

ASSESSMENT 2 · CHAPTERS 5–7 (+ REVIEW OF 1–4) · 30% OF
SEMESTER GRADE

TEACHER EDITION

B1 Foundation Test 2

Your week, your things, schedules, and finding your way in the city. Show that you can understand times and routes, read practical messages, write about your week, and use the formulas from Chapters 5–7. (Sua semana, suas coisas, horários e como se localizar na cidade. Mostre que você entende horários e rotas, lê mensagens práticas, escreve sobre sua semana e usa as fórmulas dos Capítulos 5–7.)



Mission context: confirm a schedule and find your way there

**Student
Information****Complete before the test begins (*Complete antes de c
prova*)**

TEACHER EDITION

Name:

Class:

Date:

Section	Points	Score
1. Listening	25	____ / 25
2. Reading	20	____ / 20
3. Writing	20	____ / 20
4. Grammar and Vocabulary	35	____ / 35
Total	100	____ / 100

i Instruções:

Tempo sugerido: 70 minutos. O professor vai ler o texto de listening duas vezes. Você pode fazer anotações curtas. Escreva com letra clara. Nas respostas abertas, comunicar a mensagem é tão importante quanto a gramática perfeita. (*Suggested time: 70 minutes. The teacher will read the listening text twice. Communication matters as well as accuracy.*)

SECTION 1 · 25 POINTS

Listening: The Computer Course Schedule

**Teacher-read dialogue · two times**

Listen for the days, the start and finish times, the repair question, the bus, and the place. (*Ouçá e anote os dias, os horários de início e fim, a pergunta de socorro, o ônibus e o lugar.*)

Administration:

Before reading: give students 45 seconds to preview Questions 1–5. Read the complete script once at slow, careful B1 speed — read the times and the bus number clearly. Pause for 30 seconds. Read it a second time. Do not explain vocabulary during the test. You may give procedural instructions in Portuguese. Total recommended time: Listening 12 min, Reading 15 min, Writing 18 min, Grammar/Vocabulary 25 min.

Listening Script:

Secretary: Good evening! How can I help you?

Bruno: Hello! I want information about the computer course. When is it?

Secretary: The classes are on Mondays and Wednesdays, from half past six to eight o'clock in the evening.

Bruno: Sorry, did you say six thirty or seven thirty?

Secretary: Six thirty. The classes always start on time.

Bruno: Great. And how do I get to the school? I don't have a car.

Secretary: Take the number 30 bus and get off at the market. The school is opposite the park, next to the pharmacy.

Bruno: Perfect. So, on Mondays and Wednesdays at six thirty. Thank you!

Questions 1–5 5 points each

TEACHER EDITION

Answer with a word, a number, or a short sentence. (Responda com uma palavra, um número ou uma frase curta.)

1. What days are the computer classes?

On Mondays and Wednesdays.

2. What time does the class start and finish? Write the times in digits.

From 6:30 to 8:00 (in the evening).

3. Bruno is not sure about the time. What does he ask?

"Sorry, did you say six thirty or seven thirty?" (any close version of the repair question)

4. Which bus does Bruno need to take?

The number 30 bus.

5. Where is the school? Give one detail.

Opposite the park / next to the pharmacy (either detail).

SECTION 2 · 20 POINTS

Reading: A Message from Marina

Meet Me on Saturday

Read the message and answer the questions. (Leia a mensagem e responda às perguntas.)

Hi Paulo!

I always go to the market on Saturdays, and this week I want to meet you there. Let's meet at half past two, in front of the café. It is easy to find: from the bus stop, go straight, turn left at the traffic lights, and the café is opposite the bank.

I usually go by bike, but on Saturday I'm going on foot. I am tall and I have long curly brown hair. I'm wearing a red T-shirt and jeans, so you can find me easily. My phone is in my brother's bag, so please don't call — his phone is old and mine is broken!

See you there, Marina

Questions 6–9 5 points each

TEACHER EDITION

6. How often does Marina go to the market?

Always on Saturdays / every Saturday.

7. What time do they meet? Write the time in digits.

At 2:30 (half past two), in front of the café.

8. What should Paulo do at the traffic lights?

Turn left.

9. What is Marina wearing on Saturday?

A red T-shirt and jeans.

TEACHER EDITION

SECTION 3 · 20 POINTS

Writing: My Week

TEACHER EDITION

Question 10 Write a short message about your week

A new friend wants to know about your week. Write 50–70 words. Include: (Um novo amigo quer saber sobre a sua semana. Escreva de 50 a 70 palavras. Inclua:)

- *two activities with a frequency adverb (always, usually, sometimes, never...) (duas atividades com um advérbio de frequência);*
- *the day and time of your English class, using on and at (o dia e a hora da sua aula de inglês, usando on e at);*
- *how you go there: by bus, by car, on foot... (como você vai até lá);*
- *one sentence about your family or home (uma frase sobre sua família ou casa);*
- *one question about your friend's week (uma pergunta sobre a semana do seu amigo).*

Model: Hi! I usually wake up early, and I always visit my mother on Sundays. My English class is on Tuesdays at half past seven. I go to class by bus because it is far from my house. At home, my brother cooks and I wash the dishes. What do you do on the weekend? Do you study English too?

Writing criterion	Points	Teacher Edition score
Completes the message and includes the five required details	8	____ / 8
Message is organized and understandable	4	____ / 4
Target language supports meaning (frequency adverbs, at/in/on, by + transport)	4	____ / 4
Vocabulary, spelling, and punctuation are clear enough	4	____ / 4

Writing Scoring:

Message completion comes first: did the student communicate the five details about their week? Do not deduct the same error twice. A message with imperfect grammar can score well when it is easy to understand. Written feedback may be given in Portuguese at this level.

SECTION 4 · 35 POINTS

Grammar and Vocabulary in Context

Questions 11–17 5 points each

Complete or rewrite each everyday situation. Question 17 reviews Chapters 1–4. (Complete ou reescreva cada situação do dia a dia. A questão 17 revisa os Capítulos 1–4.)

11. Rewrite the sentence with the adverb in the correct position: "Pedro is late for class." (never)

Pedro is never late for class. (after the verb "be")

12. Choose the correct word: "This is my (my / mine) umbrella. That bag is hers (her / hers)." **my / hers**
13. Complete with *at*, *in* or *on*: "The class starts at 7:30 on Monday evening, and I study in the morning." **at / on / in**
14. Write the time in words, traditional style (o'clock, past, to, quarter, half): 3:45

quarter to four

15. Complete with *is* or *has*: "My brother is tall and has short curly hair." **is / has**
16. Complete with *by* or *on*: "I go to work by bus, but Ana goes on foot." **by / on**
17. Review (Chapters 1–4) — complete: "Ana and I are (be) students. She studies (study) English on Tuesdays." **are / studies**

TEACHER EDITION

FEEDBACK PROFILE

What to Keep and What to Practice Next

Skill	Score	Next action
Listening	____ / 25	Listen for days, times, bus numbers, and places.
Reading	____ / 20	Find the day, the time, the route, and the description in a message.
Writing	____ / 20	Describe your week with frequency adverbs and clear days and times.
Grammar/Vocabulary	____ / 35	Review adverb position, my/mine, at/in/on, is/has, and by/on foot.

**Teacher
Feedback**

One strength + one focus for the Speaking Mission Exam (*Um ponto forte + um foco para a prova oral*)

Strength:

Speaking-exam focus:

Individual feedback. May be written in Portuguese at this level.