

ASSESSMENT 3 · 40% OF SEMESTER GRADE

B2 Speaking Mission Exam

Complete two realistic 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: welcome a visitor, show your world, and cook together

**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 B2 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, please? · Slower, please. · What does ____ mean? · How do you say ____ in English? · Do you mean this one or that one? · Sorry, do you mean Saturday or Sunday? · Can you show me? · So, on Sunday at half past four, 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 what you need or what the situation is. (*Cumprimente e diga o que você precisa ou qual é a situação.*)
2. **Ask or explain:** ask your questions or describe the place, the plan, or the problem. (*Pergunte ou descreva o lugar, o plano ou o problema.*)
3. **Answer:** respond to the other person's questions with details. (*Responda às perguntas com detalhes.*)
4. **Connect:** use because, but, so, and first / then / finally to link your ideas. (*Conecte suas ideias.*)
5. **Confirm and repair:** repeat the important information back; if you do not understand, ask — do not stop. (*Confirme as informações; se não entender, pergunte — 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

The Welcome Interview

A Your role: *(Seu papel:)*

You are a volunteer at the community centre welcome desk. The examiner is a new member. Greet them and ask at least five WH questions about their routine, work or school, and daily life. At the end, report three facts you learned. *(Você é voluntário na recepção do centro comunitário. Cumprimente a pessoa nova, faça pelo menos cinco perguntas WH sobre a rotina dela e, no final, relate três fatos que você descobriu.)*

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

- ☐ Greet the new member and ask their name.
- ☐ Ask at least five WH questions (What...? Where...? What time...? How often...?).
- ☐ React to the answers — do not just read the next question.
- ☐ Report three facts with he/she + -s ("She lives... He works...").

MISSION CARD 2 · CHAPTER 2

The Kitchen Check

B Your role: (Seu papel:)

You are the cook before a community cooking day. The examiner knows what is in the kitchen. Ask about at least six foods or objects — use *How many...?* for countable and *How much...?* / *Is there any...?* for uncountable — and finish with a spoken shopping list of what is missing. (*Você é o cozinheiro antes de um dia de cozinha comunitária. Pergunte sobre pelo menos seis alimentos ou objetos e termine com a lista de compras do que está faltando.*)

Mission Checklist Count what you can, measure what you can't

- ☐ Ask about at least six foods or objects.
- ☐ Use *How many...?* with countable and *How much...?* / *Is there any...?* with uncountable nouns.
- ☐ Use correct plurals (eggs, tomatoes, loaves).
- ☐ Say a shopping list of at least three missing items.

MISSION CARD 3 · CHAPTER 3

The Neighbourhood Tour

C Your role: (Seu papel:)

You are a resident. The examiner is a visitor who has just arrived in your city. Describe your real neighbourhood or city: name at least three places — use *a/an* the first time and *the* when you talk about them again — and recommend the best place to eat. (*Você é morador. Descreva seu bairro de verdade: pelo menos três lugares, usando a/an na primeira vez e the depois, e recomende o melhor lugar para comer.*)

Mission Checklist First mention with *a/an*, second mention with *the*

- ☐ Name at least three places in your neighbourhood.
- ☐ Use *a/an* for the first mention and *the* when you return to the place.
- ☐ Recommend the best place to eat (*the* + superlative).
- ☐ Answer the visitor's questions and check which place they mean.

MISSION CARD 4 · CHAPTER 4

The Shopping Trip

D Your role: (Seu papel:)

You are a customer in a clothing store. The examiner is the shop assistant. You have a list of at least four items. Say what you need, ask if the store has any, ask the prices, and decide how many to buy. (*Você é cliente em uma loja de roupas. Diga o que precisa, pergunte se a loja tem, pergunte os preços e decida quantos vai comprar.*)

Mission Checklist Quantities and prices must arrive correctly

- ☐ Say what you need (I need some... / I'm looking for...).
- ☐ Ask if the store has the items: "Do you have any...?"
- ☐ Ask the price and answer "How many do you want?" with a clear quantity.
- ☐ "Buy" at least three items and confirm the total.

MISSION CARD 5 · CHAPTER 5

Moving Day

E Your role: (Seu papel:)

You have just moved into a new home. The examiner is helping you carry things. Describe the new home with at least three *There is / There are* + quantifier sentences, then tell the helper where five objects in the room go, using *this, that, these, those* and pointing. (*Você acabou de se mudar. Descreva a casa nova com There is / There are e diga ao ajudante onde vão cinco objetos, usando this, that, these, those.*)

Mission Checklist Near or far, one or many

- ☐ Describe the home with three *There is / There are* + quantifier sentences.
- ☐ Direct five real objects with *this / that / these / those*.
- ☐ Match near/far and singular/plural correctly.
- ☐ Answer the helper's clarifying questions.

MISSION CARD 6 · CHAPTER 6

The Video Call

F Your role: (Seu papel:)

You are calling the examiner from a busy place (a street fair, a family lunch, a bus station, or this building right now). Sit back to back, like a phone call. Describe at least five things that are happening, plus what you are doing. *(Você está ligando de um lugar movimentado. Sentem-se de costas um para o outro. Descreva pelo menos cinco coisas que estão acontecendo, e o que você está fazendo.)*

Mission Checklist The listener cannot see you — paint the scene

- ☐ Say where you are and what you are doing.
- ☐ Describe at least five things that are happening (am/is/are + -ing).
- ☐ Answer "Do you do that every day, or are you doing it now?"
- ☐ Use a repair phrase when the connection is "bad".

MISSION CARD 7 · CHAPTER 7

The Weekend Plan

G Your role: (Seu papel:)

Invite the examiner to do something this weekend. Explain what you usually do on weekends, what is different this week, and suggest a day and time. The examiner is busy on the first day you suggest — negotiate until you agree, then say the final plan in one clear sentence.

(Convide o examinador para um programa neste fim de semana. Explique sua rotina, o que está diferente nesta semana, e negocie até fechar o plano: dia, hora e lugar.)

Mission Checklist Routine, change, arrangement

- ☐ Say what you usually do on weekends (Present Simple).
- ☐ Say what is different this week (This week I'm...).
- ☐ Use at least two arrangement sentences (I'm meeting... / We're going...).
- ☐ Say the final plan — day, time, and place — in one sentence.

MISSION CARD 8 · CHAPTER 8

The Explanation

H Your role: (Seu papel:)

Something went wrong this week: you were late for class, missed a family lunch, forgot a friend's birthday, or didn't finish your homework. The examiner is the teacher, boss, or friend. Explain what happened, why, and what comes next — using *because*, *but*, and *so* at least once each. (*Algo deu errado nesta semana. Explique o que aconteceu, por quê, e o que vem depois — usando because, but e so pelo menos uma vez cada.*)

Mission Checklist What happened, why, and what comes next

- ☐ Explain the situation in at least four sentences.
- ☐ Use *because* (reason), *but* (contrast), and *so* (result) at least once each.
- ☐ Answer at least three follow-up questions (Why...? What happened next?).
- ☐ Say what you are doing now to fix it.

MISSION CARD 9 · CHAPTER 9

The Recipe

I Your role: (Seu papel:)

Teach the examiner something you really know how to do — a simple recipe, how to get to your house from school, or how to use an app. Teach it in at least five steps, using *first*, *then*, *after that*, and *finally*, and check that the examiner can repeat the steps in order. (*Ensine algo que você sabe fazer — uma receita simples, um caminho ou um aplicativo — em pelo menos cinco passos, usando first, then, after that e finally.*)

Mission Checklist Steps in order, checked at the end

- ☐ Choose something you really know how to do.
- ☐ Teach at least five steps with imperatives (Cut... Add... Mix...).
- ☐ Use first, then, after that, and finally.
- ☐ Ask the examiner to repeat the steps and correct the order if needed.

MISSION CARD 10 · CHAPTER 10 · CAPSTONE

The Visitor: Three Stops

J Your role: (*Seu papel:*)

An English-speaking visitor (the examiner) spends the day with you. Take them through three stops. **Stop 1 — Getting to know you:** answer questions about your routine, family, and work or school. **Stop 2 — The neighbourhood:** describe three places using *there is/there are, this/that/these/those*, and articles. **Stop 3 — The market:** decide together what to buy using *some/any/much/many/a few*. (*Um visitante passa o dia com você: apresente-se, mostre o bairro e façam as compras juntos — três paradas, tudo em inglês.*)

Mission Checklist The whole semester in one day

- ☐ Stop 1: answer questions about your routine, family, and work or school.
- ☐ Stop 2: describe three places with *there is/are*, demonstratives, and articles.
- ☐ Stop 3: agree on what to buy with *some/any/much/many/a few*.
- ☐ Stay in English at all three stops; use repair phrases when you need them.

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 information; 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 B2 forms (Present Simple/Continuous, WH questions, there is/are, articles, quantifiers, demonstratives, connectors) 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 (report-back checked?):

Follow-up response:

Target phrase/form heard:

Repair/confirmation heard:

Student Feedback One strength + one next action (*pode combinar inglês e português*)

You successfully:

Your next practice action:
