

B2 PRACTICE PACK

TEACHER EDITION

Practice, Use It, Bring It Back

Ten clearly separated practice sets—one for each B2 chapter. Complete the core exercises, use English in a short 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.

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. **Stretch:** revise and improve one answer after feedback.

Chapter	Survival outcome	Homework evidence
1	Ask and answer questions about routine, work, and daily life.	Five-question interview card + 60-second recording
2	Say what there is in the kitchen and what is missing.	Kitchen list with plurals + shopping note
3	Describe your neighbourhood with a, an, and the.	Six-sentence neighbourhood tour
4	Say what you need and how much when shopping.	Shopping list + store dialogue recording
5	Show the rooms and point to what goes where.	Room description card
6	Say what is happening right now.	Video-call description + recording

Chapter	Survival outcome	Homework evidence
7	Talk about routine, changes, and weekend plans.	Weekend diary + plan conversation
8	Say what happened and why.	Three-sentence explanation note
9	Teach something step by step.	Recipe card with sequence connectors
10	Survive a whole visitor day in English.	Mission log + final reflection

Teacher Use:

Assign only the core tasks when students have limited time. Begin the next class with a five-minute evidence exchange in pairs. Check whether the student attempted the mission; do not turn every homework task into another grammar test. At this level, celebrate every complete sentence.

CHAPTER 1

The Welcome Interview: Routine, Work, and Daily Life

**Outcome:**

I can ask and answer simple questions about my routine and my life.

Exercise 1 · Core Complete with the Present Simple

Complete each sentence with the correct Present Simple form of the verb. (Dica: com he / she / it, o verbo ganha -s.)

1. I work at a supermarket near my house. (work) **work**
2. My sister studies English on Tuesdays. (study) **studies**
3. He doesn't drink coffee in the evening. (not drink) **doesn't drink**
4. We have lunch at home on Sundays. (have) **have**
5. Does your brother live with you? (live) **Does / live**
6. What time do you wake up during the week? (you / wake up) **do you wake up**

Exercise 2 · Core Write the WH question

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Read each answer. Write the question with the correct WH word: What, Where, When, Who, Why.

1. I live **in Belo Horizonte**.

Where do you live?

2. I work **as a cook**.

What do you do? / What is your job?

3. My English class is **on Monday**.

When is your English class?

4. **My mother** cooks dinner at home.

Who cooks dinner at home / at your house?

5. I study English **because I want a better job**.

Why do you study English?

Exercise 3 · Real Use The welcome interview

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Prepare five questions on your interview card: name, home, work or studies, family, free time. Interview a partner and answer their questions too.

Useful opening

A: Where do you live?

B: I live near the bus station. And you?

Successful performance includes five understandable WH questions and complete short answers. Word order (WH + do/does + subject + verb) can be imperfect if the meaning is clear.

**Homework Prompt · 10–12 minutes:**

Voice prompt: “Act as a friendly new classmate at a Brazilian English school. Ask me one question at a time about my routine, work, and family. Speak slowly. If I make an important mistake, explain it briefly in Portuguese and ask me to repeat.” **Offline:** record yourself asking your five questions and answering them about your own life. **Bring back:** your interview card and one answer you improved.

Quick Check:

Use: Question understandable / Answer complete / Third-person -s attempted. Mark Attempted, Developing, or Ready. Do not block on missing auxiliaries if the question works.

CHAPTER 2

The Kitchen Check: Plurals and Quantities



Outcome:

I can say what there is in the kitchen and what is missing, using correct plurals.

Exercise 1 · Core Write the plural

Write the plural form of each noun. (Dica: alguns plurais são irregulares — não usam -s.)

- | | |
|--|---------------------|
| 1. one tomato → three <u>tomatoes</u> | tomatoes |
| 2. one glass → two <u>glasses</u> | glasses |
| 3. one knife → four <u>knives</u> | knives |
| 4. one strawberry → some <u>strawberries</u> | strawberries |
| 5. one child → two <u>children</u> | children |
| 6. one man → three <u>men</u> | men |

Exercise 2 · Core Countable or uncountable?

Complete the kitchen check with *There is* or *There are*. (Dica: rice, milk, sugar são incontáveis — use *There is*.)

- | | |
|--|------------------|
| 1. <u>There is</u> some rice in the cupboard. | There is |
| 2. <u>There are</u> six eggs in the fridge. | There are |
| 3. <u>There is</u> a little milk, but it is old. | There is |
| 4. <u>There are</u> two onions and one pepper. | There are |
| 5. <u>There is</u> no sugar — we need to buy more. | There is |

Exercise 3 · Real Use The kitchen check

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Open your real kitchen (or imagine one). Say three things there are, two things that are missing, and write a short shopping note.

Model: There are some tomatoes and there is a little rice. There isn't any milk and there aren't any eggs. **Shopping note:** milk, eggs, two onions.

**Homework Prompt · 10–12 minutes:**

Voice prompt: “Act as my roommate. Ask me what there is in our kitchen and what is missing. Ask about at least five different foods, one at a time. Speak slowly and correct big plural mistakes in Portuguese at the end.” **Offline:** record a 60-second kitchen check of your real kitchen. **Bring back:** your kitchen list with at least six correct plurals and your shopping note.

Quick Check:

Check the irregular plurals and the There is / There are choice. Accept any reasonable food list; the goal is quantity language, not vocabulary breadth.

CHAPTER 3

The Neighbourhood Tour: a, an, and the

**Outcome:**

I can describe my city and neighbourhood with the correct articles.

Exercise 1 · Core a or an?

Circle the correct option. (Dica: escolha pelo SOM da palavra seguinte, não pela letra.)

1. There is ____ old church in the square.

- ☐ a) a
☐ b) an

b) an

2. My cousin works in ____ hospital.

- ☐ a) a
☐ b) an

a) a

3. We waited ____ hour for the bus.

- ☐ a) a
☐ b) an

b) an (o “h” de hour é mudo)

4. There is ____ university near my house.

- ☐ a) a
☐ b) an

a) a (university começa com som de “iú”)

Exercise 2 · Core Complete the tour with a, an, or the

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Complete the neighbourhood description. Use a, an, or the.

1. I live on a quiet street in my city. **a**
2. There is a bakery on the corner. **a**
3. The bakery opens at six in the morning. **The (já sabemos qual padaria)**
4. Next to it there is an old pharmacy. **an**
5. The pharmacy closes early on Sundays. **The**
6. At the end of the street you can see the biggest park in the city. **the (superlativo usa the)**

Exercise 3 · Real Use Give the neighbourhood tour

Write six sentences about your real neighbourhood: first mention a place with a/an, then say something more about it with the. Read the tour aloud to a partner.

Model: There is a supermarket near my house. The supermarket is cheap. There is an old square. The square is beautiful at night.

**Homework Prompt · 10–12 minutes:**

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Voice prompt: “Act as a visitor to my neighbourhood in Brazil. Ask me what there is to see, one question at a time. When I answer, ask one more detail about the same place. Speak slowly.” **Offline:** record your six-sentence tour as a voice message for an imaginary visitor.

Bring back: your written tour with every article underlined.

Quick Check:

Look for the a/an → the pattern (new place → known place). Sound-based a/an errors with hour and university are normal; correct them gently.

CHAPTER 4

The Shopping Trip: What You Need and How Much

**Outcome:**

I can say what I need, ask how much things cost, and talk about quantities in a store.

Exercise 1 · Core some, any, much, or many?

Circle the correct quantifier. (Dica: some em frases afirmativas; any em negativas e perguntas.)

1. I need ____ new socks for work.

☐ a) some

☐ b) any

a) some

2. We don't have ____ money for a new jacket this month.

☐ a) some

☐ b) any

b) any

3. How ____ does this dress cost?

☐ a) much

☐ b) many

a) much

4. How ____ shirts do you want?

☐ a) much

☐ b) many

b) many

Exercise 2 · Core Complete the store dialogue

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Use: some, any, How much, a few, a little.

1. Customer: Good morning! I need some socks and a belt. **some**
2. Clerk: Of course. Do you need any shirts today? They are on sale. **any**
3. Customer: Maybe a few shirts for work — two or three. **a few**
4. Customer: How much is this jacket? **How much**
5. Clerk: Ninety reais. And I only have a little time before we close, so let's find your size! **a little**

Exercise 3 · Real Use The shopping trip

Make a real shopping list with four items of clothing. Roleplay the store: greet the clerk, say what you need, ask the price of two items, and decide what to buy.

Model: I need some black pants for work. How much are these? Do you have any cheaper ones? I'll take a few pairs of socks too.

**Homework Prompt · 12 minutes:**

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Voice prompt: “Act as a clothes store clerk in Brazil. Greet me, ask what I need and how many, tell me prices in reais, and offer one thing on sale. Speak slowly and make me ask at least one How much question.” **Offline:** record both sides of the store dialogue using your real shopping list. **Bring back:** your shopping list and the price of each item you “bought”.

Quick Check:

Check some/any choice and How much vs How many. Clothes vocabulary from the chapter (shirt, pants, dress, jacket, socks) should appear naturally; supply missing words instead of stopping the roleplay.

CHAPTER 5

Moving Day: Rooms, Places, and Pointing



Outcome:

I can describe a place with There is / There are and point to things with this, that, these, those.

Exercise 1 · Core this, that, these, or those?

Complete each sentence. (Dica: *this/these = perto; that/those = longe. This/that = um; these/those = vários.*)

1. **This** box in my hands is very heavy. **This**
2. Put **those** chairs over there, next to the window. **those**
3. **These** plates here go in the kitchen. **These**
4. Can you see **that** building on the other side of the street? **that**
5. **This** room is the biggest one in the apartment. **This**

Exercise 2 · Core Describe the new neighbourhood

Complete with *There is, There are, There isn't, or There aren't.*

1. **There is** a bus stop in front of the building. **There is**
2. **There are** two pharmacies on this street. **There are**
3. **There isn't** a supermarket nearby, so we go to the market on Saturdays. **There isn't**
4. **There aren't** any benches in the square yet. **There aren't**
5. **There is** a library next to the school — I love it. **There is**

Exercise 3 · Real Use Moving day tour

TEACHER EDITION

Imagine a friend is helping you move. Point and give four instructions using this/that/these/those, then describe the new home with two There is / There are sentences.

Model: Put this lamp in the bedroom. Those boxes go in the kitchen. These books are for that shelf. There are two bedrooms and there is a small balcony.

**Homework Prompt · 10–12 minutes:**

Voice prompt: “Act as a friend helping me move to a new apartment. Ask me where things go. I will answer with this, that, these, and those. Then ask me three questions about the new neighbourhood. Speak slowly.” **Offline:** stand in a real room, record yourself pointing at four things (near and far) and describing the room. **Bring back:** your room description card with two There is and two There are sentences.

Quick Check:

Watch for near/far and singular/plural crossings (this books, those chair). Physical pointing during the check makes errors visible and memorable.

CHAPTER 6

The Video Call: What Is Happening Right Now



Outcome:

I can say what people are doing right now.

Exercise 1 · Core Complete with the Present Continuous

Complete with *am / is / are + verb-ing*. Watch the spelling! (Dica: *run → running, write → writing, study → studying*.)

1. Right now, I **am talking** to my family on a video call. (talk) **am talking**
2. My mother **is cooking** dinner in the kitchen. (cook) **is cooking**
3. The children **are running** in the yard. (run) **are running (dobro o n)**
4. My brother **is writing** a message on his phone. (write) **is writing (sem o e)**
5. We **are studying** English together this month. (study) **are studying**
6. It **is raining** here today, so everybody is at home. (rain) **is raining**

Exercise 2 · Core Questions and negatives

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Rewrite each sentence as a question or a negative, as indicated.

1. You are watching TV. (question)

Are you watching TV?

2. She is sleeping. (negative)

She isn't sleeping. / She is not sleeping.

3. They are working today. (question)

Are they working today?

4. What / you / do / right now? (write the question)

What are you doing right now?

Exercise 3 · Real Use The video call

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Imagine you are on a video call with your family. Describe what four different people are doing right now. Your partner asks two “What is ... doing?” questions.

Useful opening

A: Hi! What are you doing?

B: I'm making coffee. My father is watering the plants.

Successful performance names four people with correct am/is/are + -ing and answers both follow-up questions.

**Homework Prompt · 10–12 minutes:**

Voice prompt: “Act as my cousin on a video call. Ask me what I am doing and what each person in my house is doing right now, one question at a time. Speak slowly and correct big mistakes in Portuguese at the end.” **Offline:** at a busy moment at home, record 60 seconds describing what everyone is doing. **Bring back:** your recording notes with four Present Continuous sentences.

Quick Check:

Check am/is/are agreement first, spelling second. A dropped auxiliary (She cooking) is the priority error at this level.

CHAPTER 7

The Weekend Plan: Routine, Changes, and Plans

**Outcome:**

I can contrast what I usually do with what is different now, and talk about weekend arrangements.

Exercise 1 · Core Present Simple or Present Continuous?

TEACHER EDITION

Circle the correct form. (Dica: usually / every day → Present Simple; now / this week → Present Continuous.)

1. I usually ____ to work by bus.

☐ a) go

☐ b) am going

a) go

2. This week I ____ because my bike is broken.

☐ a) walk

☐ b) am walking

b) am walking

3. My wife ____ dinner every evening at seven.

☐ a) cooks

☐ b) is cooking

a) cooks

4. Listen! The neighbours ____ music again.

☐ a) play

☐ b) are playing

b) are playing

Exercise 2 · Core Write your weekend diary

TEACHER EDITION

Write four sentences about fixed plans for next weekend using the Present Continuous for the future. Include the day and time.

Model: On Saturday morning I am playing football with my friends. On Saturday night we are having dinner at my mother's house. On Sunday I am meeting Ana at the park at ten.

Exercise 3 · Real Use Find a free time together

Compare weekend diaries with a partner. Ask “What are you doing on Saturday afternoon?” until you find one free time you share, and arrange to do something together.

Success means both students state real arrangements, ask at least two questions, and agree on a shared plan with day and time.

**Homework Prompt · 12 minutes:**

TEACHER EDITION

Voice prompt: “Act as my friend. Ask about my routine on weekends, what is different this month, and what I am doing next weekend. Try to arrange one activity with me. Speak slowly.”

Offline: record a message inviting a friend out, saying your plans for the weekend and asking about theirs. **Bring back:** your weekend diary and the plan you arranged.

Quick Check:

The routine/now contrast is the heart of the chapter. Accept Present Continuous future even when “going to” would be natural; that form arrives in a later level.

CHAPTER 8

The Explanation: What Happened and Why

**Outcome:**

I can connect my ideas with and, but, or, so, and because to explain a situation.

Exercise 1 · Core Choose the connector

Complete with and, but, or, so, or because. Use each word at least once.

- | | |
|--|----------------|
| 1. I was late because _____ the bus didn't come. | because |
| 2. The bus didn't come, so _____ I walked to work. | so |
| 3. I like coffee and _____ my husband likes tea. | and |
| 4. We can meet on Saturday or _____ on Sunday — you choose. | or |
| 5. I wanted to call you, but _____ my phone died. | but |
| 6. It was raining, so _____ we stayed at home. | so |

Exercise 2 · Core Combine the sentences

TEACHER EDITION

Join the two sentences using the connector in parentheses. Write the new sentence on the line.

1. I stayed at home. I was tired. (because)

I stayed at home because I was tired.

2. She likes the dress. It is expensive. (but)

She likes the dress, but it is expensive.

3. He was hungry. He made a sandwich. (so)

He was hungry, so he made a sandwich.

4. Call me when you arrive. Send a message. (or)

Call me when you arrive, or send a message.

Exercise 3 · Real Use Explain what happened

TEACHER EDITION

Think of a real day when something went wrong (you were late, you missed something, plans changed). Explain it in three connected sentences using because, so, and but.

Model: I was late for work because my daughter was sick. I called my boss, but he didn't answer. So I sent him a message and worked one extra hour.

 Homework Prompt · 12 minutes:

Voice prompt: “Act as my boss or teacher. I arrived late today. Ask me what happened and why, one question at a time. Make me use because, so, and but in my explanation. Be friendly and speak slowly.” **Offline:** record a 60-second voice message explaining your difficult day to a friend. **Bring back:** your three-sentence explanation note with each connector underlined.

Quick Check:

Listen for cause (because) vs result (so) — students often swap them. One clear because-sentence and one so-sentence is a pass.

CHAPTER 9

The Recipe: Teach Something Step by Step


Outcome:

I can order my ideas with first, then, after that, and finally, and add or contrast information.

Exercise 1 · Core Match the connector to its job

Write the correct letter.

1. first

2. also

3. however

4. finally

5. so

a) adds information

b) starts a sequence of steps

c) shows a result

d) shows a contrast (formal)

e) closes the sequence

1. **b** _____

2. **a** _____

3. **d** _____

4. **e** _____

5. **c** _____

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

Exercise 2 · Core Complete the recipe

TEACHER EDITION

Complete the recipe for a simple vitamina (fruit smoothie). Use: *First, Then, After that, Finally, also.*

- | | |
|---|-------------------|
| 1. First _____ , wash a banana and some strawberries. | First |
| 2. Then _____ , cut the fruit into small pieces. | Then |
| 3. After that _____ , put the fruit in the blender with cold milk. | After that |
| 4. You can also _____ add a little honey if you like it sweet. | also |
| 5. Finally _____ , blend everything for one minute and serve. | Finally |

Exercise 3 · Real Use Teach your recipe

Choose something you really know how to make or do (a food, a drink, a repair). Teach it to a partner in five steps using *First, Then, After that, Finally* — and one *also* or *however*.

Success means the partner can repeat the steps in order. Sequence words must appear at the start of at least four steps.

**Homework Prompt · 12–15 minutes:**

TEACHER EDITION

Voice prompt: “Act as a cooking student. I will teach you a simple Brazilian recipe step by step. Ask me to repeat or explain when a step is not clear. At the end, repeat my steps back to me so I can check them.” **Offline:** record yourself teaching your recipe in five steps. **Bring back:** your recipe card with the sequence connectors underlined.

Quick Check:

Order words at the start of steps are the win condition. “However” is a stretch word at this level — praise it, don't require it.

CHAPTER 10

The Visitor: A Whole Day in English

**Outcome:**

I can combine everything from B2 — questions, quantities, articles, descriptions, and connectors — to host a visitor for a day.

Exercise 1 · Core Find and correct the mistake

TEACHER EDITION

Each sentence has ONE mistake from a B2 chapter. Rewrite the sentence correctly.

1. She work at a bakery near the station.

Correct: She works at a bakery near the station. (Cap. 1)

2. There are two childs in the park.

Correct: There are two children in the park. (Cap. 2)

3. He is an teacher at my school.

Correct: He is a teacher at my school. (Cap. 3)

4. I don't have some money today.

Correct: I don't have any money today. (Cap. 4)

5. Look at this shoes — they are beautiful!

Correct: Look at these shoes — they are beautiful! (Cap. 5)

6. Quiet, please! The baby sleeping.

Correct: The baby is sleeping. (Cap. 6)

Exercise 2 · Core Complete the letter to a pen pal

TEACHER EDITION

Complete the letter with *ONE* word in each space. The first letter is given where the answer could vary.

1. Hi Alex! I live in **a** _____ small city in Brazil. **a**
2. **There** _____ are many nice places here: a market, a square, and a river. **There**
3. I usually **work** _____ from Monday to Friday, (w) **but** _____ this week I am on holiday. **work / but**
4. Right now I **am** _____ sitting in the kitchen and drinking coffee. **am**
5. We don't have **any** _____ beaches, **so** _____ in summer we swim in the river. **any / so**
6. Come visit me, **because** _____ I want to show you my city! **because**

Exercise 3 · Real Use Three-stage visitor day

TEACHER EDITION

A visitor spends a day with you. Complete all three stages with a partner: (1) welcome interview — ask and answer four questions; (2) neighbourhood tour — describe three places with articles and There is / There are; (3) plan tomorrow together using the Present Continuous and connectors.

1. One question I asked:

2. One place I described:

3. Our plan for tomorrow:

4. One connector I used:

Answers vary. The student should complete each communicative stage using language from at least four different B2 chapters rather than reciting one memorized script.

**Homework Prompt · 15–18 minutes:**

Voice prompt: “Create a three-stage B2 roleplay: you are a visitor to my city. Stage 1: ask me questions about my life. Stage 2: ask me to describe my neighbourhood. Stage 3: plan tomorrow with me. Speak slowly, one question at a time. At the end, tell me one strength and two priorities in Portuguese.” **Offline:** record the three stages with a partner or play both roles yourself. **Bring back:** your four-line mission log and one goal for the end-of-level test.

Final Reflection My next practice target

TEACHER EDITION

Complete the reflection honestly.

- 1.** One situation I can handle now:

- 2.** One grammar point I still confuse:

- 3.** Before the test, I will practice:

Individual reflection; use it to choose targeted review parts from the B2 Review Worksheet.

Quick Check:

Use the mission stages as an informal rubric: communication, understands/responds, target language, clarity. Give one strength and one next action, and point each student to the review part that matches their weakest stage.