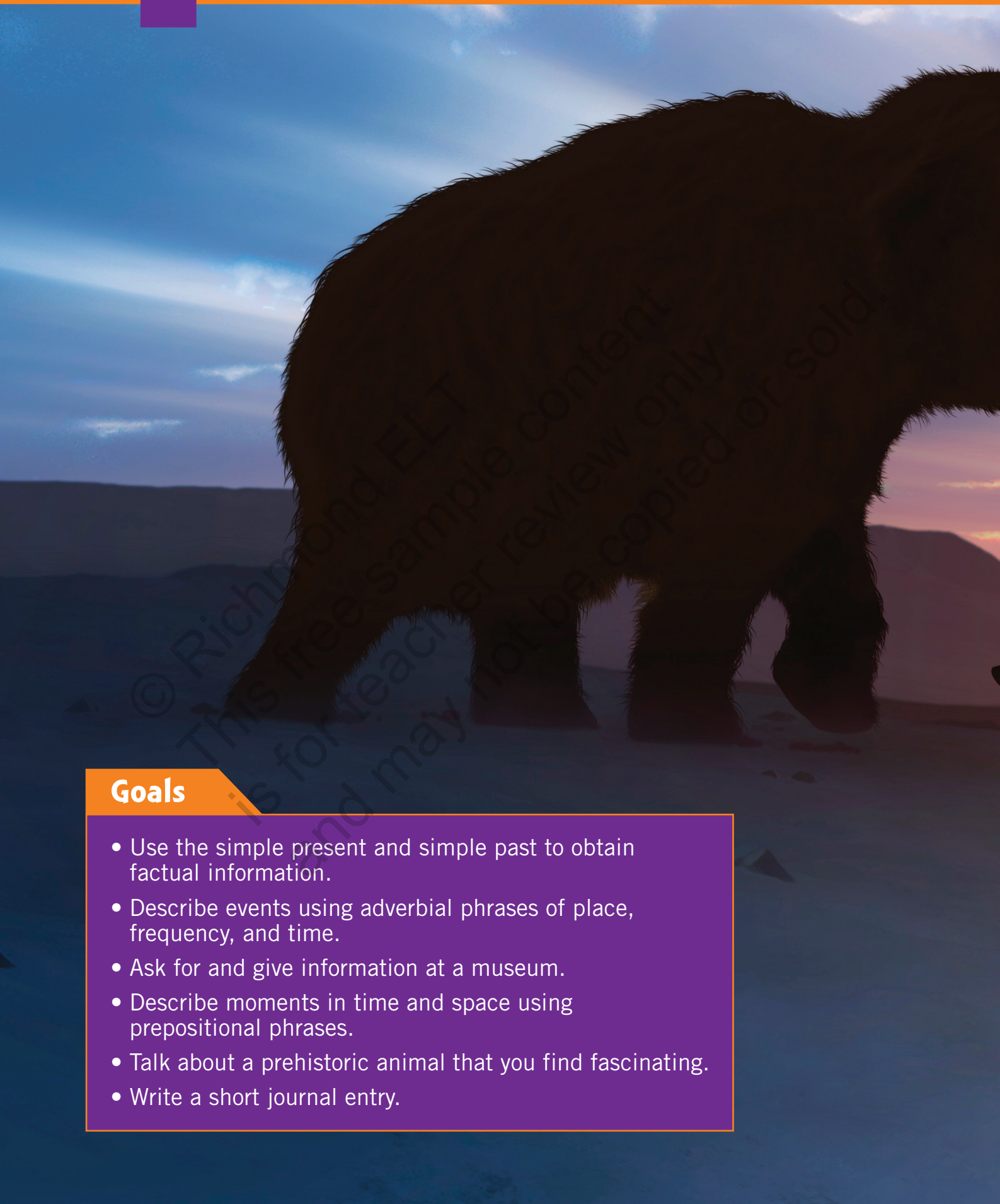
1 Following Tracks



Goals

- Use the simple present and simple past to obtain factual information.
- Describe events using adverbial phrases of place, frequency, and time.
- Ask for and give information at a museum.
- Describe moments in time and space using prepositional phrases.
- Talk about a prehistoric animal that you find fascinating.
- Write a short journal entry.

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- Do you know the animals in the image? What are they called?
- What was life like for humans when these animals roamed the Earth?
- How do we know what happened millions of years ago?
- What prehistoric animal would you like to see alive? Why?

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1. Match the words to their definitions.

a. anthropologist	**b.** archaeologist	**c.** paleontologist	**d.** geneticist

____ a scientist who studies human societies, cultures, and individuals. They understand the habits, behaviors, and beliefs of communities by means of interviews, observation, and ethnography.

____ a scientist who analyzes genes (short sections of DNA) to explain how children get their parents' traits, helps prevent inherited diseases, and contributes to the study of human evolution.

____ a scientist who examines ***fossils*** of different forms of life that have existed over millions of years to find out their history and evolution.

____ a scientist who researches the history of human societies, including prehistoric periods such as the Stone Age or the Bronze Age. They conduct excavations to ***delve into*** tools, buildings, artifacts, and human remains to gain insights of ancient peoples.

Quick note!

fossils = remains or traces of plants and animals that lived a long time ago

delve into = to do a careful and detailed search

2. Read and highlight the correct options. Then, complete the picture captions.

a. In the mid-1970s, American paleontologist John Robert Horner *discovered* / *created* / *provided* a new dinosaur type which he called ***Maiasaura***. He *planned* / *worked* / *was* as the technical consultant for the first five *Jurassic Park* films.

b. American anthropologist Margaret Mead *did* / *went* / *took* fieldwork in American Samoa between 1925 and 1926, and between 1928 and 1939; she also *attended* / *traveled* / *studied* other cultures in New Guinea and Bali.

c. Swedish geneticist Svante Pääbo *had* / *lost* / *won* the Nobel Prize in Medicine in 2022 for both sequencing the ***genome*** of the Neanderthal and discovering a previously unknown hominin, Denisova.

d. Archaeologists *prepared* / *took* / *sent* the ***dig site*** with the proper equipment to excavate artifacts. Yesterday, they *played* / *discovered* / *grew* some fossils of an unknown predator species.

Quick note!

Maiasaura

genome = the complete set of genes that allow a living organism to grow and develop

dig site = an area where archaeological excavations take place

Svante Pääbo with a model of a Neanderthal skull.

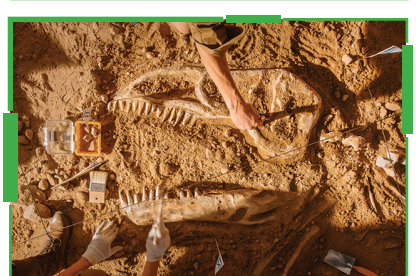
_____

Margaret Mead in her office.

_____

John Robert Horner at the *Jurassic World* premiere.

Archaeologists at a _____.



They discovered a dinosaur _____.

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3. Listen and mark (✓) *T* (True) or *F* (False).

	T	F
a. Svante Pääbo was born in 1955 in Stockholm, Sweden.	✓	
b. He teaches molecular evolutionary biology.		
c. Paleogenetics studies 21st-century humans.		
d. His mother was a Swedish geneticist.		
e. His mother transmitted to him her fascination with animals.		
f. When he was a kid, he wanted to be an Egyptologist.		
g. He believes that there is 60% to 70% of the Neanderthal genome in living humans.		
h. He states that Neanderthals were brutish individuals.		
i. People who inherited a specific Neanderthal chromosome variant don't feel any pain.		

Your grammar: simple present and simple past

4. Read and complete the statements.

a. Use _____*don't*_____ and _____ to make negative sentences in the simple present with verbs different from *to be*. Use _____ for the personal pronouns *he*, *she*, and *it*.

b. Use _____ to make negative sentences in the simple past with verbs different from *to be*. Use it for all the _____.

c. In negative sentences, the _____ remains in its base form when going next to the auxiliary verbs *don't*, *doesn't*, and *didn't*.

Quick note!

- Zahi Hawass is an archaeologist and Egyptologist.
- He conducts excavations to understand the past.
- He doesn't work for the British Museum.
- Egyptologists study all aspects of ancient Egypt.
- Archaeologists don't hunt for treasures.
- Zahi Hawass was born in Egypt in 1945.
- He went to the USA to do a Master's in Egyptology.
- He didn't believe that aliens built the pyramids.
- Some native people didn't like archaeologists.

Challenge!

Which are the most famous archaeological sites in your country? Discuss.

5. Listen again and correct the false sentences from exercise 3.

- Paleogenetics doesn't study 21st-century humans. It studies _____
- _____
- _____
- _____
- _____

6. Pair work. Search for more information about the scientists mentioned in this lesson. Then, ask and answer questions.

Where did American paleontologist John Robert Horner discover Maiasaura?

Did Margaret Mead study the Stone Age? Was she French?

Where did Svante Pääbo find the fossils of Denisova?

What remarkable findings did Margaret Mead make?

Quick note!

Yes/No questions

- *Was*/*Were*/*Is*/*Are* + subject + verb + compl. + ?
- *Did*/*Do*/*Does* + subject + verb + compl. + ?

Wh-questions

- *Who* + to be / verb + compl. + ?
- *Wh-* + did/do/does + subject + verb + compl. + ?

Checkpoint I can use the simple present and simple past to obtain factual information.

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Your grammar: adverbial phrases (place, frequency, time)

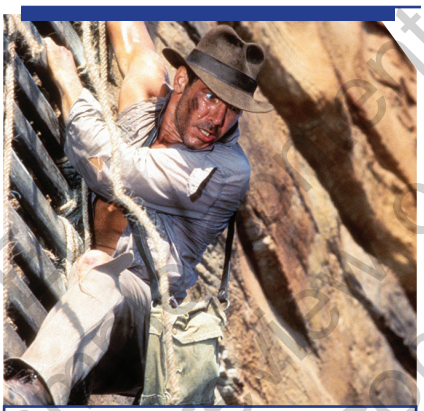
1. Pair work. Look at some scenes from the *Indiana Jones* films. Answer the questions using the words in the ***Quick note!*** box.

a. Is Indy looking sideways while running away?

b. Does Indy have somewhere to go?

c. Is Indy in the USA?

d. They asked: "Why isn't Indy over here with us?"



e. Where is Indy?

Quick note!

- **far away** = in a very distant place
- **over here** = near you, in the specific place you are. Use it to get the attention of someone who is at a distance.
- **over there** = far from where you are
- **backward and forward** = behind you and in front of you
- **nowhere to go** = not in or at any place

2. Highlight the correct options to complete the statements about the scenes above.

a. That's a scene from *Raiders of the Lost Ark*. Indy is looking *backward and forward* / *over here* to avoid being crushed by a big and heavy stone in an ancient Peruvian temple.

b. That's a scene from *Indiana Jones and the Last Crusade*, in which the archaeologist has *nowhere to go* / *over there* because his bag got stuck in a tank's gun.

c. Indiana Jones is a professor of archaeology at Princeton, in New Jersey, but he often travels *over there* / *far away* from home to solve mysteries.

d. Willie and Shorty cried: "Indy, come *over there* / *over here* and save us!"

e. Look! Indy is *over there* / *far way*! He's climbing the wall!

Quick note!

Adverbial phrases of place

- They usually go after a verb.
  -He has nowhere to go.
  -They went far away looking for new adventures.
- They can go after the object of a sentence, too.
  He's climbing the hill over there.

3. Pair work. Create and share short descriptions of the scenes in exercise 1.

Apparently, Willie and Shorty have nowhere to go.

He's climbing a wall while looking down and sideways.

He's far away from home, maybe in India.

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4. Complete with the correct adverbial phrases from the ***Quick note!*** box.

A Day in the Life of an Archaeologist

Is being an archaeologist a non-stop adventure like an *Indiana Jones* film? Not all the time, but still it's definitely a passionate job! We're like detectives who work outdoors and indoors with incomplete clues!

I'm an archaeology student. My name's Pat and I'm going to tell you what it's like to work at a dig site. **(a)** _____ is different because I participate in multiple tasks. We get up at 7 AM, and have a big breakfast **(b)** _____. Then, the hands-on excavation work begins. I ***have mixed feelings*** about this activity, to be honest. It's exciting, but physically challenging! We dig into the ground to discover artifacts like knives or arrowheads. We can also find fossils, animal or human bones, or broken pieces of pottery. We use different shovels to dig, and then we take pictures or draw what we see. **(c)** _____, I send soil samples to the laboratory, and **(d)** _____, after a cup of tea, we get together to analyze our findings and test our hypotheses about what life was like in ancient times!

Quick note!

Adverbial phrases of frequency

- **every day** = daily
- **every morning** = each morning
- **each afternoon** = all the afternoons
- **once a day** = one time every day
  -Every morning he has a healthy breakfast.
  -He drives his car once a day.

Quick note!

have mixed feelings = to not feel sure whether you like something or not

5. Answer using the adverbial phrases from above or the ones in the box. Then, share.

a. Do you do something different every day? If so, what?

_____

b. How often do you get up at 7 AM?

