LESSON 4

IMAGINE THAT!





Watch Video

Section 1. Getting Started: Vocabulary and Pronunciation

Time Travel:

- Alternate timeline
- Chronological shifts
- Temporal exploration
- Time displacement
- Future possibilities
- Historical alterations
- Temporal paradox
- Time distortion

Colonization of Other Planets:

- Extraterrestrial habitats
- Interplanetary migration
- Planetary settlement
- Space colonization
- Terraforming

Extraterrestrial Life:

- Alien existence
- Cosmic life forms
- Extraterrestrial contact
- Outer space beings
- Galactic civilizations
- Alien encounters
- Space organisms
- Intergalactic communication
- Astrobiological studies

Extreme Virtual Realities:

- Immersive simulations
- Simulated environment
- Virtual reality immersion

Verbs and Phrasal Verbs:

- Conjecture (about)
- Envision
- Explore possibilities
- Speculate (on)
- Transform perspectives

Idiomatic Expressions:

- Beyond the realm of possibility
- In the blink of an eye
- Out of this world
- Touch base with reality
- A trip down memory lane
- Light years away
- Lost in the space-time
- A journey into the unknown
- A window to another dimension



Pronunciation:

Practice the pronunciation of the words in the table below, focusing on the common sounds in each group. Repeat the words multiple times, emphasizing the specific sounds to strengthen your pronunciation.

Sound	Words
/t/	alternate, temporal, extraterrestrial, contact
/s/	timelines, extraterrestrial, simulations, space,
/n/	interplanetary, planetary, encounter, simulation

LIVEWORKSHEETS

LESSON 4

WARM UP

GO BACK IN TIME



We all have moments we wish we could live again or change.
Think about your past and imagine going back in time.

TIME MACHINE ACTIVITY

Imagine you have a time machine.
You can go back to any moment in your life.
Complete the boxes below.

CHILDHOOD	SCHOOL YEARS	TEEN YEARS	RECENT PAST	YESTERDAY
When did you feel truly happy?	What is a school memory you would love to relive?	Is there a decision you would make differently?	What is something you are proud of achieving?	Would you change anything about yesterday?

PAIR DISCUSSION

Discuss your answers with a partner.

1. Which moment from your past would you most like to experience again?
2. If you could go back and give your younger self one piece of advice, what would it be?
3. What would you do differently if you could go back in time?
4. How have your past experiences helped shape the person you are today?
5. Which moment in your life would you never want to change? Why?

GROUP SHARE

Share your ideas with your group.

- Share the most interesting moment from your timeline.
- Listen to your classmates and ask follow-up questions.
- Find something you have in common.
- Together, choose the most surprising or inspiring story and explain why.

THINK BIGGER

If you could go back in time and change one event in the world, what would it be?
How would the world be different today?

LIVEWORKSHEETS

B2 ENGLISH

GRAMMAR CHART

THE USE OF PAST PERFECT PROGRESSIVE



WHAT IS IT?

The Past Perfect Progressive is used to talk about an action that **started in the past**, **continued for some time**, and **finished before** another action or time in the past.

FORM

had + been + verb-ing

TIME EXPRESSIONS

for, since, all day, all week, all month, for hours, before, until then, by that time

WHEN DO WE USE IT?

- **To show how long an action had been happening before another past action.**
- **To give background information about a situation in the past.**
- **To express the duration of an action that ended before a specific time in the past.**

Watch Video

EXAMPLES

- She was tired because she had been studying for five hours before the exam.
- They had been waiting for the bus for 20 minutes when it finally arrived.
- I was happy because I had been working on that project all week.
- By the time we got to the movie, it had been raining for an hour.
- He had been playing video games all afternoon before his mom came home.



FILL IN THE BLANKS

Use the correct form of the Past Perfect Progressive (had been + verb-ing) in each sentence.

