

MET Go!

Speaking Sample

About the Test

The MET Go! Speaking test measures emerging through low intermediate English language ability. The test takes about ten minutes and is comprised of four parts designed to give test taker the opportunity to speak on different topics:

- Part 1: Warm-up (unscored)
- Part 2: State the difference between two pictures
- Part 3: Describe a picture and tell a story about it
- Part 4, Task 1: Answer a question about a personal experience
- Part 4, Task 2: Answer a question about a personal opinion/preference

How to Practice

To practice for the MET Go! Speaking test, we recommend you use the sample test below. You'll need the Test Taker Card for the person practicing the test and the Examiner Card for the person helping you practice.

To evaluate your performance, please refer to the Scoring Criteria and Sample Test Commentary below.

Sample Test

Test Taker Card

MET Go! Speaking Testprompt A

Part 1: Warm-up
This is a short practice conversation.

How are you today?

What is the weather like today?

Do you like this weather?


How old are you?

When is your birthday?

Tell me about your family.

Where do you live?

Tell me about your home.

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MET Go! Speaking Testprompt A

Part 2: Picture Comparison
Look at the two pictures. Many things are the same, but some things are different. For example, in both pictures, there is a bed. But in picture 1, the bed is small, and in picture 2, the bed is big.


What else is different? What else is the same?


Say as much as you can. You have 90 seconds.

1



2



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MET GO! Speaking Sample

Sample Test Test Taker Card

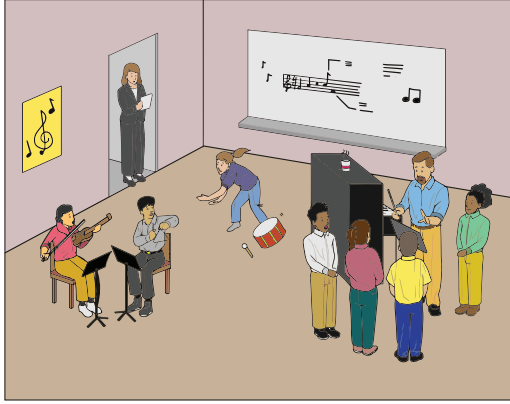
MET Go! Speaking Test

prompt A

Part 3: Picture Description

Tell me what you see in the picture and tell me a story about it.

Say as much as you can. You have 60 seconds.



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MET Go! Speaking Test

prompt A

Part 4: Personal Experience and Opinion Questions

1. Tell me about a time in the past when you went to a concert or listened to music.

You have 10 seconds to plan your answer. ⌚

Now you have 60 seconds to talk. Say as much as you can. Please begin.

2. Some people like to listen to music when they study. Other people prefer to study in a quiet place. What do you think is the best way to study? Give your opinion and reasons to support it.

You have 10 seconds to plan your answer. ⌚

Now you have 60 seconds to talk. Say as much as you can. Please begin.

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Sample Test Examiner Card

MET Go! Speaking Test

prompt A

Instructions to Examiner

The examiner discourse below should be used with each and every test taker to ensure a consistent testing experience for all. The information in **bolded text** is to be read aloud. The information in *italics* explains what you should do.

Examiner to Test Taker — Introduction

⌚ Start the audio recorder.

- ❑ **Welcome to the MET Go! Speaking Test. My name is _____, and I'll be giving you the test.**
- ❑ **What is your name?**
Wait for the answer.
Nice to meet you, _____.
- ❑ **Your registration number is: _____**
Read registration number aloud.
- ❑ **Now I will tell you about the speaking test. This test has 4 parts and lasts about 10 minutes.**
- ❑ **You will see the tasks on the test cards. I'll also read them to you.**
 - In Part 1, we will have a short practice conversation.

- In Parts 2 and 3, you will talk about some pictures.
- In Part 4, you will talk about yourself.

- ❑ **There are no right or wrong answers on this test. Please say as much as you can for each task. I will tell you when your time is up.**
- ❑ **Before we begin, did you understand the information about the test?**

If the test taker understands, continue to Part 1. If the test taker does not understand, simply repeat the instructions at a slower speaking rate. Do not translate, add information, or paraphrase about the test?

