Student's Book
& Workbook
# Level 4



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Everyone!
TEENS

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British English

1 Following Tracks Page 10

2 Thirst for Adventure Page 26

Communicative Functions

- Talking about states, routines, and habits
- Talking about finished actions in the past
- Describing or specifying where or when something happens
- Expressing the frequency of an action
- Describing movement
- Expressing addition, alternative, contrast, reason, result
- Talking about experiences in an unfinished period of time
- Describing the duration of unfinished activities or states

Vocabulary

- Professions related to archaeology
- Landmarks and museum vocabulary
- Ancient humans
- Prehistoric animals

Expressions

- Asking for information: *Have you got any (audio guides) available for the (exhibition)? Could you tell me where (the exhibition of prehistoric art) is? What time does (the museum) close today? Are there upcoming events related to (this exhibition)?*
- *Delve into*
- *Have mixed feelings*
- *The time of our lives*
- *Stand the test of time*
- *Once in a blue moon*
- Collocations for experiences
- Jobs and places of work

Expressions

- Making choices: *I'd like… I'll have… Give me… I'd prefer… I'd rather…*
- *It's been a blast!*
- *IMHO (In my humble opinion), DAE (Does anyone else…?), LMK (Let me know)*
- *Stomach-churning*
- *Wolf down*
- *At stake*
- *Beyond the pale*
- *Death-to-summit ratio*

Grammar Focus

- Present simple and past simple (review)
- Adverbial phrases: place, frequency, time
- Prepositional phrases of time
- Prepositional phrases of movement and place
- Conjunctions: *and, or, but, because, so, although*
- Present perfect (experiences in an unfinished time period and duration): positive, negative, questions
- *How long, since, for*
- *Ever, never*

Pronunciation

- Vowel reduction: /ə/
- Weak forms

Listening and Speaking

- Talking about a prehistoric animal that you find fascinating
- Writing about an unusual sport and expressing your opinion about it

Reading and Writing

- 'Neanderthals: How Close Are We to Our Extinct Relatives?'
- Writing a short journal entry
- 'Life and Death in Patagonia: The Toughest Decision to Make in a Mountain Rescue'
- Describing an extreme sport and reflecting on the risks of practising it

Project

- Organising a gallery walk
- Writing a short article about a person who has contributed to the wellbeing of your community

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3 Rising to Challenges Page 42

4 Think About This! Page 58

Communicative Functions

- Talking about actions, states, and events that finished in the past
- Talking about experiences in an unfinished time period
- Describing actions in progress at a particular time in the past
- Describing actions that interrupted other actions in the past
- Expressing desires
- Expressing general truths
- Talking about possible future situations

Vocabulary

- Word families
- Noun suffixes
- Time expressions
- Collocations
- Sports: places, equipment, and people

Expressions

- Speculating: *I imagine / think / believe / bet / guess / suppose…*
- Encouraging: *You can do it! Give it a try! Go for it! Why not? It's worth a shot. What have you got to lose? You might as well. Stay strong. Get over it. Bounce back. You've got this!*
- *BC (Before Christ) / BCE (Before Common Era) - AD (In the year of the Lord) / CE (Common Era)*
- *Shed tears*
- *Laugh at / with someone*
- *Go for it!*
- *Gather strength / courage*
- Money adjectives
- Sleep collocations
- Environmental habits
- Threats to animals

Expressions

- Making recommendations: *I recommend you… You should… I suggest you… I think you need to… Make sure you… I'm thinking out loud, but… If I were in your place, I'd… Well, if you want my opinion,…*
- *Sleep like a log*
- *Get the ball rolling*
- *Be thrilled for (someone)*
- *Cry over spilt milk*
- *Eat your heart out*
- *Call (someone) names*

Grammar Focus

- Past simple (review)
- Past simple and past continuous: positive, negative, questions
- Present perfect: *already, yet*
- Past simple vs present perfect
- *Want to, need to, would like to*
- Zero conditional
- First conditional
- *Could, may, might*

Pronunciation

- /j/ - /dʒ/
- Linking consonant to consonant

Listening and Speaking

- Using expressions to give encouragement
- Sharing a regret with the class

Reading and Writing

- 'How a French Mountain Guide Managed the First Solo Winter Ascent of Perilous Grandes Jorasses'
- Writing an imaginary experience about rising to challenges in sports
- 'Do We Really Need to Sleep?'
- Writing about a bad habit that may ruin people's sleep

Project

- Making a timeline about a person who had to flee their country and works to promote human rights
- Preparing a photography exhibition: endangered animals

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5 What Do You Feel Like Doing?

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6 Jump in Feet First

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Communicative Functions

- Talking about general events or states
- Talking about temporary activities or future arrangements
- Talking about an action or state in an unfinished time period
- Talking about completed actions in the past
- Talking about past actions in progress
- Making plans or predictions with evidence
- Making comparisons
- Talking about memorable experiences
- Talking about decisions that we have already made
- Talking about plans and intentions
- Making decisions, offers, and promises

Vocabulary

- Traditional games
- Parts of the body
- Collocations for leisure activities

Expressions

- Making and responding to invitations: *Would you like to…? How about…? I'd love to. That would be great. I'm sorry, but… Are you free on…? Maybe next…*
- *At the same rate*
- *On the flip side*
- *A win*
- IT collocations
- Natural features and adjectives to describe them
- Forms of communication
- Indoor and outdoor sports
- *Go, do, play* + sports

Expressions

- Making and responding to requests: *Can you…? May I…? Do you think you could…? Could you…? Do you mind…? Sorry, / Sure, I can't / can do that. I'm afraid not. No problem. I have to say no. Of course. OK, I guess. I don't know.*
- *Hit the books*
- *Popcorn film*
- *Second to none*
- *Couch potato*

Grammar Focus

- Past, present, future (review)
- Comparatives and superlatives
- Superlative adjectives and the present perfect
- *Used to*
- Subject pronouns, object pronouns, and possessive adjectives
- Prepositions of movement: *across, along, down, into, off, onto, over, past, through, under, up*
- Gerunds and infinitives
- *Going to* vs *will* (review)

Pronunciation

- *Used to*
- Word stress: noun or verb?

Listening and Speaking

- Making a survey about health and fitness
- Talking about your favourite holiday place based on a report

Reading and Writing

- 'Teens Join the Running Boom around the World'
- Writing a short paragraph comparing past and present situations
- 'Could This Technology Replace Traditional Classrooms?'
- Writing about the impact of adopting new technologies on a specific job

Project

- Planning a games and sports fair
- Recording a video about a tech solution

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Review

1. Read and circle the correct options.

Konnichiwa Ally chan,

I want to tell you some curiosities about my life here in Japan, which is a little different from yours. Right now, I **(a)** *cook / am cooking* rice and I **(b)** *prepare / am preparing* to have a shower. Here, it's 9.30 p.m. I know what I'm doing at this hour might seem odd, but in my country we usually **(c)** *cook / are cooking* at night for the next day and have a shower before going to bed. On weekdays, teenagers **(d)** *get up / are getting up* at 6.00 a.m. because school **(e)** *starts / is starting* at 8.00 a.m. The school day **(f)** *finishes / is finishing* at 3.30 p.m., but once a week we have to stay a little longer because we have school duty and everyone **(g)** *has / is having* to tidy up. After school, I **(h)** *don't go / am not going* straight home. School students usually **(i)** *take / are taking* extra classes to prepare for the university admissions test, which is very hard to pass. Currently, my brother Asahi and I **(j)** *study / are studying* at Tokyo's best preparation academy to get an amazing mark on the test. However, it's quite expensive, so Dad has to work extra shifts to pay for it. In fact, he **(k)** *comes / is coming* back from work right now and Mum **(l)** *lays / is laying* the table for supper. What about you? Are you still taking swimming classes?

Love, Kaomi

Send

2. Pair work. Ask and answer.

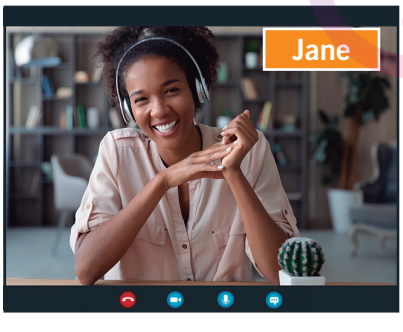
• always • usually • often • sometimes • rarely • never

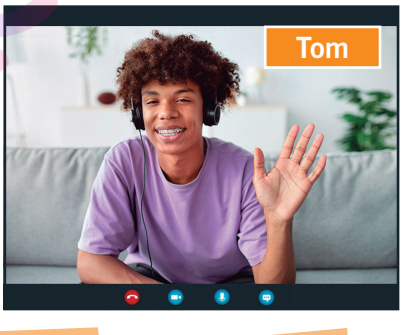
How often do you read books?

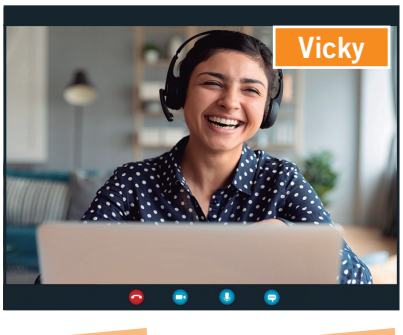
I usually read books at bedtime. Sherlock Holmes books are my favourite!

How often do you…			
play video games?	meet up with friends?	watch films or TV shows?	make reels with friends?
read books?	listen to music?	take selfies?	do homework?
go cycling?	do exercise?	play the guitar?	have ice cream?

3. Listen to the video call and complete the table.







Activity	People	Now	Future
a. I'm not going anywhere today.	Vicky		✓
b. I'm doing my language homework.			
c. I'm not doing anything.			
d. I'm having a spa treatment this afternoon.			
e. I'm rehearsing with my band this afternoon.			
f. I'm checking my social media.			
g. I'm just feeling a little lazy.			
h. I'm meeting up with my cousins for lunch.			

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4. Read and circle the correct options. Then, classify all the verbs that are in their past form.

Fabio: Hey! How *was* / *were* your long weekend?

Luna: Hmm. Pretty strange, I'd say.

Fabio: Tell me!

Luna: OK… My family and I *went* / *started* to a cottage. We *stayed* / *didn't stay* there for two nights, but it seemed like forever!

Fabio: What happened?

Luna: First, it *took* / *walked* us five hours to get there. It was in the middle of nowhere! There *wasn't* / *was* any electricity at that place.

Fabio: Unbelievable!

Luna: Well, believe it. There wasn't a lamp post. There *were* / *weren't* three windows on the roof, though. That was nice because I *ate* / *slept* in the loft.

Fabio: Cool!

Luna: However, there wasn't even an antenna, so watching TV wasn't an option. But, then again, it wasn't that bad because we *bought* / *played* board games and charades. It was fun!



Fabio: *Was* / *Were* there a chimney?

Luna: Yes, there was one.

Fabio: So I think that the trip wasn't that bad, was it?

Luna: Well, now that I think about it, you're right! Check out this photo of the cottage.

Regular	started					
Irregular	was / were					

5. Look and circle the five differences in the pictures. Then, close your book and talk about the differences in pairs.







6. Read and complete with *can* or *can't* about yourself.

a. I _____ speak French fluently.

b. I _____ play the drums.

c. I _____ cook lasagna.

d. I _____ dance really well.

e. I _____ stay up until 10.00 p.m.

f. I _____ go to parties every Friday night.

g. I _____ get up late at the weekend.

h. I _____ teach English and French.

Richmond

7. Read and order from 1 to 5. Then, listen and check.

Sol

_____ Then, nothing. Later, Buster and I were playing in the living room when he started to bark out of nowhere! He was growling for a while, and I just didn't know what to do. That night Buster slept in my room.

Sol

_____ Hey Sol, I was walking Buster when you called. Sorry. I'd better text you, you must be busy now. Well, my weekend… It's kind of a long story. Mum wanted us to visit Granny, but I didn't want to travel for so many hours in a car. I ***felt drained*** because my week was crazy.

Sol

_____ At dawn, I ***woke with a start*** when my bedroom door opened. I couldn't see anything! Suddenly, something jumped on the bed, and guess what? It was a cat, not an alien one, but a mother cat about to have her babies!

Sol

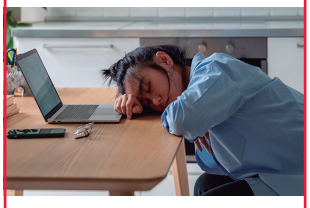
__2__ So, Mum and I ***quarrelled*** a little bit, and in the end, I stayed at home alone. On Saturday afternoon, I was playing video games when I heard a noise. It came from the kitchen. I ***freaked out***! It sounded like an alien cat or something, he he.

Sol

_____ That was scary… I called the vet, and now we have got three lovely kittens. Mum's happy with them, and me too. By the way, would you like to adopt one?

Quick note!

feel drained



quarrel



freak out



wake with a start



8. Read again and answer the questions.

a. What was Fabio doing when Sol called? _____

b. What happened when he was playing video games? _____

c. What were they doing when Buster started to bark? _____

d. What happened when the door opened? _____

9. Read and complete with the options in the box.

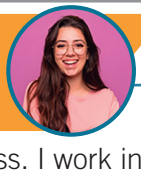
• have to (x3) • can't (x3) • don't have to • should • shouldn't

a.



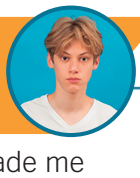
Thomas: I __can't__ play video games at all this week because I'm grounded. I always _____ do the washing-up after supper and take out the rubbish, but I didn't do it last week. My parents say I _____ be more responsible with housework, and I know they're right.

b.



Elena: I'm an actress. I work in the evening at the theatre, so I _____ get up early. I _____ learn my lines by heart because I _____ have any paper in my hands while we're rehearsing the play. I'm so happy because I'm making my dream come true.

c.



Matthew: Johan made me promise to keep his secret, but I think I __have to__ tell it to the school's counsellor, his parents, or any other adult who can help him. I _____ break a promise, but I _____ keep silent and leave him alone struggling with this complex situation.

Pichmond

10. Read and complete.

• cool	• cheerful	• insensitive	• calm	• disorganised	• ~~easy-going~~
• unfriendly	• supportive	• ~~down~~	• depressed	• stressed	• inflexible

What Are You Like?



My name's Arthur. I think I'm a **(a)** _____ guy; I mean, I don't mess with anybody. I'm **(b)** _____, I don't like to fight or anything. What would I like to change about myself? Well, sometimes I feel **(c)** _____, and I can't ask for help. It's difficult for me to tell others when I'm feeling **(d)** ____down____.



My name's Carson. What can I say about myself? I'm shy, so people usually think I'm **(e)** _____, but I'm not! I'm friendly and **(f)** _____ when I'm with my close buddies and the people I feel comfortable with. I've even got a good sense of humour. I'd definitely like to be more confident.



Hey, I'm Georgina. I consider myself an **(g)** ____easy-going____ person. I've got a very relaxed attitude. What do I hate about others? Well, I can't stand **(h)** _____ people, those who show no feeling or sympathy for others. And let me think about what I'd like to change about myself… Oh! I'm **(i)** _____; my room's always a mess, so don't go in there, he he.



Hello, I'm Elisa. Sometimes, I'm a bit **(j)** _____, I need to do things in a specific way, and that can be annoying for others. That aside, I'm a **(k)** _____ person who likes to help and listen to others. What would I like to change about myself? Hmm, I get **(l)** _____ when I've got too much schoolwork.

Richmond

11. Pair work. Tell a classmate what you are like and what you would like to change about yourself.

What are you like?

I consider myself a flexible and calm person.

That's nice. Is there anything you'd like to change about yourself?

Hmm… I'd like to be more organised.

12. Read, match, and complete. Then, ask and answer the questions in pairs.

• might	• would like	• ~~will~~	• need	• won't	• must

a. What would you like to study?

( ) We probably _____ have potable water in a few years, for example.

b. What do we need to understand about climate change?

( ) I think we _____ change our habits immediately. We must stop using single-use plastic products, for instance.

c. What must people do to help save the planet?

(d) I ____will____ ride my bike to school instead of asking my dad to drive me there.

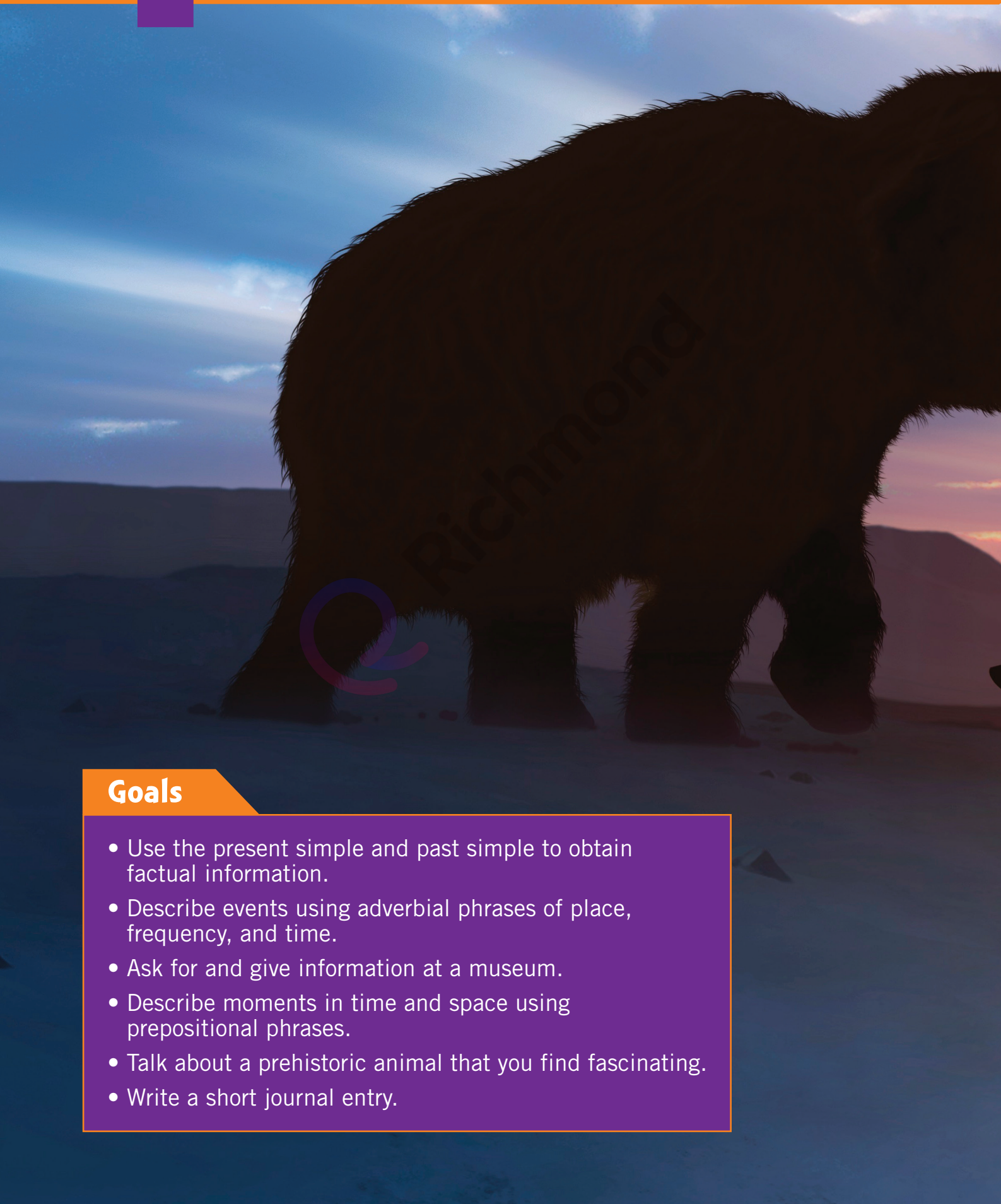
d. What habit will you change to help save the planet?

( ) I _____ to study something related to taking care of the planet, especially, the fauna.

e. What will happen if we don't stop polluting the environment?

( ) We, humans, _____ to understand that there's not much time left. We _____ face serious environmental issues soon.

1 Following Tracks



Goals

- Use the present simple and past simple 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.



- 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?

Richmond

1. Match the words to their definitions.

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

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

____ a scientist who analyses 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, artefacts, 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 palaeontologist John Robert Horner *discovered* / *created* / *provided* a new type dinosaur 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* / *travelled* / *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 artefacts. Yesterday, they *played* / *discovered* / *grew* some fossils of an unknown predator species.

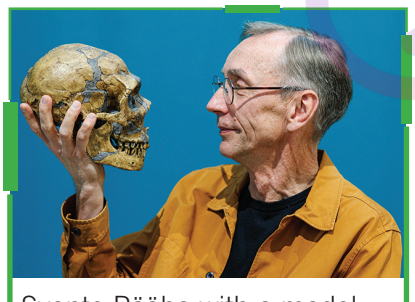
Quick note!

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

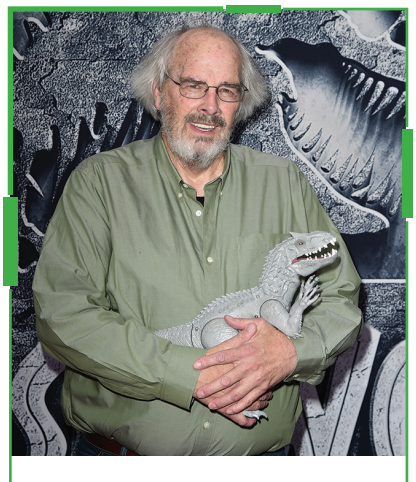


Svante Pääbo with a model of a Neanderthal skull.



_____

Margaret Mead in her office.



_____

John Robert Horner at the *Jurassic World* premiere.



Archaeologists at a _____.

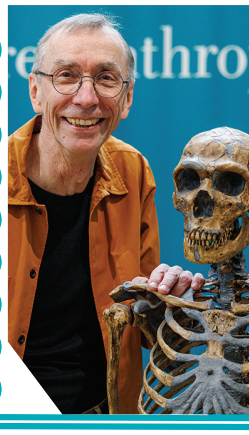


They discovered a dinosaur _____.

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

	T	F
a. Svante Pääbo was born in 1955 in Stockholm, Sweden.	✓	
b. He teaches molecular evolutionary biology.		
c. Palaeogenetics 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: present simple and past simple

4. Read and complete the statements.

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

b. Use _____ to make negative sentences in the past simple 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.

- Palaeogenetics 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 palaeontologist 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 + compl. + ?
- *Did* / *Do* / *Does* + subject + verb + compl. + ?

Wh-questions

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

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

Richmond

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.



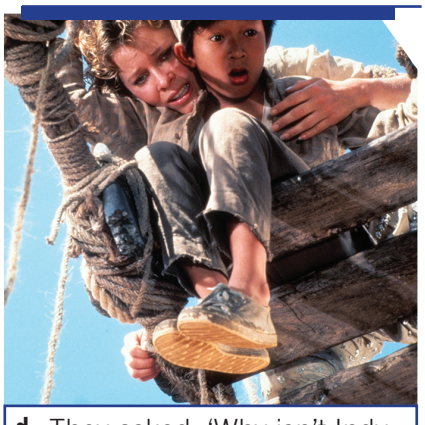
a. Is Indy looking sideways while running away?



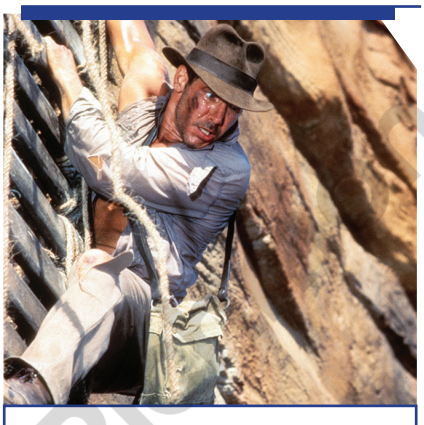
b. Has Indy got somewhere to go?



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
- **backwards and forwards** = 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 *backwards and forwards* / *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 got *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 got 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 got nowhere to go.

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

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

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 a.m., 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 artefacts 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 analyse 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 a.m.?

_____

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

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.

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

a. These days	• ____, 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.
b. This Monday	• ____, he's the director of the Archaeological and Palaeontological Museum of the Community of Madrid.
c. last month	• He's going to travel to England ____.
d. tomorrow night	• He published his new book about Neanderthals' symbolic capacity ____.

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.

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** midday. 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 a.m. 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:
31 December

By Carol

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

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 autumn). In equatorial countries, there are two seasons: dry and wet.

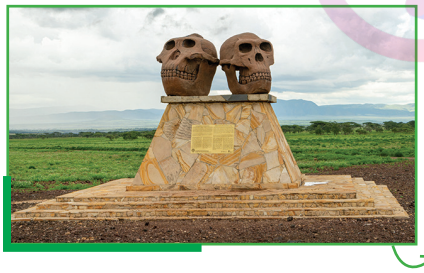
Quick note!

- **in** + **season** = *in winter*
- **in** + **year** = *in 1983*
- **in** + **month** = *in June*
- **at** + **noun** = *at midday*
- **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*.

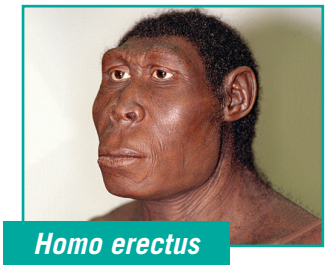
a. Use ____ + days of the week and complete dates.

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…*

Richmond

4. Listen and tick (✓) 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 dialogue 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:** Have you got 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 haven'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 p.m.

(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:

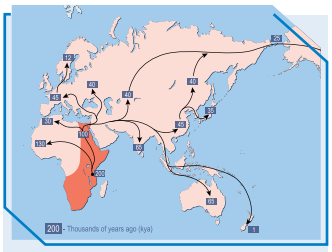
- *Do you know where…?*
- *Do you offer guided tours?*
- *Are there any brochures or guided tours available?*
- *Is photography allowed in this gallery?*

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

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

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 towards 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.

- towards 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 travelled **(b)** _____ because explorers took them **(c)** _____. This sloth weighed 4 tons and measured 6 metres 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 *in*, *on*, and *at*.

Jurassic Park, later known as *Jurassic World*, is one of the biggest sci-fi film 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 films 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 palaeontology expeditions, exciting games, and water rides.

Quick note!

Prepositional phrases of place

- Use *in* to indicate that a noun is 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.

Listening and Speaking

1. Listen and match.



a. Ryan

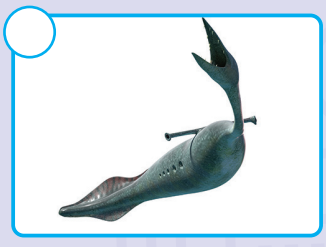


b. Agustina



c. Maria







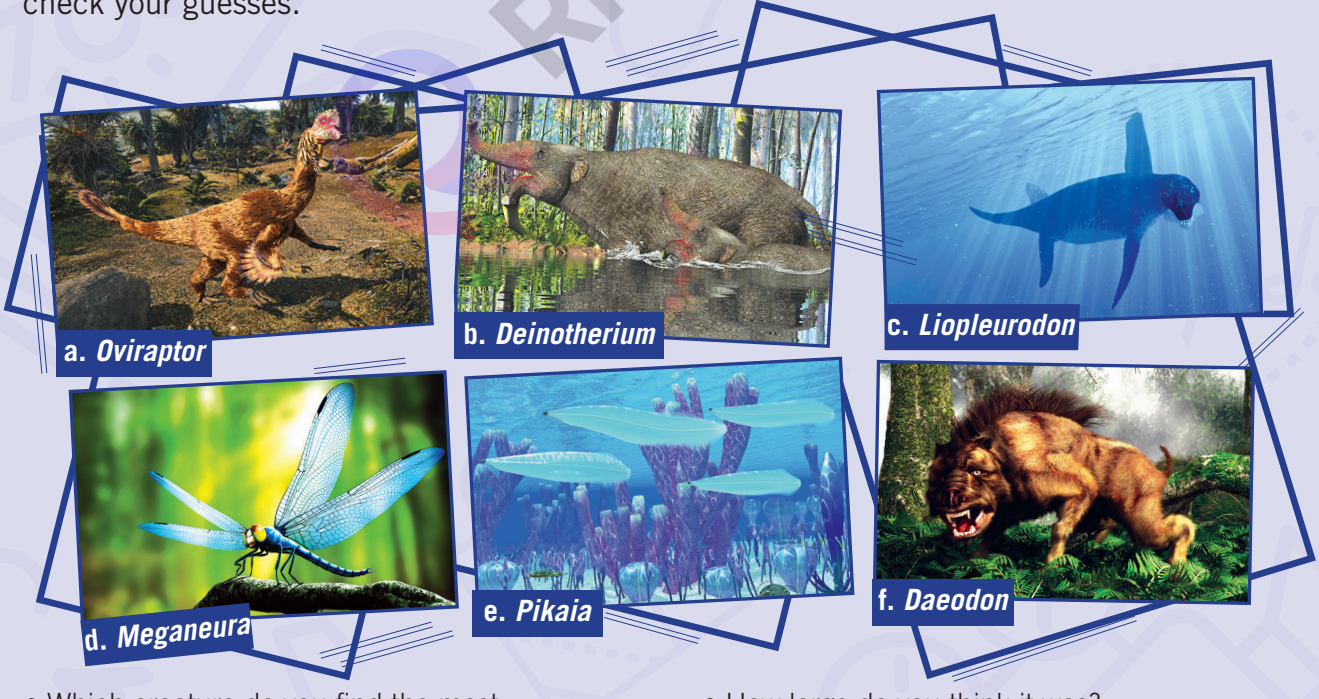
Quick note!



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

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 palaeoanthropologist 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 colours including red and ochre, 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. Palaeontologist 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 got 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 got 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.



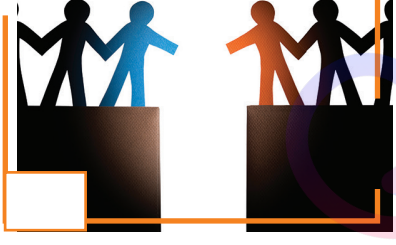
Luca Lorenzelli / Shutterstock.com

5. Tick (✓) 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. 

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, _____

_____

_____

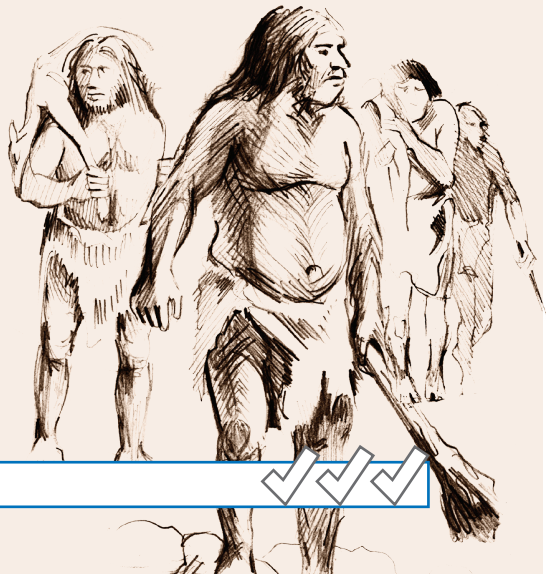
_____

_____

_____

_____

_____



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

WB, pages 9-10

Project

A Gallery Walk: These Stood the Test of Time

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

Step 2 Choose one and complete the form below. Make sure the artefact 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 artefact: _____
- 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 artefact 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 artefacts and read the labels with their descriptions.

Step 5 When you finish your tour, make a new group with one representative of each artefact and discuss: *Which present artefacts resemble the ones exhibited? Why are these artefacts 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.

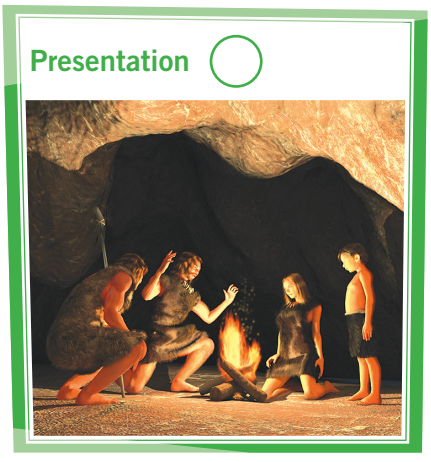
What did you know about the topic?	What did you want to learn?	What did you learn?

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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 ill people.
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 brackets.

a. Where did early humans live (live)?
b. _____ palaeontology _____ (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. Tick (✓) 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 artefacts.
f.	____ They told us.	____ We've got 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 dialogue.

• 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 film, *Uncharted*. Do you know it?

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

Dan: I like films a lot, but _____these days_____ I haven't got 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 Theatre is nearer. At 6 p.m.?

Dan: I'm not sure I can make it. I have class _____ from 4 to 6 p.m. Let's meet _____, around 6.30 p.m.

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	• towards	• 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 artefacts / 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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Workbook
Level 4

Everyone!

TEENS

British English

Richmond

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1 Following Tracks
Language and Function: A

1. Read and circle the correct options.

A: Excuse me, professor, what's the difference between archaeology and anthropology?

B: Archaeology *explored* / *explore* / (*explores*) the artefacts and ruins of past human life and activities. On the other hand, anthropology *studies* / *studied* / *study* more human nature-like aspects such as biology, evolution, and society. It also *investigated* / *investigates* / *investigate* behaviour and the ways in which humans interacted with their environment across different geographical locations and periods.

A: How about palaeontology and archaeology? How *does* / *did* / *do* they differ?

B: Well, palaeontology is the study of non-human ancient life forms through fossils.

A: So, palaeontologists *look* / *looks* / *looked* for fossils of dinosaurs, right?

B: Not only dinosaurs! Also, plant and animal fossils of different species and sizes, including microscopic remains preserved in rocks.

A: I see, so they *examine* /*examines* / *examined* fossils to understand the history of non-human life on Earth.

B: You got it! Archaeology, on the contrary, *uncovered* / *uncover* / *uncovers* insights about ancient people and cultures through buried or lost artefacts like stone tools, jewellery, art, tablets with writing, and the sort.

2. Complete with the past form of the verbs in the box. Then, match.

• focus • reshape • ~~conduct~~ • reveal • contribute • dig out • be • make

a. An anthropologist who ___*conducted*___ extensive fieldwork in various cultures, providing valuable insights into human behaviour and society.

b. An English palaeontologist who _____ notable fossil discoveries, including aquatic reptiles and dinosaurs.

c. An archaeologist who _____ the ancient city of Troy and other important historical and legendary sites.

d. A geneticist whose work _____ that following the migration out of Africa around 70,000 years ago, Neanderthal and *Homo sapiens* species mixed, and some of the traits from Neanderthals are still found in the genes of people today.

☐ **Heinrich Schliemann:** A German explorer whose work _____ significantly to our knowledge of ancient civilisations.

☐ **Mary Anning:** Her findings _____ crucial in expanding our understanding of prehistoric marine life.

d **Svante Pääbo:** His groundbreaking work _____ our understanding of our ancient relatives and our own genetic heritage.

☐ **Margaret Mead:** Her research _____ on topics such as adolescent development, gender roles, and cultural diversity.

3. Complete the questions using the cues in brackets.

Dr Sarah Parcak, **(a)** _____ _____ (become) interested in space archaeology?

(b) _____ a space archaeologist _____ (do) exactly?

(c) _____ (be) the most exciting project you have worked on so far?



As a child, I fell in love with Egypt. And my grandad, who worked with aerial photography, introduced me to the possibilities of studying the Earth from above.

We analyse satellite images to detect hidden archaeological sites or features.

The mapping of Tanis, an ancient Egyptian capital city, in 2010.

Richmond

Language and Function: B

1. Complete with the correct expressions.

• far away	• somewhere in the heart	• ~~over here~~	• over there

Tim: So, where are these lost civilisation ruins located again?

Dr Smith: According to my research, they're _____ from here. Hand me the map, and I'll show you. It's _____ on the desk.

Tim: Here! Um, how far exactly? Can you point them out on the map?

Dr Smith: It's hard to say. They might be _____*over here*_____, near the lake!

Tim: Wow, that's quite a journey. And it seems they're _____ of unexplored territory.

Dr Smith: Yes, exactly! In the midst of the wilderness.

Tim: It sounds like an exciting adventure! I'm tired of this office. I can't wait to explore and experience the thrill of being outdoors.



2. Read and match the underlined expressions in the text with the ones in the box.

New message

To marylight@mail.com

Subject Archaeology adventure

Hi, Mum!

I hope you're doing well. I wanted to share some exciting updates from our adventure with Professor Jones. It's been quite a journey so far! **(1)** *Each morning, we wake up early to start our exploration. We gather our gear and get ready to delve into the jungle.* **(2)** *Daily, we embark on new expeditions, searching for hidden treasures and ancient ruins.* **(3)** *Occasionally, we stumble upon fascinating discoveries. It's truly awe-inspiring.* **(4)** *Once in a while, we take breaks to rest. These moments allow us to appreciate the beauty and history surrounding us.* **(5)** *Many times, we interact with local communities, learning about their traditions and gaining valuable insights into the cultures we encounter. We document our findings through notes and photographs* **(6)** *two times a day. It's essential to record our observations with precision and detail. Well, that's all for now. I can't wait to tell you more when we meet again. Take care and see you soon!*

Your son, Jake!

SEND

a. from time to time [3]

b. every day [ ]

c. twice a day [ ]

d. every now and then [ ]

e. several times [ ]

f. every morning [ ]

3. Tick (✓) the correct options to complete the statements.

a. Dr Johnson made an exciting discovery _____.

____ last month

____ from time to time

____ tomorrow night

b. It's becoming rare to find new types of dinosaurs _____.

____ last Monday

____ these days

____ this week

c. Dr Johnson will present his findings at a conference _____.

____ last year

____ every now and then

____ tomorrow night

d. Dr Johnson is picking up the dinosaur bones at the airport _____.

____ last weekend

____ twice a week

____ tomorrow morning

Language and Function: C

1. Read and circle the correct options.


frantic00 / Shutterstock.com

Discover the wonders of prehistory at the Haven Museum of Palaeontology! Our city museum houses an impressive collection of bones and fossils. It's the perfect opportunity for students to embark on a trip **(a)** *on* / *at* / *in* time to delve into our prehistoric past. The museum is open **(b)** (*on*) / *at* / *in* weekdays from 9 a.m. to 5 p.m. and **(c)** *at* / *from* / *on* the weekend from 8 a.m. to 7 p.m., with free entrance for school trips **(d)** *in* / *on* / *for* Thursdays.

(e) *On* / *At* / *In* December, starting **(f)** *in* / *on* / *at* Christmas Eve, the museum will host a special event called 'Unearthed Wonders: Rare African Fossils Exhibition'. This captivating exhibit featuring rare dinosaur fossils and remains of ancient mammals will be held in the Fossil Main Gallery. The entrance fee for adults is £10 and £5 for students. The exhibition will run **(g)** *on* / *in* / *for* a week, and visitors who attend opening day **(h)** *at* / *on* / *in* 10 a.m. will receive a beautiful poster of a giant dinosaur. This is the exhibition we have been waiting on **(i)** *in* / *at* / *for* a long time. Don't miss it!

2. Read and match.

Michael: Hi, I'm interested in visiting this museum. _____*b*_____

Guide: It's open from 9 a.m. to 5 p.m. on weekdays. At the weekend, it opens at 8 a.m. and closes at 7 p.m.

Michael: Great! _____

Guide: Yes, on Thursdays, school trips enjoy free entrance.

Michael: Perfect! _____

Guide: Yes, photos are generally allowed.

Michael: Cool! _____

Guide: Yes, we have the 'Unearthed Wonders: Rare African Fossils Exhibition'.

Michael: Sounds fascinating! _____

Guide: Visit our website, and you'll find all the information you need.

a. Could you give me more information about the event?
b. ~~What time does it open and close?~~
c. Is photography allowed?
d. Have you got any special discounts for school trips?
e. Are there any upcoming events for the next month?

3. Complete with the words in the box. Write the verbs in the correct form.

• around 1928	• ~~at the end~~	• elongate	• dedicate	• not be
• in 2019	• find out	• be	• have	• consist

A few years ago, **(a)** _____*at the end*_____ *of my trip to Peru* **(b)** _____, *I* **(c)** _____ *the chance to visit the Paracas Skull Collection. It* **(d)** _____ *of a single room featuring a collection of artefacts from various Pre-Incan Peruvian cultures. I became fascinated with the huge, elongated skulls on display. There* **(e)** _____ *much info, but they* **(f)** _____ *very well-preserved, and some of them even had some ginger-coloured hair still attached to the skull. They weren't human, or so I thought. When I came back home, I* **(g)** _____ *a lot of time to getting information about the intriguing skulls. Eventually, I* **(h)** _____ *that this ancient civilisation was discovered* **(i)** _____ *by Peruvian archaeologist Julio Trello. Also, the mystery of the skull shape was apparently resolved. Many anthropologists believe that these people* **(j)** _____ *the skulls using a unique technique. While it's a good explanation, the mystery still persists for me: Why were they so interested in elongated skulls?*


pablopicasso / Shutterstock.com

Richmond

Language and Function: D

1. Complete the descriptions. Then, match them to the pictures.

• through • ~~into~~ • along • around



mitsuap / Shutterstock.com

a. *Smilodon* was a fierce predator over millions of years ago. It was bigger than the modern African lion. With its long, sharp teeth that easily cut _____*into*_____ flesh, it hunted _____ North and South America's plains, forests, and savannahs, searching for food. It often roamed _____ the riverbanks or moved quietly _____ the forests, ambushing its prey.