_____

c. How often do you have a cup of tea?

_____

d. What do you do once a day?

_____

- from time to time
- often/seldom
- once in a while
- several times
- twice a day/week

6. Match the two columns to know about a Spanish archaeologist.

a. These days
b. This Monday
c. last month
d. tomorrow night

- ____, Enrique Baquedano has a full schedule: two meetings with his research teams, a lunch meeting with some investors, and he's going to give a conference.
- ____, he's the director of the Archaeological and Paleontological Museum of the Community of Madrid.
- He's going to travel to England ____.
- He published his new book about Neanderthals' symbolic capacity ____.

Quick note!

Adverbial phrases of time

- Use them to say ***when*** something happens.
- They can go either at the beginning of a sentence or at the end:
  -Last month, he went to a dig site.
  -She gave a presentation yesterday.

7. Pair work. Imagine and contrast the lives of Indiana Jones and Enrique Baquedano.

Indiana Jones and Enrique Baquedano work indoors and outdoors. Both of them travel abroad.

From time to time, Indy fights villains while Baquedano has meetings and conferences. These days, Indy has a new adventure, and Baquedano has a lunch meeting.

Checkpoint I can describe events using adverbial phrases of place, frequency, and time.

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Your grammar: prepositional phrases of time

1. Read the blog entry and answer the questions below.

BLOG DESTINATIONS TRAVEL STYLES ACCOMMODATION SHOP ABOUT

Some Days in France

*We're having **the time of our lives**! We arrived last Saturday, **at** noon. Paris **in** winter is lovely! We stayed there **for** a week. **On** Christmas Eve, we ate foie gras. The days are shorter **in** December, so we got up **at** 7:00 AM every day! Now we're visiting some friends in the department of Dordogne, in the southwest. This pic is from Lascaux cave, where you can see prehistoric art on the rock walls, especially paintings of bulls, deer, and horses. It's awesome! I'll be back **in** two weeks.*

Posted:
December 31

By Carol

a. Did Carol arrive in France at midnight? No, she didn't. She arrived last Saturday at noon.

b. Did she travel in summer? _____

c. When did she eat foie gras? _____

d. How long did she stay in Paris? _____

e. What time did she get up every day? _____

Quick note!

the time of our lives = the best and most enjoyable experience ever

Believe it or not...

Not all the countries experience the four seasons (winter, spring, summer, and fall). In equatorial countries, there are two seasons: dry and wet.

Quick note!

- **in** + **season** = *in winter*
- **in** + **year** = *in 1983*
- **in** + **month** = *in June*
- **at** + **noun** = *at noon*
- **on** + **day** = *on Christmas Eve*
- **for** + **article** + **period of time** = *for a week*

2. Listen and complete with the information you hear.

a. The Cave of the Hands is in Argentina. Explorers started writing about this site in the 1940s. Archaeological research in this site began _____. It's better to visit it _____, ideally _____, when the climate in the area is warmer and drier.

IvanGrabilin / Shutterstock.com

b. Located in Tanzania, Africa, the Olduvai Gorge Museum exhibits the earliest evidence of the existence of human ancestors. My uncle moved to Tanzania in 2022 _____ because of his job. He visited this museum _____ of the long dry season _____. It opens very early, _____.

c. Stonehenge, a prehistoric monument, is located on Salisbury Plain in Wiltshire, England. _____, there are nice family activities. Each year many people go to observe the spring equinox. My cousin Paula went there _____, 2023. It was a sunny day!

3. Complete with *in*, *at*, or *on*.

a. Use _____ + days of the week and complete dates.

b. Use _____ + a period of time: years, seasons, months, and longer periods of time.

c. Use _____ + specific times: hours, a period of time during the year, and the expression *at the age of…*

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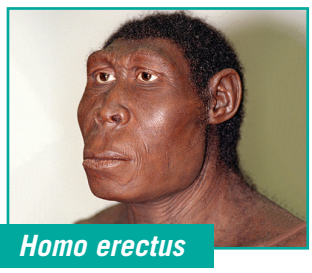
4. Listen and mark (✓) the correct answers.



Homo erectus

a. Where were they from?

___ Asia and Europe

✓ Africa

___ America

b. Their fossils were discovered in...

___ France.

___ China.

___ Indonesia.

c. The *Homo erectus* was the first species to...

___ sculpt statuettes.

___ control fire.

___ understand the properties of stones.

frantic00 / Shutterstock.com

Neanderthal

d. Where did they live?

___ Asia and Europe

___ Africa

___ America

e. Their fossils let scientists reconstruct their...

___ skeletons.

___ genome.

___ DNA.

f. The Neanderthal species...

___ sculpted statuettes.

___ controlled fire.

___ understood the properties of stones.

Cro-Magnon

g. What did they use as shelter?

___ caves

___ trees

___ tents

h. Louis Lartet discovered the first fossil, a skull, in...

___ China.

___ France.

___ Indonesia.

i. The Cro-Magnon men...

___ sculpted statuettes.

___ controlled fire.

___ understood the properties of stones.

Useful English: asking for information at the museum

5. Order the conversation from 1 to 11 and highlight the expressions used to ask for information. Then, listen and check.

(1) **Guide:** What can I do for you?

( ) **Tim:** Do you have any audio guides available for the exhibition?

( ) **Tim:** Could you tell me where the exhibition of prehistoric art is?

( ) **Guide:** Sure! It's on the second floor. The stairs are on your right.

(5) **Guide:** I'm afraid we don't. But there's a printed guide available.

( ) **Guide:** As far as I know, there aren't any. But let me see…

( ) **Tim:** That would be great! Oh, please, what time does the museum close today?

( ) **Tim:** Are there upcoming events related to this exhibition?

( ) **Tim:** One last question, can I take some pictures?

( ) **Guide:** At 7:00 PM.

(11) **Guide:** Well, it depends on the type of art that's on display. But no flash, please.

Quick note!

Other expressions to ask for information at a museum are:

- *Do you know where…?*
- *Do you offer guided tours?*
- *Are there any brochures or guided tours available?*
- *Is photography allowed in this gallery?*

6. Pair work. Role-play a conversation at the museum using the previous model.

Checkpoint I can ask for and give information at a museum.

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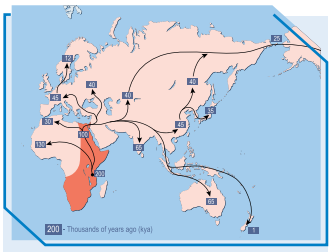
Your grammar: prepositional phrases of movement and place

1. Read and underline the prepositional phrases of movement and place.



a. *Homo erectus* migrated to Europe 2 million years ago.

b. A *Homo erectus* man goes into the cave.

c. A Neanderthal walks through the tunnel.

d. A *Homo erectus* man walks along the valley.

e. A *Tyrannosaurus Rex* charges toward an *Alamosaurus*.

f. A group of Neanderthals are moving around a bison.

g. Two *Yangchuanosaurus* run across the river.

2. Complete the rules based on the previous exercise.

a. Use **prepositional phrases of movement** to describe the change from _____ place/direction to _____.

b. The structure of a **prepositional phrase of movement** goes as follows:

_____ + _____

- ~~describe~~
- preposition
- another
- noun
- one

3. Complete with the phrases in the box.

- toward each other
- across the Atlantic
- around their shell
- to Madrid
- into its mouth
- ~~in Argentina~~

Megatherium Americanum is an extinct species of giant ground sloth. Its fossils were discovered in 1987, **(a)** in Argentina, but they traveled **(b)** _____ because explorers took them **(c)** _____. This sloth weighed 4 tons and measured 6 meters in length. It used its long tongue to put leaves **(d)** _____.

Known as giant armadillos, *Glyptodons* lived 11,000 years ago in South America. They could dwell in warm and humid areas, but also in cold ones. They were as big as a Volkswagen Beetle, so predators could not close their jaws **(e)** _____ because of its great size. When territorial disputes occurred, they charged **(f)** _____.

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4. Read, circle the correct options, and match.

a. The child is *in* / *at* / *on* the dinosaur's mouth.

b. The Velociraptor is *in* / *at* / *on* the entrance of the cave in the Universal Studios Hollywood Park.

c. The Triceratops is *in* / *at* / *on* the ground in a scene from the film *Jurassic Park*.

d. The actors of *Jurassic Park* are *in* / *at* / *on* the building.

e. The logo of *Jurassic World: Fallen Kingdom* is projected *in* / *at* / *on* the wall of a building in London.

a

Dziurek / Shutterstock.com

5. Read and complete with *on*, *in*, and *at*.

Jurassic Park, later known as *Jurassic World*, is one of the biggest sci-fi movie franchises of all time! There are two trilogies, novels, comics, TV series, and theme parks! *Jurassic Park* made its debut in 1993 with the film directed by Steven Spielberg, and in 2015 a new set of movies appeared: *Jurassic World*. Some of the films take place **(a)** _____on_____ a fictional island located off the Pacific coast of Central America, but some of their real filming locations were **(b)** _____ Hawaii, **(c)** _____ a small island called Kauai. Nighttime scenes and interiors were filmed **(d)** _____ a soundstage, **(e)** _____ Universal Studios, **(f)** _____ Hollywood.

