at Buckingham Palace to witness the Queen's Foot Guard in their red tunics and bearskins marching to the accompaniment of a military band — a colourful spectacle. (Or we will visit Horse Guards Parade when this ceremony is not available.)



### **Walking Tour of Covent Garden**

In the afternoon, we enjoy a walking tour of vibrant Covent Garden — a wonderful Italian style piazza lined with shops, street entertainers and restaurants in the heart of London's theatre district.

B. Listen to the conversation between Jane and Pam when they were planning their trip. Complete the email that Jane sends to her friend Nancy, telling her about their trip. Use the information from the conversation and the Data File.



Audio

To: Nancy@happymail.com  
 From: Jane@gotohk.com  
 Subject: Trip to London  
 Date: 7 Dec 20\_\_

Hi Nancy,

How are you? We've just got back from London and I can't wait to tell you about our trip. We flew with (1) \_\_\_\_\_ Airways and arrived in London at around (2) \_\_\_\_\_ in the afternoon. We were very tired because we could hardly sleep on the plane. We were so excited!

We stayed in the (3) \_\_\_\_\_ Hotel, which is really close to the (4) \_\_\_\_\_, so we could always take the underground train. It's really convenient and it saved us a lot of time.

We joined a tour in London organized by (5) \_\_\_\_\_ and it lasted for the whole (6) \_\_\_\_\_. It began with a drive past many of London's famous places, such as Downing Street, where the (7) \_\_\_\_\_ lives, and (8) \_\_\_\_\_. We took a lot of beautiful (9) \_\_\_\_\_ at Westminster Abbey because the buildings are so magnificent there. Unfortunately, there was no Changing of the Guard that day and so, we went to the (10) \_\_\_\_\_ instead. In the afternoon, we had a very enjoyable walk in (11) \_\_\_\_\_ and saw a lot of interesting (12) \_\_\_\_\_ performing in the streets. Pam bought a beautiful backpack and I got a lovely handmade necklace there.

I also visited my (13) \_\_\_\_\_ in Cambridge, and Pam visited her uncle. We had a great time!

Love,  
 Jane

# Writing Platform

## Picture composition

When we are asked to write a picture composition, we can take the following steps:

### 1. Understand the pictures

We need to look at the pictures carefully and understand each picture. We can use *wh*-questions to understand the pictures.

- Who are in the pictures?
- What is happening?
- Why is it happening?
- When is the event taking place?
- Where is the event taking place?
- How do the people feel?
- What happens at the end? (If the last picture is a question mark, we have to think of our own ending.)

### 2. Write the story

We need to think about the following elements when we plan and write a story.

- (a) The setting (the place and time) — We describe the place and time in which the story takes place.

*One day during the long summer holiday, Peter and his friend Mary went hiking in the countryside.*

- (b) The characters (the people in the story) — We can describe the characters' appearances and how they think and feel.

*Peter was very happy and excited.*

- (c) The plot (the storyline or the sequence of events in the story) — We need to describe the events of the story and include details. We also need to write the story in a logical and organized way.

*Suddenly, Mary saw a green snake crawling towards Peter.*

- (d) The dialogue (what the people in the story say to each other to make the story interesting).

*Peter was frightened and shouted, 'Help! I can't move!'  
Mary said, 'Peter, calm down.'*



### Watch out!

We often write stories in the past tense.

Use suitable verbs, adjectives and adverbs to make our story more interesting and exciting.

A. Look at the following pictures about King Devo. He saved a plane and defeated the villains Miss Acrobat and Mr Clown. Match the dialogues with the pictures. Write the numbers (1–8) in the spaces provided.



- A. 'You succeeded this time, King Devo, but just you wait!'  
'I know you can do it, Miss Acrobat — you are my hero.'
- B. 'You have saved the plane — thank you!'  
'Wow, you have saved so many people's lives! You're a real superhero!'
- C. 'I can't breathe.'  
'I think I'm going to faint.'
- D. 'Oh no! The plane is going to crash into the IFC building!'  
'Ah ... nothing can save it now!'
- E. 'Climb another 1,000 metres and then head west. Keep the nose up.'  
'Devo — you've done it again. The plane is responding to your voice.'
- F. 'This gas is now in the cockpit — sleep well, boys and girls!'  
'Bye-bye everyone. Safe journey — not!!'
- G. 'Wow — what happened?'  
'It's all right now. Look — there's the airport.'
- H. 'Only another 10 minutes to landing. Inform the cabin crew.'  
'Cabin crew — 10 minutes to landing.'

---



---



---



---



---



---



---



---



---



---

**B. Write the story using the pictures in Exercise A.**

**Step 1** Understanding the writing question

1. **What** is the story about?

How King Devo saved \_\_\_\_\_

2. **Who** are the main characters?

\_\_\_\_\_

**Step 2** Brainstorming the main points

**Paragraph 1: Beginning**

3. **When** and **where** was the story set?

On a summer (  morning /  afternoon ), \_\_\_\_\_.

**Paragraphs 2–4: Middle**

4. **What** did Miss Acrobat and Mr Clown plan to do?

To get \_\_\_\_\_ into the cockpit of this flight.

5. **What** happened to the pilots and the plane?

The pilots \_\_\_\_\_ and the plane \_\_\_\_\_.

6. **What** did King Devo do when he saw what happened?

He \_\_\_\_\_ to get the plane under control.

**Paragraphs 5–6 : Ending**

7. **What** happened to the pilots and the plane afterwards?

The pilots regained consciousness and \_\_\_\_\_.

8. **How** did the people react to what King Devo had done?

\_\_\_\_\_

9. **How** did Miss Acrobat and Mr Clown feel? **Why**?

They felt \_\_\_\_\_ because their plan \_\_\_\_\_.

Complete your picture composition using information from 1–9 on p.20.

## King Devo landed a plane — with his voice!

On a \_\_\_\_\_, Flight VG 212 from \_\_\_\_\_ came in to land at Hong Kong. The pilots prepared for the landing as usual.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The pilots on the plane started to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

King Devo \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Soon the pilots \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Miss Acrobat \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Beginning (Paragraph 1)

Setting of the story

### Middle (Paragraphs 2-4)

Events happened in the story

### Ending (Paragraphs 5-6)

# Express Yourself Platform

## Asking for and giving information

### I. Asking and telling the way

When we go travelling, we may get lost and need someone's help.

A. *Can you put the lines in the dialogues in a logical order? Write the letters in the spaces provided.*

#### Situation 1

- |   |                |
|---|----------------|
| A. Is it far?   | Tourist: _____ |
| B. Excuse me. Can you tell me where Nathan Road is, please? | Helper: _____  |
| C. You're welcome.  | Tourist: _____ |
| D. No, it's only about 5 minutes' walk.                     | Helper: _____  |
| E. Many thanks.   | Tourist: _____ |
| F. Take the second on the left and then ask again.          | Helper: _____  |

**Watch out!**  
 'Take the second' means 'take the second turning'.

#### Situation 2

- |   |                |
|---|----------------|
| A. Will it take long to get there?  | Tourist: _____ |
| B. You're welcome.  | Helper: _____  |
| C. Turn round and turn left at the traffic lights.                                  | Tourist: _____ |
| D. No, it's no distance at all.   | Helper: _____  |
| E. Excuse me, please. Could you tell me the way to the nearest MTR station, please? | Tourist: _____ |
| F. Thank you.   | Helper: _____  |

#### Situation 3

- |   |                |
|---|----------------|
| A. It's a pleasure.   | Tourist: _____ |
| B. No, it takes less than 10 minutes to walk there.                   | Helper: _____  |
| C. Thanks a lot indeed.   | Tourist: _____ |
| D. Should I take a bus?   | Helper: _____  |
| E. Take the third on the right and go straight on. You can't miss it. | Tourist: _____ |
| F. Excuse me. I'm trying to find the Easy Department Store.           | Helper: _____  |

**Watch out!**  
 'You can't miss it' means 'you'll surely find it'.

# Across the Curriculum

Life and Society

A. *Quality of life can be seen from different perspectives. When we improve one aspect, will another aspect be sacrificed? Read the following article to find out.*

## The Hong Kong–Shenzhen–Guangzhou Express Rail Link (XRL)

Opened in 2018, the 142-kilometre Guangzhou-Shenzhen-Hong Kong Express Rail Link (XRL) connects Hong Kong to the high-speed rail network in mainland China. It cuts the journey time between Hong Kong and the Pearl River **Delta** Region, which helps promote business and tourism.



However, many people opposed the project at first. Firstly, they thought it was unnecessarily expensive as there was already an efficient train service connecting Hong Kong to Shenzhen and Guangzhou. Secondly, they believed it would damage the environment, as the route of the train passed through **conservation** areas such as country parks.

An Environmental **Impact** Assessment (EIA) was therefore used to make sure the damage to the ecology was kept to a minimum. The project included 26 km of underground railway, which left areas such as the Wetland Conservation Area untouched. Any construction work which was done above the ground were in places with lower **ecological** value. Green organizations had also been invited to help in the development of **sustainable** systems to protect the environment.

Although the construction disrupted the lives of residents who lived on the route of the rail line and had negative impacts on the ecology and natural habitats, the high-speed rail does have environmental benefits. It is more energy efficient than other forms of transport. In addition, the energy consumption of a high-speed train is just one-sixth that of an aeroplane. The **emission** of harmful carbon dioxide is also lower.

### Vocabulary highlights

delta (n)  
 conservation (n)  
 impact (n)  
 ecological (adj)  
 sustainable (adj)  
 emission (n)

B. Complete the following table using information from the text.

Reasons for the construction of the XRL	Reasons why many people opposed the construction of the XRL at first
<ul style="list-style-type: none"> <li>It reduces the (1) _____ time between Hong Kong and the Pearl River Delta Region.</li> <li>It helps promote (2) _____ and (3) _____.</li> <li>It is more (4) _____ efficient than other forms of transport.</li> <li>It uses (5) _____ energy and emits less (6) _____ than aeroplanes.</li> </ul>	<ul style="list-style-type: none"> <li>The cost was too (7) _____.</li> <li>The rail was not (8) _____ (we already have trains connecting Hong Kong to Shenzhen and Guangzhou).</li> <li>It would damage (9) _____ areas such as country parks.</li> <li>It would disrupt the lives of (10) _____ who lived along the route.</li> <li>It had negative effects on the (11) _____ and natural (12) _____.</li> </ul>



Record your performance in the table below.

Skill	Your score	Total
1. <b>Reading Platform:</b> Reading an article		24
2. <b>Grammar Corner:</b> Using indefinite pronouns, active and passive voice		44
3. <b>Listening Platform:</b> Listening to the planning of a trip		13
4. <b>Writing Platform:</b> Writing a picture composition		8
5. <b>Express Yourself Platform:</b> Asking for and giving information		30
6. <b>Across the Curriculum:</b> Learning about Life and Society		12
Total		131

Overall performance

106–131: Excellent	92–105: Very good	79–91: Good
66–78: Average	0–65: Need to work harder	