• through • along • towards • around



Mulevich / Shutterstock.com

b. It was a marvellous reptile that soared through the skies. Its favourite habitats were close to bodies of water, where it could steer _____ the cliffs and fly _____ the coastlines in search of fish. With enormous, powerful wings, it glided effortlessly _____ the clouds. Some theories state that it would dive down _____ the water's surface, seizing fish with its sharp beak. *Pteranodon* fossils were discovered in Europe, South America, and Asia within sedimentary rocks originating from marine environments.

• into • across • along • in



c. *Megalodon* was a giant shark that lived _____ the ancient oceans 20 million years ago. It swam _____ the water using its strong fins. It could tear _____ its prey as big as two standing men with its sharp teeth. It's believed it lived in shallow tropical and temperate seas _____ the coastlines.

2. Read and complete with *in*, *on*, or *at*.

[*At*] **the museum entrance...**

Sandra: Excuse me, miss, where's the *T. rex* skeleton? Can we see it?

Guide: The *T. rex* skeleton is located at the end of the hallway [ ] the first floor. Come with me. I'll show you.

At the exhibition...

Mario: Where did the *T. rex* live?

Guide: The *T. rex* lived [ ] what is now North America millions of years ago.

Mario: I mean, where did it hang out? [ ] the forests? Near the rivers or oceans?

Guide: Ah, I see! The *T. rex* searched for areas that provided safety and resources.

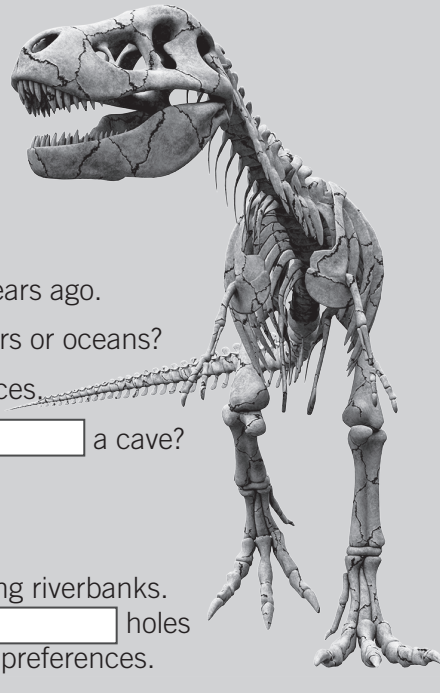
Sandra: How did the *T. rex* sleep? Did it sleep [ ] a rock or [ ] a cave?

Guide: It needed a safe place to sleep just like we do.

Sandra: I heard some dinosaurs laid eggs. Where was a good place to nest?

Guide: Maybe they looked for spots [ ] the dense vegetation or along riverbanks. Archaeologists and palaeontologists think that some dinosaurs built nests [ ] holes or [ ] sandy beaches, depending on their specific adaptations and preferences.

Sandra: Wow! I'll check for dinosaurs' eggs next time I'm [ ] the beach.



Richmond

Listening and Speaking

1. Listen to part 1 and tick (✓) the information you hear.

Pterosaurs…

✓ had wings like those of bats.	◯ had wings but no feathers.
◯ were carnivorous.	◯ were flying reptiles.
◯ aren't dinosaurs.	◯ share an ancestor with dinosaurs.

2. Listen to part 1 again, look, and match.

a. *Tupandactylus* **b.** *Pteranodon* **c.** *Quetzalcoatlus*





3. Listen to part 2 and complete.

Josh: And, one last question, you mentioned yourself as a child. Did you want to become a palaeontologist since then?

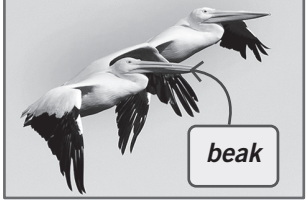
Sarah: Well, in my childhood, I used to ***daydream*** about becoming a **(a)** *scientist*, but not precisely a **(b)** _____. But when I learnt about dinosaurs and then pterosaurs, I just wanted to spend as much time as I could **(c)** _____ about these **(d)** _____ creatures. **(e)** _____, I went searching for **(f)** _____ or strange rocks **(g)** _____, and… **(h)** _____!

Quick note!

daydream







4. Identify (✓) Sarah. Then, choose any of the other scientists and write two questions for them. Imagine their answers and write them, too. Use the expressions in the box. Share with the class.

• take it to the next level	• blow someone's mind	• be in someone's shoes
• be eager to	• be crazy about	• be one of a kind

a.


b.


c.


d.


Why did you decide to become a geneticist? In my childhood, I watched a film called X-Men, and it blew my mind. I was fascinated by what makes us different and unique.

Richmond

14 LIFE BELOW WATER

Before reading

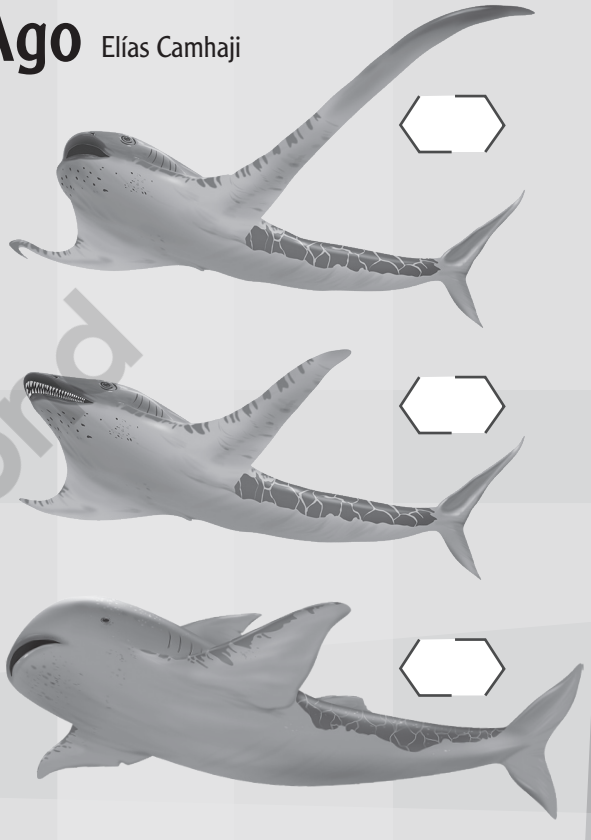
1. In your notebook, write five sentences stating what you know about archaeology and fossils.

While reading

2. Read the text. Then, tick (✓) the correct image.

The Eagle Shark That Glided Through the Oceans 93 Million Years Ago

Elías Camhaji



Ninety-three million years ago, a creature that would be quite unimaginable today roamed the oceans of North America. 'When taking a first look at this specimen, you realise that you are witnessing something extraordinary and completely new,' says Romain Vullo of Geosciences Rennes, a research team set up by the University of Rennes and the French National Centre for Scientific Research (CNRS), which is leading studies on the first and only example of *Aquilolamna milarcae*. The common name for the species is eagle shark, given on account of its two huge ***pectoral fins***, similar to those of a manta ray (or the wings of an eagle). The fossil was discovered in 2012 in Vallecillo, a small municipality in Mexico's Nuevo León state.

Aquilolamna milarcae was wider than it was long, measuring 1.9 metres from the tip of each wing-like fin and 1.6 metres from nose to tail. Its fossil has been dated to sometime in the mid-Cretaceous, the geological period spanning 145 million to 66 million years ago. 'It's a little older than a *Tyrannosaurus rex*,' Vullo adds.

Aquilolamna milarcae had ray-like wings but did not use them in the same way: mantas move theirs in an oscillatory, vertical motion. The eagle shark's fins were practically immobile and used in much the same way as a modern paraglider to help the creature maintain its balance. It travelled through the water like a small subaquatic aeroplane, guided along gently by its ***tail fin***.

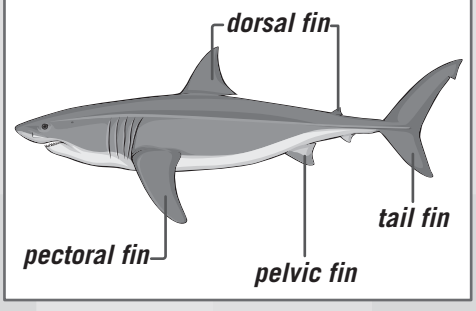
The most threatening thing about the eagle shark is probably its name. Its slow movement, flat head, and small teeth indicate it was no prehistoric predator. The research team believes it was, in all likelihood, planktivorous.

In shark palaeontology, the most common thing is to find teeth rather than skeletons. However, in this case, the opposite is true. Its bone structure is well-preserved, but there are no teeth remaining in its mouth, which suggests that they were quite small or that they did not exist at all. This represents the most difficult aspect of the investigation because it is key to determining with the greatest level of certainty how an animal fed and how to classify it in comparison with other sharks. Other mysteries still to be solved are whether *Aquilolamna milarcae* had ***dorsal*** or ***pelvic fins***, which were not identified when the fossil was uncovered.

Vallecillo was once a coastal plain that eventually became a deposit for a preserved oceanic ecosystem. 'There was a very rich ecosystem in the Proto-Gulf of Mexico,' says Vullo. When animals died, their corpses sank to the ocean floor, where conditions were favourable for the preservation of their skeletons in the absence of scavengers and strong currents. 'It was a pretty quiet ocean floor with very little activity, and the sediment was very fine,' adds the palaeontologist. Vullo believes there will be many more finds in Vallecillo. In the meantime, the research team is trying to determine if teeth they have found in the vicinity belong to *Aquilolamna milarcae* and, if they are lucky, they hope to uncover another specimen that will help them to further understand the characteristics of the enigmatic eagle shark.

Adapted from *El País* (English edition)

Quick note!



RJ Imprenta

After reading

3. Read and tick (✓).

	True	False
a. The common name of *Aquilolamna milarcae* is eagle shark.	✓	
b. Its fossil was discovered in 2021 in Vallecillo, Mexico.		
c. The eagle shark's pelvic fin helped the creature maintain its balance.		
d. Its tail and dorsal fins helped it swim swiftly.		
e. Teeth are essential to classify any animal as a shark.		
f. The research team has found other teeth in the same area.		
g. The team's still a little unsure about the eagle shark's main food source.		

4. Read and match.

Research finding	Explanation
a. The skeleton was well preserved.	It lived 90 to 66 million years ago.
b. A little older than *Tyrannosaurus-rex*	There were no teeth in the fossil.
c. It was no pre-historic predator.	The ocean conditions were favourable.
d. Its teeth were not big enough.	Most likely, it was planktivorous.

Believe it or not…

Tyrannosaurus is Greek for 'tyrant lizard', and 'rex' means 'king' in Latin. The king of the tyrant lizards is one of the greatest predators that ever lived. It had teeth that were up to 30 cm long.



5. In your opinion, were *Aquilolamna milarcae* more like sharks or manta rays? Explain.

Writing

6. Read, research, and complete the table.

Research finding: According to a new study, the number of marine phytoplankton, the microscopic organisms that filter greenhouse gases and directly or indirectly feed every animal in the ocean, is rapidly declining. [Science.org]

Causes	Possible consequences
•	•
•	•
•	•

Richmond

Vocabulary Review

1. Read and complete.

• an anthropologist • an archaeologist • a palaeontologist • a geneticist

Do you study fossils of plants and animals that lived millions of years ago? — Yes → You're _____.

No

Do you study artefacts and tools that people left behind? — Yes → You're _____.

No

Do you study how genes configure plants and animals? — Yes → You're _____.

No

Do you study human origins, societies, and cultures, focusing on their ancient past to understand their present? — Yes → You're _____.

2. Read and match to the researchers in exercise 1.

a. 'The DNA sequence analysis led our team to conclude that Neanderthals probably used some form of communication.'

A _____ said this.

b. 'The skeleton of this prehistoric creature is similar to a shark's, but one of the most prominent parts of this predator's body is missing: the teeth.'

A _____ said this.

c. 'The next step in our research is the collection of information from the community elders. We're trying to understand what their diet used to be.'

An _____ said this.

d. 'We excavated a bit more, but could only find five arrowheads. It was nothing like the first day, when we found some pottery and coins.'

An _____ said this.

3. Find five verbs usually employed in scientific contexts.

r	u	w	r	o	u	t	i	o	e
e	e	v	e	i	l	e	b	q	c
s	t	z	a	q	x	s	o	i	o
e	a	h	f	s	e	w	t	l	n
a	o	y	d	r	u	a	p	e	d
r	e	x	v	z	m	r	s	d	u
c	r	e	v	o	c	s	i	d	c
h	u	e	g	r	d	n	a	m	t

a. r *e* s *e* *a* *r* *c* *h*

b. ____ ____ l i ____ ____ ____

c. ____ ____ ____ c ____ ____ ____ r

d. ____ b ____ ____ ____ ____ e

e. c ____ ____ ____ ____ c ____

4. Circle the odd one out.

a.	• arrowheads	• bones	• genome	• pottery
b.	• shovel	• skull	• teeth	• skeleton
c.	• palaeogenetics	• archaeology	• palaeontology	• anthropology
d.	• Neanderthal	• *Homo sapiens*	• Cro-Magnon	• *Pteranodon*
e.	• study	• analyse	• dig site	• examine

Richmond

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ISBN 978-950-46-7922-6