LESSON 1

DREAM CATCHERS





Section 1. Getting Started: Vocabulary and Pronunciation

Short and Long-Term Goals:

- Achievement
- Accomplishment
- Goal
- Success

Ambitions:

- Dreams
- Hopes
- Plans

Career:

- Job
- Work
- Promotion
- Professional advancement

Personal Development:

- Growth
- Improvement
- Self-discovery
- Effort
- Persistence
- Determination
- Focus
- Passion
- Resolve

Education:

- Learning
- Study
- Skill development

Hopes and Wishes Verbs and Phrasal Verbs:

- Aspire
- Bring about (to cause)
- Come up with (to think of)
- Envision
- Hope
- Look forward to (to anticipate)
- Set up (to establish)
- Wish

Idiomatic Expressions:

- Chase dreams
- Follow one's heart
- Aim high
- Make dreams come true

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 skills.



Sound	Words
/sh/	achievement, ambition, personal, education, wishes
/k/	accomplishment, career, skill, and chase.
/r/	career, personal, dreams, career, perseverance

LIVEWORKSHEETS



SHORT-TERM GOALS & LONG-TERM GOALS

1. WHAT IS A GOAL?

A goal is something you want to achieve in the future.

Goals give us direction, motivation and help us become better every day.

2. SHORT-TERM GOALS

Goals you can achieve in **days, weeks,** or a **few months.**

- **Improve** *my English speaking.*
- **Save** $200.
- **Exercise** *three times a week.*
- **Read** *one English book.*

3. LONG-TERM GOALS

Goals that take **several years** to achieve.

- **Graduate** *from university.*
- **Buy** *a house.*
- **Become** *an engineer.*
- **Start** *my own business.*

4. USEFUL EXPRESSIONS

- ★ *My short-term goal is...*
- ★ *My long-term goal is...*
- ★ *I want to...*
- ★ *I hope to...*
- ★ *In the future, I would like to...*

5. SPEAKING PRACTICE

Ask a partner:

1. *What is one of your short-term goals?*
2. *What is your biggest long-term goal?*
3. *How will you achieve your goals?*
4. *Why are these goals important to you?*



B1 ENGLISH

Dream it. Plan it. Work for it. Achieve it!

Keep going. You're doing great!

LIVE WORKSHEETS

LESSON 1

WARM UP

SHORT- AND LONG-TERM GOALS



Discuss with a partner.

Look at the goals below. Decide which ones are short-term goals (you can achieve in the next few weeks or months) and which ones are long-term goals (you want to achieve in the next few years).

Write each goal in the correct column.

Here are some goals. Sort them into short-term or long-term goals.

- Exercise three times a week.
- Finish a university degree.
- Travel around the world.
- Read one book every month.
- Save money for an emergency fund.
- Get a professional certification.
- Buy my own house.
- Improve my English speaking skills.
- Get a job in my field of study.
- Eat healthier food every day.
- Start a family.
- Learn a new hobby.

SHORT-TERM GOALS	LONG-TERM GOALS
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

Share your answers and explain your choices. Which goals are most important to you and why?

LIVEWORKSHEETS



TALKING ABOUT

LONG & SHORT-TERM GOALS WITH WISH

We use **WISH** to talk about things we want to happen in the future, especially when we **dream**, **hope** or **have goals**.

WISH STRUCTURE

I wish + *subject* + *past simple*,

...

I wish + *subject* + *would* + *base verb*.

- *I wish I **had** more time to study.*
  (But I don't have enough time now.)
- *I wish I **would** travel around the world.*
  (It's my dream, not a real plan yet.)

SHORT-TERM GOALS

Things you want to achieve in the near future (days, weeks, or a few months).

- *I wish I **had** more time to improve my English.*
- *I wish I **could** exercise every day and feel healthier.*
- *I wish I **would** finish all my assignments on time this semester.*
- *I wish I **had** enough money to buy a new laptop.*
- *I wish I **could** speak English fluently in my next conversation.*

LONG-TERM GOALS

Things you want to achieve in the future (several years from now).

- *I wish I **had graduated** from a top university.*
- *I wish I **would** own a house by the time I'm 35.*
- *I wish I **had** a successful career that I really love.*
- *I wish I **could** travel to many countries and experience different cultures.*
- *I wish I **would** make a positive difference in people's lives.*

USEFUL EXPRESSIONS

- *I really wish that...*
- *It would be great if...*
- *I hope that one day...*
- *If only I could...*
- *Someday, I hope I will...*
- *I'm counting on the day when...*

SPEAKING PRACTICE

Discuss with a partner.

1. What are some of your short-term goals? Use wish to explain.
2. What are your long-term goals? How do you see your life in 10 years?
3. What is something you wish you could do right now? Why?
4. What do you wish for the world in the future?

B2 ENGLISH

Dream it. Plan it. Work for it. Achieve it!

LIVEWORKSHEETS

★ B2 English –

UNIT 1 GRAMMAR IN CONTEXT B2

WATCH NOW



WISHES, HOPES, DREAMS AND GOALS

We use different structures to talk about our desires, expectations and goals in life.

1 GRAMMAR SUMMARY

Explanation	Structures Used	Examples
"I wish (that)" is used to express desires or regrets about the present or past.	I wish (that) + past simple	I wish I had more time to travel.
"I hope (that)" is used to express expectations or desires for the future.	I hope (that) + present simple	I hope I can visit Paris one day.
"I dream of" is used to express desires for the future.	I dream of + gerund	I dream of traveling the world.
"My short-term goal is to" is used to express expectations for the future.	My short-term goal is + noun phrase	My short-term goal is to learn a new language.
"My long-term goal is to" is used to express expectations for the future.	My long-term goal is + noun phrase	My long-term goal is to become a doctor.

THINK & SHARE

Work in pairs or small groups. Discuss the questions.

1. What do you wish you could do right now?
2. What do you hope will happen next year?
3. What do you dream of doing in the future?
4. What are your short-term and long-term goals?

2 EXERCISE 1: GAP FILL EXERCISE

Fill in the blanks with the correct forms given.

1. I _____ **(wish)** I _____ **(have)** a car.
2. She _____ **(hope)** she _____ **(visit)** Japan next year.
3. They _____ **(dream)** of _____ **(buy)** a house by the beach.
4. Our short-term goal _____ **(be)** to _____ **(finish)** this project by next month.
5. His long-term goal _____ **(be)** to _____ **(start)** his own business.



3 EXERCISE 2: SENTENCE COMBINE EXERCISE

Combine the following sentences using the structures related to wishes, hopes, and dreams.

1. I needed more money. _____
2. She needs to find a good job. _____
3. They want to travel to exotic places. _____
4. I want to lose weight. _____
5. He wanted to become a successful entrepreneur. _____

LIVEWORKSHEETS

LESSON 1

Let´s talk about *short-long term plans*



HOPE	WISH
Use *hope* to talk about something you want to happen in the future or something you believe is possible.	Use *wish* to talk about situations you want to be different, especially unreal or unlikely situations.
Structure: hope + subject + will / present simple	**Structure:** wish + subject + past simple
Example: • I *hope* I will pass my exam. • I *hope* you enjoy the trip.	**Example:** • I *wish* I had more free time. • I *wish* I lived closer to my friends.

A. COMPLETE THE STATEMENTS WITH *HOPE*

Complete each statement with your own ideas. Then discuss your answers with a partner.

1. I hope I _____ this year.
2. I hope my friends _____.
3. I hope I will _____ next weekend.
4. I hope my family _____.
5. I hope I can _____ in the future.
6. I hope my English _____.
7. I hope I will have the opportunity to _____.
8. I hope that one day _____.

B. COMPLETE THE STATEMENTS WITH *WISH*

Complete each statement with your own ideas. Then discuss your answers with a partner.

1. I wish I _____ more free time.
2. I wish I _____ better at _____.
3. I wish I could _____.
4. I wish I _____ closer to _____.
5. I wish I were _____.
6. I wish I had _____.
7. I wish I _____ a celebrity.
8. I wish I could change _____

LIVEWORKSHEETS

LESSON 1

SECOND CONDITIONAL

B2 ENGLISH GRAMMAR



A. Introduction to Conditionals

Conditionals are used to express a **hypothetical** situation. This is when you don't know if something will happen or not, so you make a guess about what the result might be. There are four conditional patterns in the English language, and they usually involve an "if" clause. This lesson will focus on the **second conditional**, also known as the **unreal conditional**.

B. The Second Conditional

Pattern: If + past, would + base verb

Use: The second conditional shows an **unlikely** or **impossible** outcome that wouldn't happen in most cases (unless a specific condition were somehow met).

Tip #1

The verb in the if clause is a **simple past** verb, and the verb in the **main clause** is **would + the base form** of the verb. A sentence can begin with either clause with no change in meaning. Remember that a sentence that begins with an if clause is followed by a comma.

- If they **had** more money, they **would buy** a car.
- **They would buy** a car if they **had** more money.

WATCH NOW

Examples

Sentences	Condition	Outcome	Explanation
• If we **won** the lottery, we **would travel** around the world. • We **would travel** around the world if we **won** the lottery.	winning the lottery	traveling around the world	Winning the lottery is rare, so this is very **unlikely**.
• If I **had** wings, I **would fly** to Japan. • I **would fly** to Japan if I **had** wings.	having wings	flying to Japan	I don't have wings, so this is **impossible**.
• If Lisa **lived** near the beach, she **would learn** to surf. • Lisa **would learn** to surf if she **lived** near the beach.	living near the beach	learning to surf	She doesn't live near the beach now, so this is **unlikely**.

LIVEWORKSHEETS

LESSON 1

THE SECOND CONDITIONAL CONT.



EXAMPLES CONT.

SENTENCES	CONDITION	OUTCOME	EXPLANATION
• If I **were** rich, I **wouldn't work** anymore. • I **wouldn't work** anymore if I **were** rich.	being rich	not working	I don't have a lot of money right now, so this is **unlikely.**
• If my grandparents **were** young again, they **would do** things differently. • My grandparents **would do** things differently if they **were** young again.	being young again	living life in a different way	They can't go back in time, so this is **impossible.**
• If the children **had** a pool, they **would swim** every day. • The children **would swim** every day if they **had** a pool.	having a pool	swimming every day	They don't have a pool now, so this is **unlikely.**
• If she **grew** an extra head, she **would be** twice as smart. • She **would be** twice as smart if she **grew** an extra head.	growing another head	being twice as smart	She can't grow another head, so this is **impossible.**

TIP

The *Be* verb in conditional sentences is always **were** (not was) for all subjects. Some people choose to ignore this rule, but it's best to follow it.

- If I **were** a dog, I **would** lie around in the sun all day.
- If Juan **were** an astronaut, he would fly to the moon.

TIP

Would can contract to ***'d*** with subjects that are pronouns. ***Would not*** can contract to ***wouldn't*** with any subject.

- If the clerk were taller, she**'d be** able to reach the top shelf.
- If my coworker inherited a lot of money, he probably **wouldn't** work here anymore.

TIP

Could + base verb can be used in place of a past verb or *would + base verb* to indicate ability or possibility.

- If I **could ski**, I would buy a season's pass at my local mountain.
- If I didn't have to babysit tonight, I **could go** to [illegible]

LIVEWORKSHEETS

LESSON 1

REAL SITUATIONS, REAL CHOICES



Read the situations and talk about them.

1.



Woman: I was driving with a friend in the countryside last weekend when I saw a little puppy on the side of the road. There weren't any houses nearby, and the dog seemed to be lost. I was worried it might get run over, so I stopped the car and went to check it out. The puppy seemed to be really scared and very hungry, too. I think someone must have left it there. Maybe they didn't want it anymore. Some people are so cruel!

SPEAKING ACTIVITY – SECOND CONDITIONAL

Talk about the situation using second conditional.

- What would you do if you saw a lost puppy on the side of the road?
- If people didn't want pets, what would happen?
- If more people were responsible, how would animals' lives be different?

2.



Man: The other day, I saw a guy acting pretty strangely. It was about ten o'clock at night, and he was standing behind a tree watching my neighbor's house. He probably thought nobody could see him because it was dark, but I noticed him when I took my dog out for a walk. As soon as he saw me, he hid behind the tree. I pretended that I hadn't seen him.

SPEAKING ACTIVITY – SECOND CONDITIONAL

Talk about the situation using second conditional.

- What would you do if you saw someone watching your house at night?
- If neighbors didn't look out for each other, what would happen?
- If you were that guy, what would you do instead?

3.



Woman: One of my friends invited me to see a movie with her last week. I was sure she'd said Wednesday night, and I'd written it down on my calendar as Wednesday. On Tuesday night, I didn't come home until late because I had gone to a friend's house for dinner. And I had left my cell phone at home! When I got home, there was an angry message on my voicemail from my friend, and she'd sent me several texts. We were supposed to see the movie Tuesday night, and she'd waited for me in front of the theater for an hour.

