

B1 PRACTICE PACK

Practice, Use It, Bring It Back

Seven clearly separated practice sets—one for each B1 chapter. Complete the core exercises, use English in a short and simple mission, and bring evidence of your homework to the next class.

✓ How to use this pack:

1. **Core:** complete Exercises 1 and 2 after class. They are short and simple.
2. **Real Use:** complete Exercise 3 aloud with a person, AI voice tool, or phone recorder.
3. **Bring Back:** bring the requested evidence and be ready to use it with a partner.
4. **It is OK to make mistakes:** speak first, correct later. (Dica: errar faz parte — o objetivo é comunicar.)

Chapter	Survival outcome	Homework evidence
1	Introduce yourself and say where things are.	Introduction card + short recording
2	Say who does each chore at home.	Four family-chores sentences
3	Describe your daily routine.	Six-sentence routine + recording
4	Say prices, dates, and personal numbers.	Personal numbers card
5	Talk about habits and say what is yours.	Five habit sentences
6	Tell the time and talk about your schedule.	My week schedule card
7	Describe a person and give simple directions.	Mystery person card + directions

CHAPTER 1

Nice to Meet You: Names, Cities, and Classroom Language



Outcome:

I can introduce myself with the verb *to be* and say where people and things are.

Exercise 1 • Core Am, is, or are?

Complete each sentence with *am*, *is*, or *are*. (Dica: *I* → *am*; *he* / *she* / *it* → *is*; *we* / *you* / *they* → *are*.)

1. I _____ a student at Incluir.
2. My teacher _____ from São Paulo.
3. We _____ in the classroom now.
4. _____ you a new student?
5. The notebooks _____ on the desk.
6. My city _____ not very big.

Exercise 2 · Core Make your introduction card

Complete the five sentences about you. Use the verb to be and one preposition of place (in, on, under, next to, behind, between, in front of).

1. My name is

2. I am from

3. I am a

4. My house is next to

5. In my classroom, the board is

Exercise 3 · Real Use Meet a new classmate

Introduce yourself to a partner without reading every sentence. Ask your partner two questions: one about their name or city, and one Where is...? question.

Useful opening

A: Hi! My name is Pedro. What's your name?

B: I'm Carla. Nice to meet you! Where are you from?

A: I'm from Salvador. Where is the library?



Homework Prompt · 10 minutes:

Voice prompt: “Act as a friendly new classmate at a beginner English course. Ask me my name, my city, and where one thing in my house is. Ask one question at a time and speak very slowly. If I make a mistake, explain it briefly in Portuguese and ask me to repeat.” **Offline:** record yourself reading your introduction card, then again without reading. **Bring back:** your introduction card and one question you asked.

CHAPTER 2

Who Does What at Home: Chores, Pronouns, and Possessives



Outcome:

I can say who does each chore at home using the correct pronoun.

Exercise 1 · Core Choose the right pronoun

Complete each sentence with the word in brackets: a subject pronoun (he, she, they), an object pronoun (him, her, them), or a possessive adjective (my, her, our).

1. This is my brother. _____ washes the dishes every day. (He / Him)
2. I love my grandmother. I help _____ on Saturdays. (she / her)
3. The plants are dry. Please water _____. (they / them)
4. We tidy up _____ room on Sundays. (our / us)
5. Maria makes _____ bed every morning. (her / she)
6. My father cooks dinner, and I set the table for _____. (he / him)

Exercise 2 · Core Who does what at your home?

Write four sentences about chores in your home. Use four different chores from the box and a different person in each sentence.

WORD BANK

wash the dishes

make the bed

sweep the floor

take out the rubbish

cook dinner

water the plants

do the laundry

set the table

Exercise 3 · Real Use Chore interview

Ask a partner three questions about chores. Answer their questions with complete short sentences.

Useful questions

A: Who cooks dinner in your house?

B: My father cooks dinner. I help him. Do you make your bed?

A: Yes, I make my bed every day.



Homework Prompt · 10 minutes:

Voice prompt: “Act as my classmate at a beginner English course. Ask me five simple questions about chores at my house, one at a time: who cooks, who cleans, who washes the dishes. Speak very slowly. If I make a mistake with a pronoun, explain it briefly in Portuguese.” **Offline:** interview a family member (in Portuguese is OK) and write their answers in English. **Bring back:** your four chores sentences and one new chore word you learned.

CHAPTER 3

A Day in My Life: Daily Routines and Everyday Things



Outcome:

I can describe my daily routine with the Simple Present.

Exercise 1 · Core One or many? Write the plural

Complete each sentence with the plural of the noun in brackets. (Dica: alguns plurais são irregulares — child → children.)

1. I have two _____. (brother)
2. She takes two _____ to work. (bus)
3. The _____ go to school at seven. (child)
4. There are many big _____ in Brazil. (city)
5. He washes the _____ after dinner. (knife)
6. Five _____ live in my house. (person)

Exercise 2 · Core Complete the routine

Complete each sentence with the correct Simple Present form. Remember: he / she / it takes -s, and questions and negatives use do / does.

1. She _____ at six o'clock. (wake up)
2. I _____ breakfast at home. (have)
3. He _____ coffee. (not / like)
4. _____ to work by bus? (you / go)
5. My parents _____ TV at night. (watch)
6. What time _____ lunch? (she / have)

Exercise 3 · Real Use Tell me about your day

Tell a partner five things you do every day, in order: morning, afternoon, night. Then ask your partner one question with What time do you...?

Useful opening

A: I wake up at six. I take a shower and I have breakfast. What time do you wake up?

B: I wake up at seven. I don't have breakfast at home.



Homework Prompt · 10–12 minutes:

Voice prompt: “Act as a beginner-level English practice partner. Ask me six simple questions about my daily routine, one at a time: wake up, breakfast, work or school, lunch, evening, bed. Speak very slowly and repeat if I ask. At the end, tell me my two best sentences.”

Offline: record six sentences about your day, from morning to night. **Bring back:** your six-sentence routine and the time you wake up, written in numbers.

CHAPTER 4

Numbers That Matter: Prices, Dates, and Personal Information



Outcome:

I can say and understand prices, dates, and my personal numbers.

Exercise 1 · Core Write the number in words

Write each number in full. (Dica: use hundred e thousand no singular — two hundred, não two hundreds.)

1. 120 → _____

2. 315 → _____

3. 999 → _____

4. 1,000 → _____

5. 2,500 → _____

6. 1,000,000 → _____

Exercise 2 · Core Ordinal numbers and dates

Complete with the ordinal number or the month. (Dica: 1st = first, 2nd = second, 3rd = third.)

1. January is the _____ month of the year. (1st)
2. My birthday is on May _____. (3rd)
3. Christmas is on December _____. (25th)
4. The _____ month of the year is September. (9th)
5. Brazilian Independence Day is in _____. (month)
6. New Year's Eve is on December _____. (31st)

Exercise 3 · Real Use My personal numbers card

Complete the card. Then read it aloud to a partner, number by number. Your partner writes what they hear and you check together.

1. My phone number is:

2. My house number is:

3. My birthday is on:

4. An important price this week (in reais):

**Homework Prompt · 10 minutes:**

Voice prompt: “Act as a number-dictation trainer for a beginner English student. Say five numbers between 100 and 10,000, one at a time, very slowly. I repeat each number and you tell me if I am right. Then ask my birthday and my phone number.” **Offline:** read five prices from a supermarket flyer aloud in English and record yourself. **Bring back:** your personal numbers card and the five prices you practiced.

CHAPTER 5

My Week, My Things: Habits and Belongings

**Outcome:**

I can say how often I do things and say what is mine.

Exercise 1 · Core Put the adverb in the right place

Rewrite each sentence with the frequency adverb in brackets in the correct position. (Dica: antes do verbo principal, depois do verbo to be.)

1. I drink coffee in the morning. (always)

2. She is late for class. (never)

3. We watch TV after dinner. (usually)

4. He goes to the gym. (sometimes)

5. They are tired on Mondays. (often)

Exercise 2 · Core Mine, yours, hers...

Complete each sentence with a possessive pronoun: *mine, yours, his, hers, ours, theirs.*

1. This pen is not your pen. It is _____. (I)
2. Is this backpack _____? (you)
3. That notebook is Maria's. It is _____. (she)
4. This house is our house. It is _____. (we)
5. Those chairs are the students'. They are _____. (they)

Exercise 3 · Real Use How often do you...?

Ask a partner three *How often do you...?* questions. Then put three objects on the table and practice: *Whose is this? — It's mine. / It's hers.*

Useful questions

A: How often do you cook dinner?

B: I usually cook dinner. I never cook on Sundays. Whose phone is this?

A: It's mine.



Homework Prompt · 10 minutes:

Voice prompt: “Act as a beginner English practice partner. Ask me five *How often do you...?* questions about my week, one at a time, very slowly. I answer with always, usually, sometimes, rarely, or never. Then ask about three objects near me and I answer with mine, his, or hers.”

Offline: write five sentences about your week, each with a different frequency adverb. **Bring back:** your five habit sentences.

CHAPTER 6

When Does It Start? Times, Schedules, and Appointments

**Outcome:**

I can tell the time and talk about my weekly schedule.

Exercise 1 · Core What time is it?

Write each time in words. (Dica: 7:15 = quarter past seven; 6:45 = quarter to seven.)

1. 7:00 → _____
2. 7:30 → _____
3. 7:15 → _____
4. 6:45 → _____
5. 12:00 (day) → _____
6. 12:00 (night) → _____

Exercise 2 · Core At, in, or on?

Complete with *at*, *in*, or *on*. (Dica: *at* + hora; *on* + dia; *in* + mês / parte do dia.)

1. My English class starts _____ seven o'clock.
2. I have an appointment _____ Monday.
3. I always study _____ the morning.
4. Her birthday is _____ July.
5. The test is _____ March 3rd.
6. I don't work _____ night.

Exercise 3 · Real Use My week schedule card

Write three real appointments or activities from your week: what, what day, what time. Then tell a partner. Your partner asks: What time does it start?

1. Activity 1:

2. Activity 2:

3. Activity 3:



Homework Prompt · 10–12 minutes:

Voice prompt: “Act as a receptionist at a clinic. I want to make an appointment. Offer me two days and two times, very slowly. I choose one and repeat the day and time to confirm. If my time expression is wrong, correct it briefly in Portuguese.” **Offline:** look at a real clock five times today and say the time aloud in English each time. **Bring back:** your week schedule card with three activities.

CHAPTER 7

Finding My Way: Describing People and Asking for Directions



Outcome:

I can describe a person and give or follow simple directions.

Exercise 1 • Core Is, has, or is wearing?

Complete each description with is, has, or is wearing. (Dica: is + adjetivo; has + cabelo/olhos; is wearing + roupa.)

1. My sister _____ tall and friendly.
2. He _____ short black hair.
3. She _____ a red T-shirt today.
4. My teacher _____ brown eyes and curly hair.
5. Today my brother _____ jeans and a jacket.

Exercise 2 · Core Match the phrase to its meaning

Write the correct letter for each transport or direction phrase.

- | | |
|--|---|
| 1. on foot

2. turn left

3. go straight

4. cross the street

5. by subway | a) continue in the same direction

b) walking, without a vehicle

c) using the metro / underground train

d) go to the other side of the street

e) change direction to the left |
|--|---|

1. _____ 2. _____ 3. _____
4. _____ 5. _____

Exercise 3 · Real Use Mystery person + simple directions

Part 1: describe a person in the class or in your family without saying the name (appearance, personality, clothes). Your partner guesses. Part 2: tell your partner how to go from your school to a place you know (two or three steps).



Homework Prompt · 12–15 minutes:

Voice prompt: “Create a simple two-part roleplay for a beginner English student. Part 1: I describe a famous Brazilian person and you guess. Part 2: act as a tourist and ask me how to go from my house to the supermarket; make me use turn left, turn right, and go straight. Speak very slowly and give feedback in Portuguese at the end.” **Offline:** describe two family members in three sentences each and record the directions from your house to the bus stop. **Bring back:** your mystery person card and your directions, written or recorded.

Final Reflection My next practice target

Complete the reflection honestly. You can write in simple English.

1. One thing I can say in English now:

2. One chapter I want to review:

3. Before the end-of-level test, I will practice:
