

ASSESSMENT 3 · 40% OF SEMESTER GRADE

B1 Speaking Mission Exam

Complete two realistic survival-English missions from your course. Your goal is not perfect English. Your goal is to communicate, respond, confirm, and keep the conversation alive. (Complete duas missões realistas do seu curso. Seu objetivo não é o inglês perfeito. Seu objetivo é comunicar, responder, confirmar e manter a conversa viva.)



Your semester in three scenes: meet someone, exchange information, and find your way

**What happens: (Como funciona:)**

1. The examiner gives you **two mission cards**. (*O examinador entrega dois cartões de missão.*)
2. You receive about **one minute to prepare** each card. You may write keywords, not a full script. (*Você tem cerca de um minuto para se preparar. Pode anotar palavras-chave, não um texto completo.*)
3. You complete each roleplay and answer follow-up questions. (*Você completa cada situação e responde a perguntas extras.*)
4. The examiner may say one detail quickly or in a confusing way. Use a repair phrase. (*O examinador pode falar um detalhe rápido demais. Use uma frase de socorro.*)
5. Your individual score is out of 100, even when you test with a partner. (*Sua nota é individual, de 0 a 100.*)

Scored area	Points	What it means
Communication	30	Complete the mission and make the main message understandable.
Understands and responds	20	Answer questions and react to new information.
Target language	20	Use useful B1 grammar, vocabulary, and survival phrases.
Pronunciation and clarity	15	Speak clearly enough to be understood.
Repair language	15	Ask for repetition, clarification, confirmation, or slower speech.
Total	100	Performance score

**Repair phrases you may use: (Frases de socorro:)**

Sorry, can you repeat that? · Can you speak more slowly, please? · What does ____ mean? · Did you say 6 or 7? · Left or right? · So, on Monday at 6:30, right?

CANDIDATE PREPARATION

A Simple Mission Strategy

1–5 Use this order in every situation (*Use esta ordem em toda situação*)

1. **Open:** greet the person and say who you are or what you need. (*Cumprimente e diga quem você é ou o que precisa.*)
2. **Ask or explain:** ask your questions or give your information. (*Pergunte ou dê suas informações.*)
3. **Answer:** respond to the other person's questions with details. (*Responda às perguntas com detalhes.*)
4. **Confirm:** repeat the important numbers, times, or directions back. (*Repita os números, horários ou direções para confirmar.*)
5. **Repair:** if you do not understand, ask for repetition — do not stop. (*Se não entender, peça para repetir — não pare.*)

Preparation Notes Keywords only (*Somente palavras-chave*)

1. Mission A · my goal:

2. Two details I will say:

3. My question + confirmation:

4. Mission B · my goal:

5. Two details I will say:

6. My question + confirmation:

MISSION CARD 1 · CHAPTER 1

Meet Someone New

A **Your role: (Seu papel:)**

You are at a community event and you meet a new person. Say your name, your city, and if you work or study. Ask the person at least two questions about their life. *(Você está em um evento e conhece uma pessoa nova. Diga seu nome, sua cidade e se você trabalha ou estuda. Faça pelo menos duas perguntas.)*

Mission Checklist Do not write a full script *(Não escreva um texto completo)*

- ☐ Greet and say your name and city.
- ☐ Say if you work or study.
- ☐ Ask at least two questions (What...? Where...? Are you...?).
- ☐ Close the conversation politely.

MISSION CARD 2 · CHAPTER 2

Who Does What at Home

B Your role: (*Seu papel:*)

The examiner interviews you about chores. Say two chores you do at home, and say who does two other chores in your family — use he, she, him, her, my, his, her instead of repeating names. (*O examinador entrevista você sobre tarefas domésticas. Diga duas tarefas que você faz e quem faz outras duas tarefas na sua família — use os pronomes.*)

Mission Checklist Pronouns instead of names

- ☐ Say two chores you do.
- ☐ Say who does two other chores.
- ☐ Use pronouns (he/she, him/her) and possessives (my/his/her).
- ☐ Answer the examiner's follow-up questions.

MISSION CARD 3 · CHAPTER 3

A Day in My Life

C Your role: (Seu papel:)

Describe your normal day — morning, afternoon, and evening — using at least four different verbs. Then answer questions about your family's routine. (*Descreva seu dia normal — manhã, tarde e noite — com pelo menos quatro verbos diferentes. Depois responda sobre a rotina da sua família.*)

Mission Checklist A full day, morning to night

- ☐ Describe your morning, afternoon, and evening.
- ☐ Use at least four different verbs.
- ☐ Answer "What time do you...?" questions.
- ☐ Remember the -s when you talk about he or she.

MISSION CARD 4 · CHAPTER 4

Course Registration Desk

D **Your role: (*Seu papel:*)**

You want to sign up for a course. The examiner is the receptionist. Give your phone number, your address number, and your date of birth clearly. Ask the price and repeat it back to confirm. (*Você quer se matricular em um curso. Dê seu telefone, o número da sua casa e sua data de nascimento. Pergunte o preço e repita para confirmar.*)

Mission Checklist Numbers that must arrive correctly

- ☐ Give your phone number digit by digit.
- ☐ Give your address number and date of birth.
- ☐ Ask the price: "How much is it?"
- ☐ Repeat the price back to confirm.

MISSION CARD 5 · CHAPTER 5

My Week and My Things

E Your role: (Seu papel:)

First, answer questions about your week using frequency adverbs (always, usually, sometimes, never...). Then the examiner points at objects on the table and asks "Whose ____ is this?" — answer with mine, yours, his, hers. *(Primeiro, responda sobre sua semana usando advérbios de frequência. Depois o examinador aponta objetos e pergunta de quem são — responda com mine, yours, his, hers.)*

Mission Checklist Habits and belongings

- ☐ Use at least three different frequency adverbs.
- ☐ Put the adverb in the correct position (before the verb, after "be").
- ☐ Answer three "Whose...?" questions with the correct possessive.
- ☐ Say one thing you do on a specific day (On Mondays...).

MISSION CARD 6 · CHAPTER 6

When Does It Start?

F Your role: (*Seu papel:*)

The examiner is a school secretary. Ask about the days and times of two courses, write the schedule down, and confirm it back at the end ("So, on Monday at 6:30, right?"). (*O examinador é o secretário da escola. Pergunte os dias e horários de dois cursos, anote e confirme no final.*)

Mission Checklist Your notes must match the secretary's schedule

- ☐ Ask about days and times: "When is...?" "What time does it start?"
- ☐ Write the schedule down while you listen.
- ☐ Confirm the schedule back with on + day and at + time.
- ☐ Use a repair question if a time is not clear ("Did you say 6:30 or 7:30?").

MISSION CARD 7 · CHAPTER 7

Meeting a Friend Downtown

G Your role: (Seu papel:)

You are a visitor and you are lost. Ask how to get to a place (the market, the health center...), ask if you need a bus, and repeat the route back. Then describe the friend you are going to meet: height, hair, and clothes. (*Você é um visitante perdido. Pergunte como chegar a um lugar, se precisa de ônibus, e repita a rota. Depois descreva o amigo que vai encontrar: altura, cabelo e roupas.*)

Mission Checklist Navigate and describe

- ☐ Ask for directions: "Excuse me, how do I get to...?"
- ☐ Ask about transport: "Do I need a bus?" "Is it far?"
- ☐ Repeat the route back correctly.
- ☐ Describe your friend with "is" (tall/short) and "has" (hair, eyes) and "is wearing" (clothes).

EXAMINER SCORE SHEET

Individual Speaking Rubric • 100 Points

Candidate Record Complete one sheet per student

Student:

Mission cards: _____ and _____ Examiner:

Area	Strong	Developing	Limited	Score
Communication • 30	26–30: completes both missions; main information arrives clearly	19–25: completes most steps; some support needed	0–18: isolated words; mission often incomplete	_____ / 30
Understands/responds • 20	17–20: answers and reacts to follow-ups appropriately	12–16: understands core questions with repetition	0–11: responses are often unrelated or absent	_____ / 20
Target language • 20	17–20: useful B1 forms (to be, Simple Present, pronouns, at/in/on, numbers, directions) support meaning consistently	12–16: some useful target language; errors rarely block meaning	0–11: very limited range or errors frequently block meaning	_____ / 20

Area	Strong	Developing	Limited	Score
Pronunciation/clarity • 15	13–15: understandable, audible, manageable pauses	9–12: generally understandable with occasional strain	0–8: clarity frequently blocks understanding	_____ / 15
Repair language • 15	13–15: independently asks for repetition, clarification, or confirmation	9–12: uses at least one useful repair with some prompting	0–8: gives up or switches to Portuguese without trying repair language	_____ / 15
Total				_____ / 100

Evidence Notes Write observable examples, not personality judgments

Main mission outcome (notes compared?):

Follow-up response:

Target phrase/form heard:

Repair/confirmation heard:

Student Feedback One strength + one next action (*pode ser em português*)

You successfully:

Your next practice action:
