

ASSESSMENT 3 · 40% OF SEMESTER GRADE

TEACHER EDITION

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:)**

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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*)

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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:

Candidate notes vary. Examiners should remove full prepared scripts but allow short keywords.

Examiner Setup:

Recommended format: one examiner with one student for 6–8 minutes, or one examiner with a pair for 10–12 minutes. Assign two missions per student. At least one must be a report-back mission (Card 6, 7, 9, or 10), where the candidate's information can be checked against your notes or repeated back in order. Card 10 (The Visitor) is the capstone — use it when time allows, and count it as the report-back mission. Use a different card order for neighboring candidates. While students wait, they complete a written review task in another room.

Consistency: ask two follow-up questions per mission and introduce one repair opportunity across the exam (say one time, price, place, or step quickly or unclearly, once). Do not coach, translate the mission language, or supply the target phrase. Procedural instructions ("sente-se

aqui", "você tem um minuto") may be given in Portuguese; give mission instructions in English first and repeat them in Portuguese only if the candidate clearly has not understood.

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Grading philosophy (from the chapters): message completion is scored before accuracy — did the student complete the mission? Then check target language and repair. Every chapter's mission ends "without switching to Portuguese": brief Portuguese repair is a small deduction, a full switch is a large one. Do not interrupt errors during the performance. Feedback after the exam may combine English and Portuguese.

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...").

Possible language: Welcome! Can I ask you some questions? What do you do? Where do you live? What time do you get up? How often do you come here? So: she lives near the market, she works at a pharmacy, and she studies at night.

Examiner Role · New Member:

Answer with simple, consistent facts (invent a job, a neighbourhood, a routine) and note them down. Ask back: "And you? What do you do?" Mission success (from Chapter 1): the volunteer can report three facts about the new member ("She lives... He works...") without reading from the page. Listen for do/does questions, WH words, frequency adverbs, and third-person -s in the report.

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.

Possible language: How many eggs do we have? How much rice is there? Is there any milk? Are there any tomatoes? So we need some coffee, two loaves of bread, and a few onions. How do you say "pão de forma" in English?

Examiner Role · Kitchen Helper:

Invent a kitchen inventory before starting and note it down (e.g., a lot of rice, six eggs, no coffee, a little oil, no tomatoes, some milk). Answer with *There is* / *There are*, *some/any*, and plural forms. Mission success (from Chapter 2): the cook finishes with a shopping list of at least three missing items — without switching to Portuguese. Repair opportunity: answer one quantity very quickly. Listen for *How many* vs *How much*, *some/any*, and irregular plurals.

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.

Possible language: There is a bakery and an old market on my street. The bakery opens at seven. The restaurant near the square is the best place to eat — people love the feijoada. Sorry, which place do you mean?

Examiner Role · Visitor:

Ask at least four questions: "Is there a...? Where is the...? What's the best...?" and one deliberately vague question ("And that place you said... where is it?") so the resident must clarify. Mission success (from Chapter 3): the visitor can repeat back two places and where they are — without switching to Portuguese. Confirm the two places aloud at the end. Listen for *a/an* → *the*, zero article with city names, and *the* + superlative.

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.

Possible language: I need some T-shirts. Do you have any in blue? How much are they? Just a few — three, please. Sorry, can you repeat the price? So, three T-shirts and a belt — forty-five reais, right?

Examiner Role · Shop Assistant:

Invent stock and prices in reais before starting and note them down. Answer with quantifiers (a lot of, a few, some, any, no), refuse one item ("We don't have any..."), and offer one extra item the customer didn't ask for. Repair opportunity: say one price quickly once. Mission success (from Chapter 4): the customer "buys" at least three items with clear quantities and prices — without switching to Portuguese. Listen for some/any, much/many, How much is/are, and price confirmation.

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.

Possible language: There are two bedrooms and a big kitchen. There is a lot of space, but there are only a few shelves. These books here go on that shelf over there. Those boxes go to the bedroom. Do you mean this one or that one?

Examiner Role · Moving Helper:

Prepare five small objects (or use classroom objects: books, pens, a bag, cups, a box). Ask where things go, pointing ("Where do these books go?"), and once say only "Put it there!" without pointing clearly, so the candidate must ask "Do you mean this one or that one?" or you invite them to clarify. Mime placing each object where directed. Mission success (from Chapter 5): the helper puts (or mimes putting) five objects in the right place — without switching to Portuguese. Listen for *there is/are* + quantifiers and *near/far* + singular/plural demonstrative accuracy.

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".

Possible language: I'm calling from the street fair. A band is playing, and people are dancing. I'm waiting in line — they're selling pastel. My mother is talking to a friend. I usually stay home on Saturdays, but today I'm here. I can't hear you — can you repeat?

Examiner Role · Friend at Home:

Sit back to back with the candidate. Ask at least four questions: "What are you doing? What's going on? Is anyone dancing?" and one contrast question ("Do you do that every day, or are you doing it now?"). Once, speak very quietly like a bad connection to create the repair opportunity. Note down what you hear. Mission success (from Chapter 6): the listener can report three things that are happening in the scene — without switching to Portuguese. Say your three things back at the end and check them with the candidate. Listen for am/is/are + -ing accuracy and the routine-vs-now contrast.

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.

Possible language: I usually play football on Saturdays, but this week I'm free. Are you doing anything on Saturday? We're going to the street market — I'm meeting Camila there at four. Sorry, do you mean Saturday or Sunday? So: we're meeting on Sunday at three, in front of the church.

Examiner Role · Busy Friend:

Refuse the first day with a temporary reason ("This week I'm helping my uncle paint the house, so Saturday is difficult"). Ask at least three questions ("What are you doing on...? Do you usually...?"). Say the agreed time fast once to create the repair opportunity, and write down the final plan. Mission success (from Chapter 7): both partners can say the final plan — day, time, and place — in one clear sentence without switching to Portuguese. Compare the candidate's final sentence with your notes. Listen for Present Simple vs Continuous choice and arrangement forms with future time.

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.

Possible language: I'm sorry I'm late. I left home early, but the bus broke down. The next bus was full, so I walked. I missed the start because of the rain. Although I was tired, I didn't want to miss class, so now I'm copying the notes.

Examiner Role · Teacher, Boss, or Friend:

Ask at least three follow-up questions: "Why...?", "What happened next?", "So what are you doing now?" — and ask one question very fast to create the repair opportunity. Decide aloud if you accept the explanation. Mission success (from Chapter 8): the listener can retell the story in two sentences using *because* and *so* — without switching to Portuguese. Retell it at the end and let the candidate confirm. Listen for correct *because/but/so* use and, as a bonus, *although*.

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.

Possible language: I'm going to teach you how to make rice. First, heat a little oil. Then, add the garlic and the rice. Also, add a little salt. After that, add the hot water and wait. Finally, serve. However, don't open the lid all the time — that's the secret! Can you repeat the steps?

Examiner Role · Learner:

Take notes while the candidate teaches. Ask at least three questions: "What comes after that?", "Can you repeat step two?", "What does ____ mean?" — asking about one word you pretend not to know. At the end, repeat the steps back with ONE step out of order, so the candidate must correct you. Mission success (from Chapter 9): the learner can repeat the steps in the correct order using first, then, and finally — without switching to Portuguese. Listen for sequencers with commas, imperatives without a subject, and one also or however as a bonus.

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.

Possible language: I usually work in the morning, but today I'm free. This is the main square — there's a good bakery on this street, and that building over there is the community centre. They're preparing the festival. How much fruit do we need? Some bananas and a few oranges — we don't need any apples. Sorry, do you mean this stall or that one?

Examiner Role · English-Speaking Visitor:

Keep the conversation alive: ask at least five WH questions across the three stops, ask what the people around you are doing (Present Continuous), and once use a word the candidate probably doesn't know, so they must ask "What does ____ mean?" or "Can you say it another way?" Mission success (from Chapter 10): the visitor can report the day in three connected sentences ("First we..., then we..., and finally we...") — and the guide stayed in English at all three stops. Report the day

back at the end and let the candidate confirm. This card counts as the report-back mission and takes the time of both missions when used alone with two follow-ups per stop — p TEACHER EDITION minutes. Listen for question answers, place description, quantifiers, connectors, and repair.

EXAMINER SCORE SHEET

Individual Speaking Rubric • 100 Points

Candidate Record Complete one sheet per student

Student:

Mission cards: _____ and _____ Examiner:

Examiner record.

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:

Examiner evidence.

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

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You successfully:

Your next practice action:

Individual feedback based on rubric evidence. May combine English and Portuguese at this level.

Teacher Operations · Run the Exam Reliably with Volunteers**Before exam day:**

1. Print candidate cards separately from examiner sheets.
2. Brief evaluators with the rubric and score two sample performances together.
3. Prepare a quiet station, timer, card rotation, five small objects for Card 5, and a waiting-room review task.
4. Invent and write down the hidden information for Cards 2, 4, and 7 (kitchen inventory, stock and prices, your busy day) before candidates arrive, so every pair gets the same difficulty.
5. Decide whether candidates test individually or in pairs; never give a shared score.

Standard examiner script: "Hello. You will complete two short missions in English. You may ask me to repeat or speak more slowly. Mistakes are okay; keep communicating. You have one minute to read your first card and write keywords. Ready?" At this level, give the script in English first; if the candidate clearly has not understood, repeat it once in Portuguese: "Você vai completar duas missões curtas em inglês. Pode pedir para eu repetir ou falar mais devagar. Errar é normal; continue se comunicando." After the first mission: "Thank you. Now let's move to the second situation." At the end: "Thank you. The exam is complete."

Fairness rules:

- Use the same number of follow-up questions and repair opportunities for all candidates.
- Do not correct language during the performance — message completion is scored before accuracy.
- Do not lower pronunciation scores for accent; score intelligibility.

- Record observable evidence before choosing a band.
- If two evaluators differ by more than 10 points, review the evidence together.
- Offer an accessible alternative format when a documented need makes the standard procedure inappropriate.

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Semester grade: Final grade = (Foundation Test 1 × 0.30) + (Foundation Test 2 × 0.30) + (Speaking Mission Exam × 0.40).