

B4 PRACTICE PACK

TEACHER EDITION

Practice, Use It, Bring It Back

Eight clearly separated practice sets—one for each B4 chapter. Complete the core exercises, use English in a short mission, and bring evidence of your homework to the next class.



Formula → Practice → Real Use → Reflection

✓ 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	Introduce yourself, your routine, and a recent event.	Six-sentence profile + 60-second recording
2	Explain and confirm an arrival plan.	Arrival card + confirmation recording
3	Report a lost item and what you have tried.	Lost-item report + follow-up answers
4	Pass on instructions accurately.	Three-message relay note
5	Explain a disruption in chronological order.	Three-event timeline + voice explanation
6	Report a service problem and request action.	Customer-service message
7	Describe the person, place, or thing you need.	Three clue cards
8	Complete a multi-stage day-abroad rehearsal.	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.

CHAPTER 1

Starting Over: Routines and Recent Events

**Outcome:**

I can say what is usually true and what happened at a finished time.

Exercise 1 · Core Choose the time frame

Complete each sentence with the Present Simple or Simple Past form of the verb.

- | | |
|---|---------------------|
| 1. I usually <u>take</u> the bus to work. (take) | take |
| 2. Yesterday the bus <u>arrived</u> twenty minutes late. (arrive) | arrived |
| 3. My sister <u>works</u> at a clinic near her home. (work) | works |
| 4. Last Saturday we <u>met</u> our new neighbors. (meet) | met |
| 5. What time <u>do you start</u> class on Tuesdays? (you / start) | do you start |
| 6. Where <u>did you go</u> after class yesterday? (you / go) | did you go |

Exercise 2 · Core Build your six-sentence profile

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Write two facts about you, two routine sentences, and two sentences about a recent finished event. Underline the time expressions.

Answers will vary. Check for two accurate Present Simple routine statements and two comprehensible Simple Past event statements with finished-time context.

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

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Use your profile without reading every sentence. Ask your partner one routine question and one past question. Use one repair phrase if needed.

Useful opening

A: What do you usually do after work?

B: I usually study. Yesterday I visited my aunt. What about you?

Successful performance includes routine information, one recent event, two relevant questions, and an attempt to continue the conversation.

**Homework Prompt · 12–15 minutes:**

Voice prompt: “Act as a new B4 classmate. Ask me one question at a time about my routine and one recent event. 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 / Tense understandable / Asked a follow-up / Used repair. Mark Attempted, Developing, or Ready.

CHAPTER 2

Planning the Trip: Arrival, Help, and Instructions

**Outcome:**

I can explain a plan, ask what I have to do, and confirm time and place.

Exercise 1 · Core Choose the useful travel phrase

Circle the option that best completes each situation.

1. The train leaves ____ 7:40 ____ Monday.

☐ a) at / on

☐ b) in / at

a) at / on

2. You ____ show your passport at the desk. It is required.

☐ a) might

☐ b) must

b) must

3. I think I ____ take the airport bus. That is my plan.

☐ a) will

☐ b) did

a) will

4. ____ you tell me where platform 6 is?

☐ a) Could

☐ b) Must

a) Could

Exercise 2 · Core Make an arrival card

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Complete the card in full sentences.

1. I will arrive at:

2. I will meet:

3. I have to:

4. If I need help, I can ask:

Answers will vary. Require a clear arrival time/place, meeting arrangement, obligation, and help strategy.

Exercise 3 · Real Use Confirm the instruction

A partner changes one detail on your arrival card. Confirm the time, place, and action. Include: “So I need to...”, “Did you say...?”, or “Can you write that down?”

Model: So I need to meet you at Gate 4 at 8:15, right? Did you say Gate 4?

**Homework Prompt · 12–15 minutes:**

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Voice prompt: “Act as an airport information worker. Ask about my arrival plan. Then give me a gate, a time, and one instruction. Make me confirm all three details. Speak slowly.”

Offline: ask someone to read three details twice, then record your confirmation. **Bring back:** the arrival card and the final three-detail confirmation.

Quick Check:

Prioritize accurate confirmation over complex future grammar. Ask two students to demonstrate contrasting clear and unclear confirmations.

CHAPTER 3

Recent Problems: Lost Luggage and Travel Experience


Outcome:

I can state a current problem, say what I have tried, and give finished details.

Exercise 1 · Core Current result or finished detail?

Complete with the Present Perfect or Simple Past.

1. I have lost my blue backpack. (lose) **have lost**
2. I last saw it near Gate 12. (see) **saw**
3. We have already checked the bus. (already / check) **have already checked**
4. The bus left at 6:20. (leave) **left**
5. Have you spoken to security yet? (you / speak) **Have you spoken**
6. Yes, I spoke to them ten minutes ago. (speak) **spoke**

Exercise 2 · Core Complete a lost-item report

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Invent a lost item. Include appearance, last known place/time, and two actions you have already taken.

