

B3 PRACTICE PACK

Practice, Use It, Bring It Back

Nine clearly separated practice sets—one for each B3 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:**

- Core:** complete Exercises 1 and 2 after class.
- Real Use:** complete Exercise 3 aloud with a person, AI voice tool, or phone recorder.
- Bring Back:** bring the requested evidence and be ready to use it with a partner.
- Stretch:** revise and improve one answer after feedback.

| Chapter | Survival outcome                                                        | Homework evidence                                     |
|---------|-------------------------------------------------------------------------|-------------------------------------------------------|
| 1       | Introduce yourself and describe your routine and what is happening now. | Six-sentence new-course profile + 60-second recording |
| 2       | Understand and give advice, rules, and prohibitions at work.            | First-day rules card + advice recording               |
| 3       | Explain what people can, must, and mustn't do in your community.        | Rights-and-duties card                                |
| 4       | Talk about plans, predictions, and quick decisions for a trip.          | Trip plan card + two predictions                      |
| 5       | Explain what you will do if something goes wrong.                       | Plan-B chain with three conditions                    |
| 6       | Explain a recent problem in the past.                                   | Difficult-morning story + recording                   |
| 7       | Ask and answer questions about the past.                                | Five interview questions + answers                    |

| Chapter | Survival outcome                                 | Homework evidence                              |
|---------|--------------------------------------------------|------------------------------------------------|
| 8       | Compare options and explain a shopping decision. | Comparison card for two products               |
| 9       | Recommend places with feeling.                   | Three local recommendations + final reflection |

CHAPTER 1

# Settling In: Your First Week at a New Course



## Outcome:

I can say what I usually do and what is happening right now, and use quantities correctly.

### Exercise 1 · Core Usually or right now?

*Complete each sentence with the Present Simple or Present Continuous. (Dica: usually / every day → Present Simple; now / at the moment → Present Continuous.)*

1. I usually \_\_\_\_\_ English at night. (study)
2. Right now, the teacher \_\_\_\_\_ the course rules. (explain)
3. My classmates \_\_\_\_\_ their names on the list at the moment. (write)
4. She \_\_\_\_\_ at a bakery on Saturdays. (work)
5. We \_\_\_\_\_ class on Fridays. (not have)
6. Listen! Someone \_\_\_\_\_ on the door. (knock)

## Exercise 2 · Core Choose the correct quantity word

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*Circle the best option for each sentence about your new classroom.*

1. There are \_\_\_\_ students in my class this year.

- ☐ a) much  
☐ b) a lot of

2. Is there \_\_\_\_ coffee in the kitchen?

- ☐ a) any  
☐ b) many

3. We don't have \_\_\_\_ time before the break.

- ☐ a) much  
☐ b) some

4. I need \_\_\_\_ new notebooks for this course.

- ☐ a) some  
☐ b) much

5. How \_\_\_\_ chairs are there in the room?

- ☐ a) many  
☐ b) much

### Exercise 3 · Real Use One-minute new-classmate conversation

*Write your six-sentence profile: two facts about you, two routine sentences, and two sentences about what is happening in your life these days. Then use it in a conversation without reading every sentence.*

#### Useful opening

**A:** What do you usually do after class?

**B:** I usually go home and cook dinner. These days I'm also looking for a new job. What about you?

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#### Homework Prompt · 12–15 minutes:

**Voice prompt:** “Act as a new B3 classmate. Ask me one question at a time about my routine and about what is happening in my life these days. Speak slowly. If I make an important mistake, explain it briefly in Portuguese and ask me to repeat.” **Offline:** record both sides of a six-question conversation. **Bring back:** your six-sentence profile and one sentence you improved.

## CHAPTER 2

## First Day on the Job: Advice, Rules and Prohibitions

**Outcome:**

I can understand rules at a new job and give simple advice with should, must, and mustn't.

**Exercise 1 · Core Advice, obligation, or prohibition?**

*Complete with should, shouldn't, must, have to, mustn't, or can't. More than one answer is sometimes possible — choose the most natural.*

1. You \_\_\_\_\_ wear a uniform. It is a company rule.
2. You \_\_\_\_\_ use your phone in the kitchen. It is not allowed.
3. You look tired. You \_\_\_\_\_ go to bed earlier.
4. I \_\_\_\_\_ arrive at 8:00 every day. My manager checks the time.
5. You \_\_\_\_\_ eat at your desk. It is not a rule, but it is not a good idea.
6. Visitors \_\_\_\_\_ enter this area without a badge.

## Exercise 2 · Core Make a first-day rules card

*Think of a job you know (or your dream job). Write the rules card in full sentences.*

**1.** One thing you must do:

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**2.** One thing you mustn't do:

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**3.** One thing you don't have to do:

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**4.** One piece of advice for a new worker:

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## Exercise 3 · Real Use Explain the rules to a new colleague

*Your partner is new at your job. Explain three rules and one piece of advice from your card.  
Your partner asks: "Do I have to...?" and you answer with Yes, you do / No, you don't.*

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### Homework Prompt · 12–15 minutes:

**Voice prompt:** “Act as my manager on my first day at a café. Explain three rules with must and mustn't, one at a time. Then change roles: I explain the rules back to a new worker, and you check my sentences. Speak slowly.” **Offline:** record yourself explaining the four sentences on your rules card. **Bring back:** the rules card and one question you would ask a real manager.



## CHAPTER 3

# Joining In: Rights and Duties in Your Community

**Outcome:**

I can explain what people can, must, and mustn't do in my community.

### Exercise 1 · Core Right, duty, or rule?

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*Circle the option that matches the meaning in brackets.*

1. Everyone \_\_\_\_ use the public library. It is free. (*right*)
  - ☐ a) can
  - ☐ b) mustn't
  
2. Drivers \_\_\_\_ stop at a red light. (*law*)
  - ☐ a) must
  - ☐ b) can
  
3. You \_\_\_\_ throw trash in the river. (*prohibition*)
  - ☐ a) mustn't
  - ☐ b) should
  
4. Neighbors \_\_\_\_ help each other. It is a good idea. (*advice*)
  - ☐ a) should
  - ☐ b) mustn't
  
5. Adults \_\_\_\_ vote in the elections. (*right and duty*)
  - ☐ a) can
  - ☐ b) can't

## Exercise 2 · Core Make a rights-and-duties card

*Choose one place: your street, a park, a bus, or a health center. Write the card in full sentences.*

1. Place:

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2. Two things people can do there:

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3. Two things people must or should do:

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4. Two things people mustn't do:

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## Exercise 3 · Real Use Volunteer orientation roleplay

*You are welcoming a new volunteer to your chosen place. Explain the rights and duties from your card. Your partner asks two questions: “Can I...?” and “Do I have to...?”*



### Homework Prompt · 12–15 minutes:

**Voice prompt:** “Act as a new volunteer at a community center. Ask me what you can do, what you must do, and what you mustn't do — one question at a time. At the end, repeat my three most useful rules back to me.” **Offline:** record a 60-second explanation of your rights-and-duties card. **Bring back:** the card and one rule you think your own community needs.

## CHAPTER 4

# The Big Trip: Plans, Predictions and Decisions



### Outcome:

I can talk about a plan with going to, make predictions with will, and make quick decisions.

### Exercise 1 · Core Will or going to?

*Complete each sentence. Use going to for plans you already have and will for predictions and quick decisions.*

1. We \_\_\_\_\_ my aunt in July. We bought the tickets last week. (visit)
2. Look at those clouds! It \_\_\_\_\_. (rain)
3. I think the bus \_\_\_\_\_ full on Friday. (be)
4. The phone is ringing — I \_\_\_\_\_ it! (answer)
5. She \_\_\_\_\_ this year. She wants to save money. (not travel)
6. \_\_\_\_\_ me with these bags, please? (you / help)

## Exercise 2 · Core Make a trip plan card

*Plan a real or imaginary trip. Complete the card in full sentences.*

**1.** I am going to travel to:

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**2.** I am going to stay:

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**3.** Two things I am going to do there:

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**4.** One prediction about the trip (I think... will...):

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## Exercise 3 · Real Use Tell a friend about your trip

*Present your trip plan without reading every sentence. Your partner asks two questions about the plan and makes one prediction: "I think you will..."*

### Useful opening

**A:** Guess what! I'm going to visit Salvador in December.

**B:** Nice! Where are you going to stay? I think you'll love the food there.



**Homework Prompt · 12–15 minutes:**

**Voice prompt:** “Act as a curious friend. I am going to tell you about a trip I am planning. Ask me one question at a time: where, when, how, and what I am going to do. Then make two predictions about my trip with will.” **Offline:** record a 60-second presentation of your trip card, then add two predictions. **Bring back:** the trip card and your two favorite predictions.

## CHAPTER 5

## Plan B: Plans, Conditions and Consequences

**Outcome:**

I can say what I will do if something goes wrong, using if and when + present.

**Exercise 1 · Core First Conditional: complete the plan**

*Complete each sentence. Use the Present Simple after if / when / before / after and will in the other part. (Dica: depois de if e when, use o presente — não use will.)*

1. If it \_\_\_\_\_, we \_\_\_\_\_ the party inside. (rain / move)
2. When the tickets \_\_\_\_\_, I \_\_\_\_\_ you. (arrive / call)
3. If the bus \_\_\_\_\_ late, we \_\_\_\_\_ a taxi. (be / take)
4. I \_\_\_\_\_ you a message after I \_\_\_\_\_ work. (send / finish)
5. If she \_\_\_\_\_, we \_\_\_\_\_ without her. (not come / start)

## Exercise 2 · Core Match the problem to the Plan B

*Write the correct letter.*

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| <p><b>1.</b> If the restaurant is closed,</p> <p><b>2.</b> If I miss the first bus,</p> <p><b>3.</b> If it is too hot at the festival,</p> <p><b>4.</b> If my phone battery dies,</p> <p><b>5.</b> If the tickets are sold out,</p> | <p><b>a)</b> I'll wait for the next one.</p> <p><b>b)</b> we'll cook at home.</p> <p><b>c)</b> I'll use my friend's charger.</p> <p><b>d)</b> we'll watch the show online.</p> <p><b>e)</b> we'll rest in the shade and drink water.</p> |
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1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_
4. \_\_\_\_\_ 5. \_\_\_\_\_

## Exercise 3 · Real Use Build your Plan-B chain

*Choose an event: a trip, a party, or an important appointment. Write three conditions and their consequences. Then explain the chain aloud to a partner, who chooses the biggest risk.*

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**Homework Prompt · 15 minutes:**

**Voice prompt:** “Act as my travel buddy. I am planning an event. Invent three problems, one at a time (bad weather, transport, money), and ask: What will you do if...? Check that I use the present after if.” **Offline:** record your three-condition Plan-B chain. **Bring back:** the chain and one problem you had no plan for.

## CHAPTER 6

## What Happened? Explaining a Recent Problem


**Outcome:**

I can explain a recent problem using the Simple Past.

**Exercise 1 · Core A difficult morning**

*Complete the story with the Simple Past of the verbs in parentheses. Some verbs are irregular.*

1. Yesterday I \_\_\_\_\_ up late because my alarm \_\_\_\_\_. (wake / not ring)
2. I \_\_\_\_\_ to the bus stop, but the bus \_\_\_\_\_ without me. (run / leave)
3. I \_\_\_\_\_ my boss and \_\_\_\_\_ the problem. (call / explain)
4. She \_\_\_\_\_ angry. She \_\_\_\_\_: "Don't worry." (not be / say)
5. In the end, I \_\_\_\_\_ at work at 9:30 and \_\_\_\_\_ everyone coffee. (arrive / buy)

## Exercise 2 · Core Ask about what happened

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*Write the question for each answer. Use did + base form.*

- 1.** — I woke up at 8:40. (*what time*)

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- 2.** — No, I didn't have breakfast. (*breakfast*)

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- 3.** — I went to work by taxi. (*how*)

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- 4.** — My boss said "Don't worry." (*what / your boss*)

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**Exercise 3 · Real Use Tell your own problem story**

*Think of a real (or invented) recent problem: transport, weather, a broken object, a misunderstanding. Tell the story in five sentences: what happened, what you did, and how it ended. Your partner asks two did questions.*

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**Homework Prompt · 15 minutes:**

**Voice prompt:** “Act as a friendly coworker. Something went wrong for me yesterday. Ask me one question at a time about what happened, what I did, and how it ended. If I use a present verb for a past event, ask me to say the sentence again.” **Offline:** record your five-sentence problem story. **Bring back:** the written story with the past verbs underlined.

CHAPTER 7

## Catching Up: Tell Your Story



**Outcome:**

I can use was/were, tell a short story in order, and interview someone about their past.

### Exercise 1 • Core Was or were?

*Complete with was, wasn't, were or weren't.*

1. Where \_\_\_\_\_ you last weekend? I called you twice!
2. I \_\_\_\_\_ at my grandmother's house. There \_\_\_\_\_ a family lunch.
3. The buses \_\_\_\_\_ running, so we \_\_\_\_\_ late.
4. The food \_\_\_\_\_ delicious, but there \_\_\_\_\_ any dessert left.
5. \_\_\_\_\_ your cousin there? — No, he \_\_\_\_\_.

## Exercise 2 · Core Put the story in order

*Number the sentences 1–5 to make a story. Notice the sequence words: first, then, after that, finally.*

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Finally, we took a photo together in front of the old school.

☐

Last month I met an old friend from school at the market.

☐

First, we didn't recognize each other.

☐

Then we laughed and talked for two hours.

☐

After that, we walked to our old neighborhood.

## Exercise 3 · Real Use Catching-up interview

*Write five interview questions for a friend you haven't seen for a year: one with was/were, three with did, one free. Interview your partner and note one surprising answer.*

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**Homework Prompt · 15 minutes:**

**Voice prompt:** “Act as an old friend I haven't seen for a year. First, answer my five interview questions with short, simple stories. Then interview me back with the same kind of questions. Speak slowly.” **Offline:** interview a family member (in Portuguese if needed) and write their answers in English past sentences. **Bring back:** your five questions and the most surprising answer.

CHAPTER 8

# Smart Shopping: Compare and Decide



**Outcome:**

I can compare products and explain my decision.

## Exercise 1 · Core Compare the two phones

*Phone A costs R\$900 and is small and light. Phone B costs R\$1,500, is big, and has a better camera. Complete the sentences with the comparative or superlative form.*

1. Phone A is \_\_\_\_\_ than Phone B. (cheap)
2. Phone B is \_\_\_\_\_ than Phone A. (expensive)
3. Phone B has a \_\_\_\_\_ camera. (good)
4. Phone A is the \_\_\_\_\_ phone in the shop. (light)
5. Phone A is not \_\_\_\_\_ Phone B. (big)
6. For me, the camera is the \_\_\_\_\_ thing. (important)



## Exercise 2 · Core Find and correct the mistake

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*Each sentence has ONE mistake with a comparative or superlative. Rewrite it correctly.*

1. This market is more cheap than the supermarket.

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2. It was the baddest purchase of my life.

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3. This shop is busyer on Saturdays.

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4. The blue jacket is as good than the black one.

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### Exercise 3 · Real Use Compare and decide

*Choose two real options you know: two phones, two supermarkets, two bus routes, or two apartments. Make a comparison card: three comparative sentences, one superlative, and your final decision with a reason.*

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#### Homework Prompt · 12–15 minutes:

**Voice prompt:** “Act as a shop assistant selling two similar products. Describe them and ask me to compare them. Then ask which one I will buy and why. Make me use at least three comparisons.” **Offline:** record your comparison card and your final decision. **Bring back:** the card and one comparison your partner disagreed with.

## CHAPTER 9

## The Local Guide: Recommend with Feeling

**Outcome:**

I can recommend places with intensifiers and explain problems with too and enough.

**Exercise 1 · Core Too or enough?**

*Complete with too or enough. Remember: too + adjective; adjective + enough; enough + noun.*

1. That restaurant is \_\_\_\_\_ expensive for a Tuesday dinner.
2. The beach isn't clean \_\_\_\_\_ for swimming.
3. We don't have \_\_\_\_\_ time to visit the museum today.
4. The music at that bar is \_\_\_\_\_ loud — you can't talk there.
5. The park is big \_\_\_\_\_ for a football game and a picnic.

## Exercise 2 · Core Strong or normal adjective?

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*Circle the correct combination. (Dica: very + adjetivo normal; absolutely + adjetivo forte.)*

1. The view from the bridge is \_\_\_\_.  
☐ a) very amazing  
☐ b) absolutely amazing
2. The water in that lake is \_\_\_\_ in July.  
☐ a) very cold  
☐ b) very freezing
3. The pastel at the market is \_\_\_\_.  
☐ a) absolutely delicious  
☐ b) absolutely tasty
4. The city center is \_\_\_\_ on Saturday mornings.  
☐ a) really crowded  
☐ b) absolutely crowded
5. After the hike, we were \_\_\_\_.  
☐ a) completely exhausted  
☐ b) completely tired

**Exercise 3 · Real Use Your three local recommendations**

*You are the local guide. Write three recommendations for a visitor to your city: one place to eat, one place to relax, one place to avoid. Use at least three intensifiers and one sentence with too or enough.*

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**Homework Prompt · 18–20 minutes:**

**Voice prompt:** “Act as a tourist visiting my city for two days. Ask me for recommendations: where to eat, what to visit, and what to avoid. Ask follow-up questions like How expensive is it? and Is it quiet enough for kids? At the end, tell me one strength and two priorities in Portuguese.” **Offline:** record your three recommendations for a real visitor. **Bring back:** your recommendation card and one follow-up question that surprised you.

### Final Reflection My next practice target

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*Complete the reflection honestly.*

**1.** One situation I can handle now in English:

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**2.** One grammar point from B3 I still need to practice:

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

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