

B3 PRACTICE PACK

TEACHER EDITION

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

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. B3 students are pre-intermediate: reward clear messages over perfect forms.

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 <u>study</u> English at night. (study) | study |
| 2. Right now, the teacher <u>is explaining</u> the course rules. (explain) | is explaining |
| 3. My classmates <u>are writing</u> their names on the list at the moment. (write) | are writing |
| 4. She <u>works</u> at a bakery on Saturdays. (work) | works |
| 5. We <u>don't have</u> class on Fridays. (not have) | don't have |
| 6. Listen! Someone <u>is knocking</u> on the door. (knock) | is knocking |

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 ✓ correct

2. Is there ____ coffee in the kitchen?

- ☐ a) any ✓ correct
☐ b) many

3. We don't have ____ time before the break.

- ☐ a) much ✓ correct
☐ b) some

4. I need ____ new notebooks for this course.

- ☐ a) some ✓ correct
☐ b) much

5. How ____ chairs are there in the room?

- ☐ a) many ✓ correct
☐ b) much

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

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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?

Answers will vary. Check for two accurate Present Simple routine statements and two comprehensible Present Continuous statements about current life, plus one question to the partner.

**Homework Prompt · 12–15 minutes:**

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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.

Quick Check:

Use: Message clear / Correct tense choice most of the time / Asked a follow-up. Mark Attempted, Developing, or Ready. This is a review chapter — use it to spot students who need extra support before Chapter 2.

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

Exercise 2 · Core Make a first-day rules card

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

1. One thing you must do:

2. One thing you mustn't do:

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

4. One piece of advice for a new worker:

Answers will vary. Require one clear obligation, one prohibition, one "not necessary" sentence with don't have to, and one should sentence.

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.

Model: You must wear this badge every day. You mustn't smoke inside. You don't have to work on Sundays. You should ask questions when you don't understand.

**Homework Prompt · 12–15 minutes:**

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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.

Quick Check:

Focus on the **must** / **mustn't** / **don't have to** contrast — it carries the meaning. Accept **have to** and **must** as equivalent at this level.

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 ✓ **correct**
☐ b) mustn't
2. Drivers ____ stop at a red light. (*law*)
☐ a) must ✓ **correct**
☐ b) can
3. You ____ throw trash in the river. (*prohibition*)
☐ a) mustn't ✓ **correct**
☐ b) should
4. Neighbors ____ help each other. It is a good idea. (*advice*)
☐ a) should ✓ **correct**
☐ b) mustn't
5. Adults ____ vote in the elections. (*right and duty*)
☐ a) can ✓ **correct**
☐ b) can't

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

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

1. Place:

2. Two things people can do there:

3. Two things people must or should do:

4. Two things people mustn't do:

Answers will vary. Model: In the park, people can play sports and have picnics. Visitors must keep dogs on a leash and should put trash in the bins. People mustn't make fires or pick the flowers.

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...?"

Successful performance includes at least one can sentence, one must/should sentence, one mustn't sentence, and correct short answers to the partner's questions.

**Homework Prompt · 12–15 minutes:**

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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.

Quick Check:

Connect this to Chapter 2: same modals, new context. Reward students who explain WHY a rule exists with one extra sentence.

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

Exercise 2 · Core Make a trip plan card

TEACHER EDITION

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

1. I am going to travel to:

2. I am going to stay:

3. Two things I am going to do there:

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

Answers will vary. Require three going to sentences for the plan and one will sentence for the prediction.

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.

Successful performance includes a clear destination, two planned activities with going to, and a natural answer to the partner's questions.

**Homework Prompt · 12–15 minutes:**

TEACHER EDITION

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.

Quick Check:

Check the plan/prediction contrast, not perfection: plans stated with going to, predictions with will. Accept contractions everywhere.

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 **rains** _____, we **will move** _____ the party inside. (rain / move) **rains / will move**
2. When the tickets **arrive** _____, I **will call** _____ you. (arrive / call) **arrive / will call**
3. If the bus **is** _____ late, we **will take** _____ a taxi. (be / take) **is / will take**
4. I **will send** _____ you a message after I **finish** _____ work. (send / finish) **will send / finish**
5. If she **doesn't come** _____, we **will start** _____ without her. (not come / start) **doesn't come / will start**

Exercise 2 · Core Match the problem to the Plan B

TEACHER EDITION

Write the correct letter.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. If the restaurant is closed, 2. If I miss the first bus, 3. If it is too hot at the festival, 4. If my phone battery dies, 5. If the tickets are sold out, | <ol style="list-style-type: none"> a) I'll wait for the next one. b) we'll cook at home. c) I'll use my friend's charger. d) we'll watch the show online. e) we'll rest in the shade and drink water. |
|---|--|

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

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.

Model: If the flight is delayed, I'll call the hotel. If the hotel doesn't answer, I'll send an email. When I arrive, I'll check the room immediately.

**Homework Prompt · 15 minutes:**

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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.

Quick Check:

The classic error is will after if. Correct it once, then let communication flow. One accurate full conditional per student is a win at this level.

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 woke up late because my alarm didn't ring. **woke / didn't ring**
(wake / not ring)
2. I ran to the bus stop, but the bus left without me. **ran / left**
(run / leave)
3. I called my boss and explained the problem. (call / **called / explained**
explain)
4. She wasn't angry. She said: "Don't worry." (not be / **wasn't / said**
say)
5. In the end, I arrived at work at 9:30 and bought everyone coffee. (arrive / buy) **arrived / bought**

Exercise 2 · Core Ask about what happened

TEACHER EDITION

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

1. — I woke up at 8:40. (*what time*)

What time did you wake up?

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

Did you have breakfast?

3. — I went to work by taxi. (*how*)

How did you go / get to work?

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

What did your boss say?

Exercise 3 · Real Use Tell your own problem story

TEACHER EDITION

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.

Successful performance: five understandable Simple Past sentences with at least two irregular verbs, plus natural answers to the partner's questions.

**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.

Quick Check:

Listen for didn't + base form and correct past forms of the ten most common irregulars. Ignore small errors in minor verbs if the story is clear.

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 were you last weekend? I called you twice! **were**
2. I was at my grandmother's house. There was a family lunch. **was / was**
3. The buses weren't running, so we were late. **weren't / were**
4. The food was delicious, but there wasn't any dessert left. **was / wasn't**
5. Was your cousin there? — No, he wasn't. **Was / wasn't**

Exercise 2 · Core Put the story in order

TEACHER EDITION

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

☐

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

5☐

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

1☐

First, we didn't recognize each other.

2☐

Then we laughed and talked for two hours.

3☐

After that, we walked to our old neighborhood.

4

Exercise 3 · Real Use Catching-up interview

TEACHER EDITION

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.

Model questions: Where were you living last year? Did you change jobs? What did you do on your last birthday? Were you happy with the change? What was the best thing that happened?

**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.

Quick Check:

Check question word order (Did you go...? / Where were you...?). Sequence words are the bonus skill — praise any use of first / then / after that / finally.

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 **cheaper** than Phone B. (cheap) **cheaper**
2. Phone B is **more expensive** than Phone A. (expensive) **more expensive**
3. Phone B has a **better** camera. (good) **better**
4. Phone A is the **lightest** phone in the shop. (light) **lightest**
5. Phone A is not **as big as** Phone B. (big) **as big as**
6. For me, the camera is the **most important** thing. (important) **most important**

Exercise 2 · Core Find and correct the mistake

TEACHER EDITION

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

1. This market is more cheap than the supermarket.

Correct: This market is cheaper than the supermarket.

2. It was the baddest purchase of my life.

Correct: It was the worst purchase of my life.

3. This shop is busyer on Saturdays.

Correct: This shop is busier on Saturdays.

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

Correct: The blue jacket is as good as the black one.

Exercise 3 · Real Use Compare and decide

TEACHER EDITION

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.

Model: The market is cheaper than the supermarket. The supermarket is closer to my house. The market has fresher fruit. The market is the best place for vegetables. **My decision:** the market, because quality is more important than distance for me.

**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.

Quick Check:

Target errors: more + short adjective, missing than, missing the with superlatives. The final decision sentence shows real communication — require it.

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

Exercise 2 · Core Strong or normal adjective?

TEACHER EDITION

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

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

Exercise 3 · Real Use Your three local recommendations

TEACHER EDITION

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.

Model: Go to Dona Maria's restaurant — the food is absolutely delicious and really cheap. The city park is very quiet in the morning, perfect for a rest. Don't go to the mall on Sundays: it's too crowded and there aren't enough places to sit.

**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

TEACHER EDITION

Complete the reflection honestly.

1. One situation I can handle now in English:

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

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

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

Quick Check:

Use the informal rubric: communication, understands/responds, target language, clarity. Give one strength and one next action. Collect the reflections to plan the review class before the test.