SPEAKING ACTIVITY – SECOND CONDITIONAL

Talk about the situation using second conditional.

- What would you do if you had a mistake like this?
- If you always forgot important plans, how would your friends feel?
- If you could go back in time, what would you do before Tuesday night?

REMEMBER: SECOND CONDITIONAL

If + past simple, ... would + base verb.

We use the second conditional to talk about imaginary or unlikely situations in the present or future.

Example:

If I saw a lost puppy, I would take it home.

SHARE YOUR IDEAS! Speak clearly. Listen to your classmates. Respect different opinions.

Let's Talk!

LIVEWORKSHEETS

WHAT WOULD YOU DO?

A **PAIR WORK** What's happening in the picture? How do you feel about it?



B Listen to three people talk about different situations. Check (✓) the two words that best describe each person's feelings.

1.	2.	3.
☐ concerned	☐ confused	☐ surprised
☐ frightened	☐ amused	☐ embarrassed
☐ pleased	☐ worried	☐ amused
☐ disgusted	☐ delighted	☐ fascinated

C Listen again. Check (✓) what each person probably did next.

1. ☐ a. She left the puppy there.
   ☐ b. She took the puppy home.

2. ☐ a. He called the police.
   ☐ b. He invited the man to his home.

3. ☐ a. She forgot about it.
   ☐ b. She called the friend to apologize.

D **GROUP WORK** Look at the picture in part A again. Discuss these questions.

1. What would you do if you saw this happen?

   _____

2. What would your teacher do?

   _____

3. What would you do if you were the boy? the girl? one of the other students?

   _____

   _____

THINK AND SHARE!

There are no right or wrong answers. Share your ideas and listen to others.



LIVEWORKSHEETS

LESSON 1

B-2 ENGLISH

EXERCISE 1: CHASING DREAMS



Listen to the conversation and complete the exercises.

1 What is Laura's dream career?

a) Wildlife biologist
b) Environmental activist
c) Wildlife photographer
d) Nature conservationist

2 According to Miguel, what should Laura do to start pursuing her dream?

a) Apply for internships
b) Join photography forums
c) Attend networking events
d) Research photography courses

3 How can internships benefit Laura in her pursuit of becoming a wildlife photographer?

a) They provide theoretical knowledge
b) They help in building a professional portfolio
c) They offer hands-on experience and connections
d) They focus on advanced photography techniques

4 Which workshop did Miguel recommend for Laura to enhance her photography skills?

a) "Wildlife Wonders"
b) "Nature Lens Mastery"
c) "Portrait Photography"
d) "Photography Fundamentals"

5 How does Miguel suggest Laura balance pursuing her dream with other commitments?

a) By creating a flexible schedule
b) By giving up other commitments
c) By seeking assistance from professionals
d) By prioritizing her passion over everything else

LISTEN. THINK. CHOOSE.
Every step brings you closer to your dreams!

LIVEWORKSHEETS

LESSON 1

SECTION 4: LISTENING

B-2 ENGLISH



EXERCISE 2:

THE IMAGINARY VOYAGE

Listen to the conversation and complete the exercises.

1 What does Ana envision as the ultimate vacation?

a) Trying local cuisine
b) Relaxing on a beach
c) Going on adventurous hikes
d) Experiencing cultural activities

2 What does Carlos wish to explore during the vacation?

a) Exotic street food
b) Scuba diving and zip-lining
c) Local festivals and traditions
d) Ancient ruins and grand structures

3 What kind of experience does Sofia desire during the vacation?

a) Trying unique local dishes
b) Exploring historical landmarks
c) Participating in cultural festivals
d) Engaging in adrenaline-inducing activities

4 According to Diego, what can turn dreams into reality?

a) Financial resources
b) Detailed planning
c) Luck and chance encounters
d) Hopefulness and perseverance

5 What conclusion can be drawn from the conversation?

a) They believe dreams rarely come true.
b) They plan to turn their dream vacation into reality soon.
c) The characters have no intention of exploring cultural experiences.
d) The characters prefer a relaxing vacation over an adventurous one.

DREAM IT.
PLAN IT. LIVE IT.

Every journey begins with a dream.
Where would you go?

LIVEWORKSHEETS