

B1 PRACTICE PACK

TEACHER EDITION

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

Teacher Use:

Assign only the core tasks when students have limited time. Begin the next class with a five-minute evidence exchange in pairs. B1 students need generous scaffolding: accept TEACHER EDITION plus gestures as a starting point, and celebrate any complete sentence. Check whether the student attempted the mission; do not turn every homework task into a grammar test.

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

am**is****are****Are****are****is**

Exercise 2 · Core Make your introduction card

TEACHER EDITION

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

Answers will vary. Check for correct *to be* forms and one understandable preposition of place. Model: My name is Ana. I am from Recife. I am a student. My house is next to a bakery. In my classroom, the board is in front of the desks.

Exercise 3 · Real Use Meet a new classmate

TEACHER EDITION

*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?

Successful performance includes a name, a city, one more fact with *to be*, and one understandable *Where is...?* question. Pronunciation does not need to be perfect.

**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.

Quick Check:

Use: Said name and city / Used am-is-are / Asked one question. Mark Attempted, Developing, or Ready. Do not correct pronunciation of city names.

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

Exercise 2 · Core Who does what at your home?

TEACHER EDITION

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

Answers will vary. Model: My mother cooks dinner. I wash the dishes. My brother takes out the rubbish. We make our beds every morning. Check third-person -s and pronoun choice.

Exercise 3 · Real Use Chore interview

TEACHER EDITION

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.

Successful performance includes three questions, three understandable answers, and at least one correct pronoun or possessive adjective (him, her, them, my, our...).

**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.

Quick Check:

Prioritize the chores vocabulary and pronoun choice. Third-person -s errors are normal at this level; recast them, do not stop the conversation.

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

brothers
buses
children
cities
knives
people

Exercise 2 · Core Complete the routine

TEACHER EDITION

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

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

Successful performance includes five routine verbs in a logical order and one understandable *What time do you...?* question.

**Homework Prompt · 10–12 minutes:**

TEACHER EDITION

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.

Quick Check:

Use: Five routine verbs / Logical order / One question. Accept missing third-person -s if the sentence is understandable; note it for later correction.

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 → one hundred and twenty

one hundred and twenty

2. 315 → three hundred and fifteen

three hundred and fifteen

3. 999 → nine hundred and ninety-nine

nine hundred and ninety-nine

4. 1,000 → one thousand

one thousand

5. 2,500 → two thousand five hundred

two thousand five hundred

6. 1,000,000 → one million

one million

Exercise 2 · Core Ordinal numbers and dates

TEACHER EDITION

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

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

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):

Answers will vary. Success means the partner writes at least three of the four numbers correctly from dictation. Phone numbers are said digit by digit; dates use ordinal + month.

**Homework Prompt · 10 minutes:**

TEACHER EDITION

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.

Quick Check:

Focus on comprehension: can the listener write the number? Accept both “one hundred twenty” and “one hundred and twenty”. Drill teen/ty pairs (13/30, 14/40) if confusion appears.

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

TEACHER EDITION

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)

I always drink coffee in the morning.

2. She is late for class. (never)

She is never late for class.

3. We watch TV after dinner. (usually)

We usually watch TV after dinner.

4. He goes to the gym. (sometimes)

He sometimes goes to the gym. / Sometimes he goes to the gym.

5. They are tired on Mondays. (often)

They are often tired on Mondays.

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

TEACHER EDITION

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

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

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.

Successful performance includes three frequency answers (always / usually / sometimes / never) and two correct possessive pronouns in the object game.

**Homework Prompt · 10 minutes:**

TEACHER EDITION

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.

Quick Check:

Check adverb position (before the main verb, after *to be*) and mine/my confusion — the most common B1 error here. One clean correction is enough; keep the exchange moving.

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 → <u>seven o'clock</u> | seven o'clock |
| 2. 7:30 → <u>half past seven</u> | half past seven |
| 3. 7:15 → <u>quarter past seven</u> | quarter past seven |
| 4. 6:45 → <u>quarter to seven</u> | quarter to seven |
| 5. 12:00 (day) → <u>noon</u> | noon / midday |
| 6. 12:00 (night) → <u>midnight</u> | midnight |

Exercise 2 · Core At, in, or on?

TEACHER EDITION

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

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

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:

Model: I have English class on Tuesday at seven o'clock. My doctor's appointment is on Friday at half past two. Success means day + time are understandable and use at/on correctly at least twice.

**Homework Prompt · 10–12 minutes:**

TEACHER EDITION

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.

Quick Check:

Confirming day + time correctly is the survival skill; “half past” vs “thirty” are both acceptable. Correct only at/in/on mistakes that change the meaning.

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

Exercise 2 · Core Match the phrase to its meaning

TEACHER EDITION

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. **b** _____ 2. **e** _____ 3. **a** _____
4. **d** _____ 5. **c** _____
- 1-b, 2-e, 3-a, 4-d, 5-c**

Exercise 3 · Real Use Mystery person + simple directions

TEACHER EDITION

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).

Model: She is tall. She has long brown hair. She is wearing a blue dress. (Answer: Juliana.) — Go straight on this street, turn left at the bakery, and the pharmacy is next to the supermarket. Success = the partner guesses the person and can repeat the route.

**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

TEACHER EDITION

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:

Individual reflection; use it to choose targeted review sections before the end-of-level test.

Quick Check:

Use informally: communication, understands/responds, target vocabulary, clarity. Give one strength and one next action per student, and connect the reflection answers to the review worksheet sections.