Examiner to Test Taker — Part 1: Warm-up

- ❑ **Now we are going to start the first part of the test. This is a short practice conversation.**
- ❑ **I'm going to ask you the questions on the test card. Remember, there are no right or wrong answers.**
Hand out Part 1 test card.
⌚ Start the stopwatch.
Ask each question on the test card. Give the test taker time to respond after each question. This should be a relaxed, natural conversation.
- ❑ **How are you today?**
- ❑ **What is the weather like today?**
- ❑ **Do you like this weather?**
- ❑ **How old are you?**
- ❑ **When is your birthday?**
- ❑ **Tell me about your family.**
- ❑ **Where do you live?**
- ❑ **Tell me about your home.**
⌚ After a maximum of 60 seconds have elapsed, say:
- ❑ **Thank you.**
Collect Part 1 test card.

Test Taker's Card

Part 1: Warm-up
This is a short practice conversation.

How are you today?
What is the weather like today?
Do you like this weather?
How old are you?
When is your birthday?
Tell me about your family.
Where do you live?
Tell me about your home.

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prompt A

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prompt A

Examiner to Test Taker — Part 2: Picture Comparison

- ❑ **Now we are going to start the second part of the test.**
Hand out the Part 2 test card.
Read aloud the instructions printed on the card (see below).
Point to the images on the test taker's card
- ❑ **Look at the two pictures. Many things are the same, but some things are different.**
- ❑ **For example, in both pictures, there is a bed. But in picture 1, the bed is small, and in picture 2, the bed is big.**
- ❑ **What else is different? What else is the same?**
Say as much as you can. You have 90 seconds.
⌚ Start the stopwatch.
NOTE: If the test taker stops speaking and needs additional prompting to fill the allowed time, say:
❑ Can you tell me more?
⌚ After 90 seconds have elapsed, or if the test taker indicates that their answer is complete, say:
❑ Thank you.
Collect the Part 2 test card.

Test Taker's Card

Part 2: Picture Comparison

Look at the two pictures. Many things are the same, but some things are different.

For example, in both pictures, there is a bed. But in picture 1, the bed is small, and in picture 2, the bed is big.

What else is different? What else is the same?

Say as much as you can.
You have 90 seconds.



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Sample

Sample Test Examiner Card

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prompt A

Examiner to Test Taker — Part 3: Picture Description

■ Now we are going to start the third part of the test.
Hand out the Part 3 test card.
Read about the instructions printed on the card (see below) and point to the image on the test taker's card.

■ Tell me what you see in the picture and tell me a story about it.

■ Say as much as you can. You have 60 seconds.
⌚ Start the stopwatch.
NOTE: If the test taker stops speaking and needs additional prompting to fill the allowed time, say:

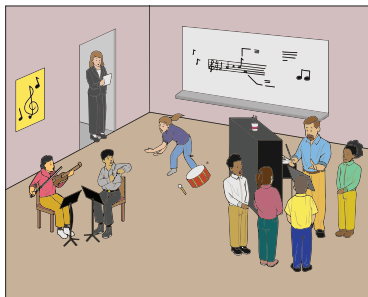
■ Can you tell me more? Can you tell me a story about the picture?
⌚ After 60 seconds have elapsed, or if the test taker indicates that their answer is complete, say:


■ Thank you.
Collect the Part 3 test card.

Test Taker's Card

Part 3: Picture Description
Tell me what you see in the picture and tell me a story about it.

Say as much as you can.
You have 60 seconds.



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MET Go! Speaking Test

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Examiner to Test Taker — Part 4: Personal Experience and Opinion Questions

■ Now we are going to start the last part of the test. There will be two questions in this part of the test. You will have a short time to plan each of your answers. Then, you will have 60 seconds to talk about each question.
Hand out Part 4 test card.
Read about the instructions for the first question printed on the test card (below).

Question 1

■ Now let's talk about you. Tell me about a time in the past when you went to a concert or listened to music.
You have 10 seconds to plan your answer.
⌚ Start the stopwatch.
⌚ After 10 seconds have elapsed, say:

■ OK. Now you have 60 seconds to talk.
Say as much as you can. Please begin.
⌚ Start the stopwatch.
NOTE: If the test taker stops speaking and needs additional prompting to fill the allowed time, say:

■ Can you tell me more?
⌚ After 60 seconds have elapsed say:


■ Thank you, now let's move on the next question.
Read about the instructions for the second question, printed on the test card (below).

Question 2

■ Let's talk about your opinion. Some people like to listen to music when they study. Other people prefer to study in a quiet place. What do you think is the best way to study? Give your opinion and reasons to support it.
You have 10 seconds to plan your answer.
⌚ Start the stopwatch.
⌚ After 10 seconds have elapsed, say:

■ OK. Now you have 60 seconds to talk.
Say as much as you can. Please begin.
⌚ Start the stopwatch.
NOTE: If the test taker stops speaking and needs additional prompting to fill the allowed time, say:

■ Can you tell me more? Can you say why?
⌚ After 60 seconds have elapsed say:


■ This is the end of the MET Go! Speaking Test. Thank you.
Collect the Part 4 test card.
 Stop the audio recorder.

Test Taker's Card

Part 4: Personal Experience and Opinion Questions

1. Tell me about a time in the past when you went to a concert or listened to music.
You have 10 seconds to plan your answer. ⌚
Now you have 60 seconds to talk. Say as much as you can.
Please begin.

2. Some people like to listen to music when they study. Other people prefer to study in a quiet place. What do you think is the best way to study? Give your opinion and reasons to support it.
You have 10 seconds to plan your answer. ⌚
Now you have 60 seconds to talk. Say as much as you can.
Please begin.

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Scoring Criteria

MET Go! Speaking Examiners evaluate test takers' ability to complete tasks, to express ideas comprehensibly and fluently, and to use learned vocabulary and grammar. The final rating is based on a test taker's response to all parts of the test (except Part 1, the warm-up).

Scoring Criteria

Sample 1

[Sample 1 audio]

- Part 2: The test taker completes this part successfully by clearly stating the differences between the two pictures.
- Part 3: The test taker partially completes the task of describing the picture and telling a story about it.
- Part 4, Task 1: The test taker partially completes the task by saying "I went to a concert because I like concert"; however, they do not provide enough detail about this experience.
- Part 4, Task 2: The test taker describes the library as a quiet place, but does not clearly give a preference or reasons to explain that preference.
- Overall, the test taker is successful at using highly common words and expressions throughout the test, though pauses and breakdowns interfere with the message at times.

Sample 2

[Sample 2 audio]

- Part 2: The test taker states several differences between the two pictures, including “The mom’s style hair is different. ... In picture one, in the bathroom, the water is falling, and in picture two, not.”
- Part 3: The test taker tells a story about what is happening in the picture, and provides details about the objects and figures (e.g., “At the moment, another teacher entered the room, and all the childrens are studying song. Another one is singing and the teacher is drinking a coffee”).
- Part 4, Task 1: The test taker gives many details about a personal experience seeing Cirque du Soleil (e.g., “The last year, me and my mother went to- to saw Cirque du Soleil. It was funny and very exciting because the- the persons were doing strange things”).
- Part 4, Task 2: The test taker provides an opinion (e.g., “The best way to study is study in a quiet place”) and gives a reason to support it (“My opinion is best studying in a quiet place because it more the concentration and you will study more”).
- Overall, the test taker provides shorter utterances throughout the response and repeats their speech at times. Basic vocabulary and grammar is used throughout the response. The test taker’s speech is mostly intelligible.

Sample 3

[Sample 3 audio]

- Part 2: The test taker describes many differences between the two pictures, including the water in the sink versus no water, the cat versus the mouse, and the guitar versus the tennis racket.
- Part 3: The test taker describes the picture and connects the actions into a story: “Here the professor she are like the- she is like the director. They are play the violin and he play the triangle. I can see like a coffee and he- and they are learn the things that the professor give us.”
- Part 4, Task 1: The test taker describes a personal experience: “In April I went to a concert with my friends. It’s reggaeton concert. And I pass a good time because the musician say hello to us. And then I see a lot of persons like celebrities and I sing all the- all the songs because I learn them.”
- Part 4, Task 2: The test taker gives an opinion (“I prefer to study in a quiet place”) and supports it with reasons (“because I don’t- my brain don’t work with- with music because I- I want to sing the song but- but I can’t because I have to study. And I don’t like when I study listening to music because I don’t have concert- concentration and I didn’t learn any”).
- Overall, the test taker uses well-controlled basic vocabulary and grammar and some less common, more abstract words and grammatical structures. The test taker’s speech is mostly intelligible and pauses usually do not interfere with their message.