Fans also visit the theme parks, which you can find all over the world. **(g)** _____ the Universal Orlando Resort, **(h)** _____ Florida, for example, visitors can choose among paleontology expeditions, exciting games, and water rides.

Quick note!

Prepositional phrases of place

- Use *in* to indicate that a noun it's inside an enclosed space: *We were in a cave*.
- *At* refers to a point or to general vicinity: *She was at the museum*.
- Use *on* to signal that a noun is above something else and touching it: *He's standing on a big rock*.

6. Write an email about a prehistoric site. Include the prepositional phrases of time and place studied in this lesson.

Pronunciation: vowel reduction to the schwa sound /ə/

7. Listen and highlight the unstressed vowel that sounds as a /ə/.

a. season **b.** winter **c.** awesome **d.** cousin

e. summer **f.** autumn **g.** ancestor **h.** fossil

Quick note!

The vowel in an unstressed syllable is often reduced to /ə/.

Checkpoint I can describe moments in time and space using prepositional phrases.

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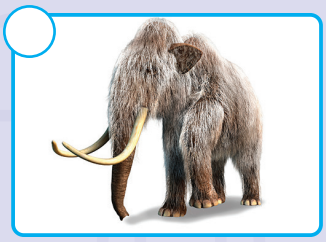
Listening and Speaking

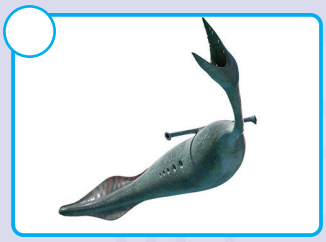
1. Listen and match.

a. Ryan

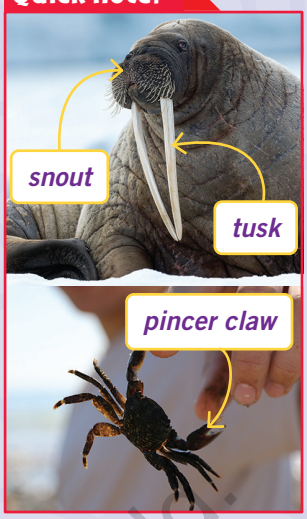
b. Agustina

c. Maria





Quick note!



2. Listen again and label *WO* (Woolly mammoth), *TU* (Tully monster), or *JA* (Jaekelopterus).

• large tusks	_____	• 2 - 3 m long	JA	• tiny ears	_____
• pincer claws	_____	• multiple limbs	_____	• snail-like body	_____
• about 30 cm long	_____	• more than 3 m tall	_____	• snout with claws	TU
• plants, mainly grass	WO	• primitive squids	_____	• jellyfish and shrimp	_____

3. Pair work. Look at the pictures and discuss the questions below. Then, search the web to check your guesses.

- Which creature do you find the most fascinating? Why?
- Which animals living today may come from it? Why?
- How large do you think it was?
- What climate do you think it lived through?
- What did it eat?

Checkpoint I can talk about a prehistoric animal that I find fascinating.

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WB, page 8

13 CLIMATE ACTION

Video

Flashcards

Before reading

1. Pair work. Look at the images in the text and list similarities and differences between Neanderthals and today's humans in your notebooks.

While reading

2. Read the text. Mark with a star (*) the most important ideas, and use an exclamation mark (!) for those facts that you find surprising.

NEANDERTHALS:

How Close Are We to Our Extinct Relatives?

Guillermo Altares

The differences between *Homo sapiens* and Neanderthals appear to grow ever slighter. As scientists prove that we have more in common with those once considered distant cousins of humans, there is new writing on the topic.

"Neanderthals fascinate us for the same reason that science fiction fascinates us—because they are another version of ourselves," says paleoanthropologist Juan Luis Arsuaga in a phone interview. "Everything indicates that they had the same intelligence as we do, and yet they were not the same. (…) They represent another way of being human, and that is very difficult for us to imagine."