Model: I have lost a small black backpack. I last saw it at the café at 3:00. I have checked the bathroom and I have already spoken to the café worker.

Exercise 3 · Real Use Lost-property follow-up

Give your report aloud. Your partner asks: What does it look like? When did you last see it? What have you done? How can we contact you?

Successful performance answers all four questions understandably and distinguishes the current loss from the finished last-seen detail.

**Homework Prompt · 15 minutes:**

Voice prompt: “Act as a lost-property worker. I have lost an item. Ask one question at a time about its appearance, when and where I last saw it, what I have already done, and my contact details. Do not give me model answers until the end.” **Offline:** record your report, pause, and answer the four printed questions. **Bring back:** the written report plus one follow-up answer that was difficult.

Quick Check:

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Accept natural variation. Correct only errors that blur the difference between present result and finished past detail.

CHAPTER 4

Passing On Information: What They Said

**Outcome:**

I can report what a worker said, told me, or asked me.

Exercise 1 · Core Choose said, told, or asked

Complete each report with the most useful verb.

1. The receptionist **said** _____ that breakfast started at seven.
2. She **told** _____ me to leave the key at the desk.
3. The manager **asked** _____ me to wait for ten minutes.
4. He **said** _____ the room had been cleaned.
5. They **told** _____ us that the bus was delayed.

said**told****asked****said****told**

Exercise 2 · Core Relay three messages

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Report each message. Preserve the meaning; perfect mechanical tense changes are not the main goal.

1. “The shuttle leaves from the side entrance.”

The worker said that the shuttle left / leaves from the side entrance.

2. “Show this receipt to the driver.”

The worker told me to show the receipt to the driver.

3. “Please wait near the blue door.”

The worker asked me to wait near the blue door.

Exercise 3 · Real Use Information chain

Person A reads three instructions to Person B. Person B closes the page and reports them to Person C. Person C confirms one detail with: “Did they say...?”

Success means the key action, place, and time survive the information chain.

**Homework Prompt · 12–15 minutes:**

Voice prompt: “Act as a hotel receptionist. Give me three short instructions, one at a time. Then change roles and ask me to report what the receptionist said, told me, and asked me to do.” **Offline:** ask someone to read three instructions while you take notes, then record your report. **Bring back:** the three original messages and your three reported versions.

Quick Check:

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Score information accuracy first. Do not penalize a student for keeping a present tense when the information is still true and meaning is clear.

CHAPTER 5

Travel Disruptions: What Happened First

**Outcome:**

I can explain an earlier event, a later problem, and the help I need now.

Exercise 1 · Core Put the disruption in order

Number the events 1–4.

☐

The passenger asked to be rebooked.

4☐

The first train stopped outside the station.

1☐

The connecting train left.

2☐

The passenger arrived at the platform.

3

Exercise 2 · Core Connect earlier and later events

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Complete with the Past Perfect or Simple Past.

1. When I **reached** the platform, the train **had already left**. **reached / had already left**
(reach / already leave)
2. We **missed** the flight because the bus **had broken down**. **missed / had broken down**
(miss / break down)
3. After the worker **had checked** my ticket, she **offered** a later train. **had checked / offered**
(check / offer)
4. I **felt** calmer after I **had received** a new booking. **felt / had received**
(feel / receive)

Exercise 3 · Real Use Explain and solve the disruption

Draw a three-event timeline. Explain what had happened, what happened next, and what you need now. Ask for two possible solutions.

Model: My bus had broken down, so I arrived after my train left. Could you put me on the next train? Is there another route?

**Homework Prompt · 15 minutes:**

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Voice prompt: “Act as a station worker. I missed a connection. Ask what had happened before I arrived, what happened next, and what help I need. Offer two options and make me choose one.” **Offline:** use a three-event timeline to record a 60-second explanation and request. **Bring back:** the timeline and your chosen solution.

Quick Check:

One accurate Past Perfect clause is enough if the whole sequence is understandable. Avoid forcing it into every sentence.

CHAPTER 6

Customer Service: What Was Lost, Canceled, or Declined

**Outcome:**

I can report what happened to an item, payment, booking, or order and request action.

Exercise 1 · Core Put the result first

Rewrite using the Passive Voice because the result is more important than the actor.

1. The airline canceled my flight.

My flight was canceled.

2. The machine declined my card.

My card was declined.

3. Someone damaged my suitcase.

My suitcase was damaged.

4. The restaurant delivered the wrong order.

The wrong order was delivered.

Exercise 2 · Core Complete the service dialogue

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Use: was charged, was delivered, was declined, can be replaced.

1. Customer: My card was declined , but I have money in the account. **was declined**
2. Agent: I can see that the payment was charged twice. **was charged**
3. Customer: Also, the wrong item was delivered . **was delivered**
4. Agent: It can be replaced tomorrow. **can be replaced**

Exercise 3 · Real Use Problem + evidence + request

Choose a card problem, booking problem, damaged item, or wrong order. Explain: what happened, what evidence you have, and what solution you want.

Model: My card was charged twice. I have the receipt and the bank notification. Could one charge be refunded, please?

**Homework Prompt · 15 minutes:**

Voice prompt: “Act as a patient customer-service agent. Ask me what happened, when it happened, what evidence I have, and what solution I want. Offer a solution and a time frame. Make me confirm both.” **Offline:** use an imaginary receipt or booking and record both sides. **Bring back:** a four-sentence service message and the promised solution/time frame.

Quick Check:

TEACHER EDITION

Reward a clear request and concrete resolution. The passive form supports the mission; it is not the mission itself.

CHAPTER 7

Finding What You Need: People, Places, and Purpose



Outcome:

I can describe an unknown person, place, or object and explain its purpose.

Exercise 1 • Core Who, which, or where?

Complete each clue.

1. I need the person who helps with lost passports. **who**
2. Where is the machine which prints train tickets? **which**
3. Is there a place where I can charge my phone? **where**
4. A pharmacist is someone who can explain basic medicine. **who**
5. This is a form which you complete for a refund. **which**

Exercise 2 • Core For + noun or to + verb?

Complete with *for* or *to*.

1. I need a charger for my phone. **for**
2. I came here to collect my bag. **to**
3. Is this line for international passengers? **for**
4. Where can I go to speak to a nurse? **to**

Exercise 3 · Real Use Three mystery clue cards

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Describe three useful people, places, or objects without naming them. Include one who, one which, one where, and a purpose phrase.

Model: It is a place where you go to get medicine. It is for people who need basic health advice. **Answer:** a pharmacy.

**Homework Prompt · 12–15 minutes:**

Voice prompt: “Act as a city information volunteer. I will describe three people, places, or objects without naming them. Guess what I need, ask a follow-up question, and give a simple next step.” **Offline:** play the clue game with someone or record clues and reveal the answers after a pause. **Bring back:** your three clue cards and one follow-up question.

Quick Check:

A successful clue matters more than choosing a technically perfect relative pronoun. Ask: Did the listener identify it?

CHAPTER 8

A Day Abroad: Final Mission Rehearsal


Outcome:

I can combine everyday phrases, solve problems, and repair communication across several situations.

Exercise 1 · Core Match the natural phrase to the situation

Write the correct letter.

1. check in

2. fill out

3. look for

4. take a seat

5. make a complaint

a) search for something

b) register at a hotel or airport

c) report dissatisfaction formally

d) complete a form

e) sit down and wait

1. **b** _____ 2. **d** _____ 3. **a** _____

4. **e** _____ 5. **c** _____

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

Exercise 2 · Core Keep the conversation moving

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Use: check in, fill it out, speak more slowly, mean, sort this out.

1. Traveler: I would like to check in, please. **check in**
2. Worker: Please take this form and fill it out. **fill it out**
3. Traveler: Could you speak more slowly, please? **speak more slowly**
4. Traveler: Do you mean I need to pay again? **mean**
5. Worker: No. Let me sort this out for you. **sort this out**

Exercise 3 · Real Use Three-stage rehearsal

Complete all three stages with a partner: (1) ask for transport help and confirm the route; (2) check in and follow an instruction; (3) solve a wrong order, room, payment, or health problem. Use at least two repair phrases.

1. Transport phrase I used:

2. Instruction I confirmed:

3. Problem and solution:

4. Repair phrases I used:

Answers vary. The student should complete each communicative goal and use repair language rather than reciting one memorized script.

**Homework Prompt · 18–20 minutes:**

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Voice prompt: “Create a three-stage B4 survival roleplay: transportation, check-in, and one unexpected service or health problem. Play one worker at a time. Speak slowly, ask follow-up questions, and do not give me the answer. At the end, tell me one strength and two priorities in Portuguese.” **Offline:** draw three situation cards and complete them with a partner or record both roles. **Bring back:** your four-line mission log and one goal for the final exam.

Final Reflection My next practice target

Complete the reflection honestly.

1. One situation I can handle now:

2. One repair phrase I can use automatically:

3. Before the speaking exam, I will practice:

Individual reflection; use it to choose targeted final-exam rehearsal.

Quick Check:

Use the formal speaking rubric categories informally: communication, understands/responds, target language, clarity, and repair. Give one strength and one next action.