1. She was exhausted because she _____ (work) on her project all night.
2. By the time the guests arrived, we _____ (cook) dinner for two hours.
3. They were happy because they _____ (save) money for their trip for months.
4. I didn't hear the phone because I _____ (listen) to music.
5. He was late because he _____ (drive) in heavy traffic.
6. We were hungry because we _____ (hike) in the mountains all day.
7. The children were dirty because they _____ (play) outside all afternoon.
8. By last summer, they _____ (live) in that house for five years.
9. The team was confident because they _____ (train) hard for weeks before the match.
10. I was surprised to see her because I _____ (not see) her for a long time.

REMEMBER!
The Past Perfect Progressive helps us show the duration of an action before another action or moment in the past.

TIP!
Often used with FOR and SINCE to express how long something had been happening.

LIVEWORKSHEETS

LESSON 4 Past Perfect Progressive: Duration in the Past

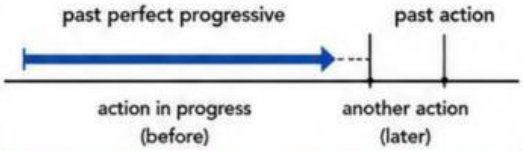
I can use the past perfect progressive to talk about actions that had been in progress before another action in the past.



GRAMMAR FOCUS

We use the past perfect progressive to talk about an action that had been in progress for a period of time before another action in the past.

FORM	EXAMPLE	USE
had been + verb-ing	By the time she called me, I had **been doing** my homework for three hours.	We use it to show how long an action had been happening before something else in the past.



1 FILL IN THE BLANKS

Write the past perfect progressive form of the verbs in parentheses.

Ex. By the time she called me, I _____ my homework for three hours.
had been doing
(do)

1. She _____ university for six years before she graduated.
(attend)

2. He _____ for nine hours by 8:00 am.
(sleep)

3. By the time she got to my house, I _____ for ages.
(clean)

4. We _____ for 45 minutes before you joined us.
(hang out)

5. I _____ here long before I moved to a new apartment.
(live, not)

6. My friend _____ at our company for eight years before he quit.
(work)

7. The security guard _____ the building all night by the time I got to the office.
(patrol)

8. By 11:00 pm last night, we _____ for only an hour.
(sleep)

9. _____ he _____ long when she finally arrived?
(wait)

10. _____ the children _____ quietly before their mother got home?
(play)

THINK MORE Think of a time you had been doing something for a long time before something else happened. What was it? How did it make you feel?

LIVEWORKSHEETS

Section 2:

GRAMMAR FUNDAMENTALS



Explanation	Structures Used	Examples
Speculating about hypothetical situations	- Conditional sentences **(Zero, First, Second, Third)**	- If **I had** more money, **I would** travel around the world.
	- Modal verbs **(could, might, would)**	- She **might** buy a house if she wins the lottery.
	- Past Perfect Continuous	- They **would have been** waiting for hours if the bus hadn't come.
	- Speculative phrases **(if only, suppose, what if)**	- **If only I had studied** harder, I would have passed the exam.
	- Vocabulary related to **hypothetical situations.**	- Suppose we **could** time travel, what would you do first?

Exercise 1: Sentence Combining Exercise

Combine the sentences using the given words. Maintain the same meaning.

1. She dreams of traveling to Mars. She knows it's unlikely.
   She dreams of traveling to Mars, _____ it's unlikely.
2. They would have finished the project on time. The computer crashed.
   They would have finished the project on time _____ the computer hadn't crashed.
3. If only I had known about the party, I would have gone.
   _____ about the party, I would have gone.
4. Suppose we found life on other planets. How would it impact our society?
   _____ life on other planets, how would it impact our society?
5. If they had studied harder, they would have passed the exam. They didn't study.
   _____ harder, they would have passed the exam.

Exercise 2: Gap Fill Exercise

Fill in the blanks with the appropriate words or phrases.

1. If I _____ a time machine, I would visit ancient Rome.
2. We _____ have missed the train if we hadn't left early.
3. Suppose we _____ find a way to travel faster than light, what would happen?
4. If they _____ more effort into their work, they might have succeeded.
5. What if we _____ communicate with animals, what would they say?

LIVEWORKSHEETS

LESSON 4

READING & DISCUSSION

Read each story and then discuss the questions with your partner or group.



MY E-PAL

A. READING

I finally met my e-pal in person last week. We had been writing to each other for two years in English class, but we had never met. We had been hoping to meet, but it was difficult as she is from England and I live in Canada. We are both synchronized swimmers. She had been trying to convince her team to travel to Canada for some small swimming competitions, but it was too expensive. Finally, her team decided to come to Canada for a big international competition. Up until last week, I had been recovering from an ankle injury, but luckily I am fully recovered now. We are both excited about the competition and spending some time together.

DISCUSSION QUESTIONS

- Have you ever had an e-pal? How did you meet?
- What challenges can make it difficult to meet someone in person?
- What activities or hobbies do you share with your friends?
- How do international competitions or events bring people together?



JOHN'S ROCK BAND

A. READING

John's rock band just broke up. They had been playing together for three years, but they hadn't been getting anywhere. They had been performing in a lot of shows, but the clubs were usually empty. They had been publicizing their shows by putting up posters, but no one seemed to read them. They had been writing lots of new songs, but no one wanted to buy their music. For the last year or so, all the musicians had been experimenting with other music groups. The guitarist had been jamming with a jazz group on the weekends, the drummer had been drumming for a punk band, and John had been rapping for a hip-hop group. That's why they decided to split up.

DISCUSSION QUESTIONS

- Why do you think the band wasn't successful?
- What can musicians do to attract more fans?
- Have you ever been in a group where people had different goals?
- What are the benefits of trying different activities or groups?



SAM PROPOSES TO JULIE

A. READING

Julie's boyfriend, Sam, finally proposed to her yesterday. Julie had been waiting for two years for a proposal, but Sam had been avoiding the topic of marriage. Julie had been hinting at it for a long time. She had been buying bridal magazines and taking Sam to jewelry shops. Everyone could see that Sam and Julie were really in love, but Sam had been taking his time. Recently, even Sam's friends had been pestering him about proposing to Julie. For the last few weeks, Sam had been looking all over town for the perfect ring. He finally found it three days ago. Sam is glad he finally got the nerve to propose to Julie. He had been contemplating it for a long time but was too nervous to make a move.

DISCUSSION QUESTIONS

- Why do you think Sam was taking his time to propose?
- What are some signs that two people are ready for marriage?
- How do friends and family influence our decisions?
- What does a "perfect" proposal look like to you?

LIVEWORKSHEETS

B2 ENGLISH

Five Moments, One Humanity

Exploring History, Sharing Perspectives



History is full of turning points that changed the world.
Imagine you were there!
Analyze each moment and share how you would have reacted.

TASK: Read about each historical moment. Then, answer the questions and share your ideas.

Historical Moment	What Happened?	How Would I Have Reacted?	Why?
1  **The Moon Landing (1969)**	On July 20, 1969, Neil Armstrong became the first man to walk on the Moon.		
2  **The Fall of the Berlin Wall (1989)**	The Berlin Wall fell, ending the division between East and West Germany and becoming a symbol of freedom.		
3  **The End of Apartheid in South Africa (1994)**	Nelson Mandela was elected president in the first democratic elections, ending apartheid.		
4  **The Discovery of America (1492)**	Christopher Columbus sailed to the Americas, opening the way for exploration and cultural exchange.		
5  **The Discovery of Penicillin (1928)**	Alexander Fleming discovered penicillin, revolutionizing medicine and saving millions of lives.		

THINK & SHARE

1. Which of these moments do you think had the greatest impact on humanity? Why? _____
2. If you could go back in time to experience one of these moments, which would you choose and why? _____
3. What lesson can we learn from these moments for our lives today? _____

DISCUSSION TIPS

- Express your opinions clearly.
- Give reasons and examples.
- Listen to others and respect ideas.
- Use a variety of vocabulary.

LIVEWORKSHEETS

TIME-TRAVEL DILEMA DISCUSSION



DISCUSS • DECIDE • REFLECT

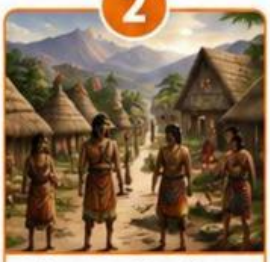
In this activity, you will work in pairs or small groups. Each group will choose one or more scenario card describing a different time-travel dilemma. Read the scenario carefully and discuss with your partner or group members what you would do in that situation. Consider the consequences of your actions and any ethical implications involved. Use speculative language to express your thoughts and decisions. After discussing, be prepared to share your ideas with the class and engage in a lively discussion about the dilemmas presented.

1



You accidentally travel back to the 19th century and find yourself in the midst of Costa Rica's struggle for independence from Spanish colonial rule. You have the opportunity to provide crucial knowledge and support to the independence movement, potentially altering the course of history. However, changing the outcome may erase modern-day Costa Rica's cultural heritage and identity. What do you decide?

2



You travel back to the 16th century in Costa Rica, a time marked by political turmoil and social upheaval. You encounter a group of indigenous tribes facing colonization and displacement by European settlers. You have the opportunity to intervene and protect the indigenous communities, but altering the course of history may impact the cultural heritage of present-day Costa Rica. How do you navigate this dilemma?

3



You find yourself transported to the year 2060, where you discover that a global conflict has devastated the world.. You have the chance to go back in time and prevent the events that triggered the conflict, but doing so may erase the lives of countless individuals born after the conflict. What do you decide?

4



While exploring a time portal, you accidentally arrive in a future where humanity has achieved world peace through the use of mind-controlling technology. However, you learn that this peace comes at the cost of individual freedom and autonomy. Do you intervene to prevent the widespread adoption of this technology, or do you accept peace at the expense of personal liberty?

5



While exploring a time portal, you inadvertently find yourself transported to medieval Europe during the era of witch hunts. Witnessing innocent individuals being persecuted and executed for suspected witchcraft, you grapple with a moral dilemma. You possess modern knowledge and understanding of science that could debunk the superstitions fueling the witch hunts.

DISCUSSION PROMPTS

- What would you do in this situation? Why?
- What are the possible consequences of your actions?
- Are there ethical limits to changing the past or future?
- How might your decision impact people you don't know?
- What lessons can we learn from these dilemmas?



TIPS FOR A GREAT DISCUSSION

- Listen actively to others.
- Respect different opinions.
- Use speculative language: *might, could, would, if....*
- Support your ideas with reasons.
- Be ready to share your conclusions with the class.

The past is unchangeable. The future is unwritten. What will you choose?

LIVEWORKSHEETS

B2 ENGLISH

Let's Talk

BACK IN TIME

Discuss, Imagine, Reflect!



Imagine you could go back in time.
You can visit any moment in history, meet anyone, or change something from the past.

Your Task:
Talk about the questions below. Develop your ideas and express your opinions.

DISCUSSION QUESTIONS

1. If you could go back in time, which period would you visit and why?
2. What historical event would you like to witness in person?
3. If you could meet any person from the past, who would it be and what would you talk about?
4. What do you think life was like 100 years ago? What would be the hardest thing for you?
5. If you could change one important event in history, what would it be? How do you think it would change the world today?
6. What are some advantages and disadvantages of going back in time?
7. Do you think people in the past were happier? Why or why not?
8. What lessons from the past do you think are still important today?
9. If you had a time machine for one day, what would you do first, second, and last? Explain.
10. Would you go back in time to change something in your own life? What might the possible consequences be?

USEFUL LANGUAGE

- In my opinion, ...
- I believe that ...
- From my point of view, ...
- One reason is that ...
- Another advantage is ...
- However, ...
- For example, ...
- In conclusion, ...