The use of chemistry and radiocarbon dating has revealed that the Neanderthals were capable of abstract thought—though not necessarily of producing art. They made use of the plants found in the landscape they walked through, understood the properties of stone to make tools, picked out colors including red and ocher, buried their dead, and took care of their elders.

Scientists believe that the presence of the FOXP2 gene in Neanderthals' DNA, which is associated with language, means that they used some form of communication, an idea reinforced by the animals they hunted, which would have required the cooperation of a group.

Most agree that Neanderthals, as Lanchester puts it, "vanish[ed] from the archaeological record with shocking abruptness" 40,000 years ago. Paleontologist Bienvenido Martínez-Navarro provides an explanation based on the struggle for resources. "We were competing for the same resources in the same territory," he writes, without ruling out violence. However, this is not the most popular hypothesis among experts. Arsuaga believes that the arrival of *Homo sapiens* in extreme circumstances—the beginning of a glacial period—was decisive. "In a critical moment, the species that suffers the least prevails," he explains.

Rebecca Wragg Sykes, a British archaeologist and writer, puts forward a new theory, based on genetic and chemical studies, that *Homo sapiens*' superior weapons and social networks may have helped them survive. "We know from genetics that there was not much difference in their numbers, but also that *Homo sapiens* were much more interconnected. At a time when the climate was deteriorating rapidly, when you have a network of contacts, it's easier to move to other places, and maybe Neanderthals didn't have that," she says. "We know from archaeology that there was no great difference in what they ate, and we have evidence that the *Homo sapiens* of that period already had weapons that helped them hunt from a distance: darts, arrows, spear-launching systems. The Neanderthals did not."

The Neanderthals' demise was probably due to a combination of the causes mentioned above. But as many of us are still carrying around genetic material from them today, Wragg Sykes notes, "They prove that Earth has been home to more than one type of human being."

Adapted from *El País* (English edition)

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After reading

3. Write three similarities between Neanderthals and today's humans. Highlight the ones you mentioned in exercise 1.

- _____
- _____
- _____

4. Write three differences between Neanderthals and today's humans. Highlight the ones you mentioned in exercise 1.

- _____
- _____
- _____

Believe it or not...

Findings suggest that Neanderthals typically lived to be only 30 years old, probably due to the harsh living conditions and environment.

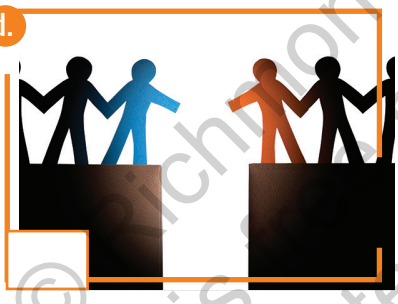
Luca Lorenzelli / Shutterstock.com

5. Mark (✓) the images that represent the possible causes of the Neanderthals' disappearance. Support your choices with fragments from the text.

a. ✓

b.

c.

d. 

e.

f.

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Writing

6. Complete the journal entry with your own ideas about Neanderthal life. Mention some of the threats you imagine Neanderthals had to face then and that you think we face now.

Entry 59

Neanderthal families didn't have an easy or comfortable life, at least not as we know it. Thousands of years ago, _____

_____

_____

_____

_____

_____

_____

_____

Checkpoint I can write a short journal entry. ✓✓✓

WB, page 9

Project

A Gallery Walk: These Stood the Test of Time

Step 1 Group work. Research the most representative or important artifacts found by archaeologists in your country.

Step 2 Choose one and complete the form below. Make sure the artifact you choose is different from that of the other groups.

Quick note!
stand the test of time = to last or remain for a long time

11 SUSTAINABLE CITIES AND COMMUNITIES

- Name of the artifact: _____
- Description (material, size, weight, etc.): _____
- What was it for? _____
- Who used it? _____
- Where did they use it? _____
- When did they use it? _____
- What does it tell us about the people's life at that time? _____

Step 3 Bring a picture or drawing showing your artifact and make a label or caption containing the information you gathered. If possible, use digital media.

Aztec Sun Stone or Calendar Stone
16th century
Interconnected system to measure time and establish religious celebrations, presumably based on the heliacal rising of Venus.

Aztec Sun Stone or Calendar Stone
16th century
Interconnected system to measure time and establish religious celebrations, presumably based on the heliacal rising of Venus.

Step 4 Walk around the classroom. Observe all the artifacts and read the labels with their descriptions.

Step 5 When you finish your tour, make a new group with one representative of each artifact and discuss: *Which present artifacts resemble the ones exhibited? Why are these artifacts still important today?*

Today, we use the Gregorian calendar. But I think it's kind of similar to the Aztec one.

The Aztecs also used their calendar to establish religious celebrations and public holidays, just as we do.

I agree! The Aztec calendar highlights the role of the Sun in the Aztec culture, and our calendar is based on the movements of the same celestial body.

But how is the Aztec calendar useful today?

Rep. Group 1 **Rep. Group 2** **Rep. Group 3** **Rep. Group 4**

Step 6 Discuss your experience. Read and answer the questions.

What did you know about the topic?	What did you want to learn?	What did you learn?

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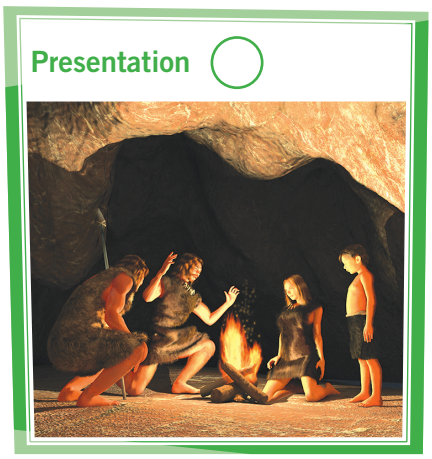
Got It!

1. Look at the pictures. Then, listen and order from 1 to 3.



2. Listen again and write *T* (True) or *F* (False).

a. Families slept around the food to keep hunters away.
b. Life was difficult, and no one cared about the sick.
c. Early humans made tools for painting.
d. Scientists believe that only women made cave paintings.
e. Prehistoric humans didn't eat only animals.
f. They made their own tools to survive.

F

3. Complete with the correct form of the verbs in parentheses.

a. Where did early humans live (live)?
b. _____ paleontology _____ (study) modern humans?
c. _____ he _____ (do) his master's in the United States before coming back home?
d. _____ (be) Neanderthals brutish individuals?
e. What _____ Dr. Mead _____ (examine)?
f. How _____ modern humans _____ (know) so much about prehistoric times?
g. _____ (be) you now ***into*** archaeology?

Quick note!

be into = to be interested in something

*Maya **is into** literature and history.*

4. Mark (✓) the correct answers to the questions in exercise 3.

a.	____ It was uncomfortable.	____ They live in caves.	✓ They lived in caves.
b.	____ Yes, it does.	____ No, it doesn't.	____ It studies genes.
c.	____ No, he doesn't.	____ Yes, he does.	____ No, he didn't.
d.	____ No, they weren't.	____ No, they didn't.	____ Yes, they are.
e.	____ She examined fossils.	____ She studied anthropology.	____ She examines artifacts.
f.	____ They told us.	____ We have some evidence.	____ They knew it from before.
g.	____ Sure I am!	____ I never did.	____ They were somewhat early.

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5. Use the expressions to complete the conversation.

• quite far	• over there	• every day	• ***once in a blue moon***
• ~~these days~~	• from time to time	• tomorrow night	• somewhat later

Quick note!

once in a blue moon *= very rarely, almost never*

Kev: Hey, Dan! What are you watching?

Dan: I'm watching a scene from an action movie, *Uncharted*. Do you know it?

Kev: Not really. You know that I only go to the movies _____.

Dan: I like movies a lot, but _____these days_____ I don't have much time. I watch clips online _____.

Kev: And how about _____? Are you busy? Wanna go watch something?

Dan: Sounds fun! I need a break! Is the West Cinema good for you?

Kev: Well, that's _____. Downtown Theater is nearer. At 6 PM?

Dan: I'm not sure I can make it. I have class _____ from 4 to 6 PM. Let's meet _____, around 6:30 PM.

Kev: It's OK. We can also grab something to eat _____.

Dan: Deal! See you there!

6. Pair work. Use the words in the box to describe each picture. Ask your classmate to identify the image you're describing.

• into	• through	• along	• toward	• across	• around

7. Pair work. Read and follow the instructions.

a. Choose one of the topics in the box.
b. Look for information about your topic.
c. Take turns talking about your topic. Use different wh-words to ask your classmate for details.

- Archaeological artifacts/discoveries
- Amazing prehistoric animals
- Neanderthals vs. modern humans

Who discovered the first fossil of a pterodactyl?

Where was he from?

Cosimo Alessandro Collini, in 1784.

He was an Italian scientist. He discovered it, but he didn't call it *pterodactyl*.

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