TIPS FOR A GREAT DISCUSSION

- Speak clearly and confidently.
- Give reasons and examples.
- Listen to others and respond.
- Respect different opinions.

The past is a lesson. The future is a choice. What would you do?

ESLWORKSHEETS

FUTURE TECH IMPACT DISCUSSION



IMAGINE • SPECULATE • DISCUSS • SHAPE THE FUTURE

Work in pairs or small groups. Take a look at the list of futuristic technologies or advancements related to everyday life. Discuss with your partner or group members the potential positive and negative impacts of these technologies on society, daily life, and human relationships. Use your imagination to speculate on how these advancements might change the way we live and interact. Be prepared to share your thoughts with the class and engage in a discussion about the implications of future technology.

FUTURISTIC TECHNOLOGIES

1



ORGAN PRINTING:

Making body parts, like hearts or kidneys, using a special printer and cells from your body.

2



TRIPS TO SPACE:

Taking regular people on vacations to outer space for fun.

3



HOLOGRAM PHONES:

Phones that can show 3D images of people so it feels like they're right there with you.

4



BRAIN CHIPS:

Tiny computers put in your brain to control devices with your thoughts.

5



FOOD REPLICATORS:

Machines that can make any type of food you want instantly, like in science fiction movies.

6



SELF-CLEANING CLOTHES:

Clothes made from special materials that repel dirt and stains, and have the ability to clean themselves.

DISCUSSION PROMPTS

- What do you think the biggest benefit of this technology is?
- What are some possible negative impacts?
- How might this technology change daily life in the future?
- How could it affect jobs or the economy?
- What ethical concerns or problems might it create?
- Would you like to live in a world where this technology exists? Why or why not?

TIPS FOR A GREAT DISCUSSION

- Listen to others and show respect.
- Share your ideas clearly and confidently.
- Use speculative language: might, could, would, if....
- Give reasons and examples.
- Be open-minded and consider different perspectives.

THE FUTURE IS IN OUR IDEAS. WHAT WILL WE CHOOSE TO CREATE?

LIVEWORKSHEETS

LISTENING

TIME TRAVEL DILEMMAS



Exercise 1: Time Travel Dilemmas

Listen to the conversation and complete the exercises.

1 **What is the main topic of the conversation between Alex and Sofia?**

a) Time travel
b) Historical events
c) Space exploration
d) Scientific discoveries

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2 **According to Sofia, why should we be cautious about altering the past?**

a) Because the past is already perfect.
b) Because it's impossible to change the past.
c) Because historical events are not interesting.
d) Because it could lead to unforeseen consequences.

---

3 **How does Sofia feel about the idea of tampering with the past?**

a) She is excited about the possibilities.
b) She thinks it's a fun idea with no risks.
c) She believes it's impossible to change the past.
d) She is cautious and believes it could have significant consequences.

---

4 **What does Sofia think might happen if people could glimpse into their own futures?**

a) They would become anxious.
b) They would become complacent.
c) They would stop living in the present.
d) They would have a sense of certainty.

---

5 **How does the concept of parallel timelines challenge our perception of reality according to Sofia?**

a) It confirms that time travel is impossible.
b) It indicates that there is only one timeline.
c) It suggests that reality is fixed and unchangeable.
d) It implies that every choice creates a new reality, leading to infinite possibilities.

LIVEWORKSHEETS

LISTENING
EXTRATERRESTRIAL ENCOUNTERS



Exercise 2: Extraterrestrial Encounters

Listen to the conversation and complete the exercises.

a) a) What might Liam and Emma agree on regarding the evidence for extraterrestrial life?

b) b) If Emma had seen scientific evidence of extraterrestrial life, what might she have said differently?

c) c) How would Liam's perspective change if he hadn't been fascinated by the idea of extraterrestrial life?

d) d) If Chris hadn't asked about the impact on technology, what might Liam and Emma have discussed instead?

e) e) How might Liam have responded differently if Emma hadn't emphasized the importance of ethical considerations in technological advancements?

LIVEWORKSHEETS

READING COMPREHENSION

HYPOTHETICAL SITUATIONS AND SPECULATION

What if?



Humans love to imagine "what if?" questions. Hypothetical situations help us explore possibilities beyond our everyday lives. They allow us to think about different choices and their potential outcomes without any real consequences.

For example, what if everyone in the world suddenly decided to stop using technology for a week? Some people believe it would bring families closer together and reduce stress. Others think it would cause chaos in workplaces and schools. In this case, we can't know for sure what would happen, but discussing the idea helps us understand different perspectives.

Another interesting idea is: What if humans could live on Mars in the near future? Some scientists say it might be possible within our lifetime, while others believe there are too many Challenges, such as the lack of oxygen, food, and protection from radiation. If we could solve these problems, life on Mars might open exciting new opportunities for humanity.

Even small decisions can lead to big changes. What if we always told the truth, no matter how difficult? It could build more trust in relationships, but it might also hurt people's feelings. These are the kinds of situations we face every day.

Hypothetical thinking and speculation are not just fun; they help us prepare for the future. By imagining different scenarios, we can make better decisions today and create a better world tomorrow.

VOCABULARY FOCUS

- **Hypothetical (adj.):** based on a situation that is imagined but not real.
- **Speculation (n.):** the act of forming a theory or idea without complete evidence.
- **Consequences (n.):** the result or effect of a choice or action.
- **Challenge (n.):** a difficult situation that needs to be dealt with.
- **Perspective (n.):** a particular way of looking at something.
- **Scenario (n.):** a possible situation or development.

A TRUE OR FALSE

Read the statements and write True (T) or False (F).

1. Hypothetical situations help us think about different possibilities. _____
2. The passage says we can know for sure what would happen in every hypothetical situation. _____
3. Some scientists believe humans could live on Mars in the future. _____
4. Small decisions never lead to big changes. _____
5. Hypothetical thinking is useful for preparing for the future. _____

B MULTIPLE CHOICE

Choose the best answer.

1. **What is the main idea of the text?**
   a) Technology makes life easier.
   b) Hypothetical thinking helps us explore possibilities and prepare for the future.
   c) Life on Mars is impossible.
   d) Telling the truth is always easy.
2. **According to the text, what might happen if people stopped using technology?**
   a) The world would become a better place.
   b) Families would have less time together.
   c) It could bring people closer or cause chaos.
   d) Nothing would change.
3. **What is one of the main challenges of living on Mars?**
   a) Too much oxygen
   b) Lack of food, oxygen, and protection
   c) Having too many schools
   d) High gravity

C DISCUSSION

Answer the questions with your own ideas.

1. **What other "what if?" question do you find interesting? Why?**

   _____
   _____
   _____

2. **Do you think hypothetical thinking can help solve real problems? How?**

   _____
   _____
   _____

3. **Can you think of a time when imagining different possibilities helped you make a decision?**

   _____
   _____
   _____

THINK & SHARE Discuss your answers with a partner or small group. Share your ideas and listen to others' opinions.

LIVEWORKSHEETS

SECTION 6:

WRITING

WRITE ABOUT THE CHOSEN SCENARIO



Creative writing. Instruct students to write a short narrative based on their chosen scenario. Remind them to incorporate elements of speculation, such as imagining future technologies, societal changes, and the unknown aspects of space exploration.

CHOOSE YOUR SCENARIO

Scientists make contact with an advanced alien civilization and must navigate the societal, technological, and philosophical implications.

A group of astronauts embarks on a mission to colonize a newly discovered planet.

Earth receives a signal from a distant galaxy, indicating the presence of intelligent life. How do governments, religions, and individuals react to this revelation?

YOUR TASK: Write a short narrative (300–400 words) based on the scenario you chose. Develop your ideas, express your opinions, and be creative!

MY STORY

THINK BIG. IMAGINE MORE. WRITE THE FUTURE!

LIVEWORKSHEETS