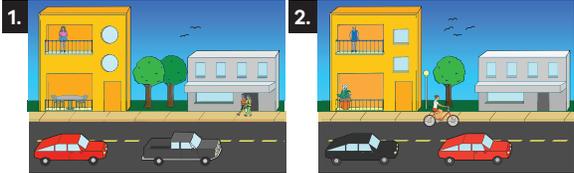


The MET Go! Speaking Section has four parts. The first is not rated. Only parts two through four are rated. Test takers demonstrate their ability to compare two pictures, tell a story based on a picture, talk about their experiences, and talk about their preferences. The Speaking Section takes between seven to 10 minutes. The graphics below show a description of each part, the CEFR level(s) that each part is aimed toward, and sample speaking tasks.

MET Go! Speaking	CEFR A1	CEFR A2	CEFR B1	Example Item
<p><b>Part 1, Warm-Up:</b> Answer some simple personal questions. Share information such as name, age, birthday, family, home, weather.</p>	<p>Pre-A1: Can produce short phrases about themselves, giving basic personal information (e.g., name, address, family, nationality).</p>			<p><b>Speaking, Part 1 – Example</b></p> <ul style="list-style-type: none"> <li>• What is your name?</li> <li>• How is the weather today?</li> <li>• Tell me about your family.</li> </ul>
<p><b>Part 2:</b> Describe the differences found in two images. Describe a scene.</p>	<p>Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided they can prepare in advance.</p>	<p>Can describe people, places and possessions in simple terms. Can use simple descriptive language to make brief statements about and compare objects and possessions.</p>	<p>Can give straightforward descriptions on a variety of familiar subjects within his field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</p>	<p><b>Speaking, Part 2 – Example</b></p> <p>Look at the two pictures. Many things are the same, but some things are different. For example, in both pictures there is a store. But in picture 1, there are two people outside the store, and in picture 2, there are not. What else is different? Say as much as you can.</p> 
<p><b>Part 3:</b> Describe a picture and tell a story about the activity taking place in the picture. Describe a scene</p>	<p>Can produce simple mainly isolated phrases about people and places. Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided they can prepare in advance.</p>	<p>Can give a simple description or presentation of people, living conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.</p>	<p>Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.</p>	<p><b>Speaking, Part 3 – Example</b></p> <p>Tell me what you see in the picture and tell me a story about it.</p> 

<p><b>Part 4, Task 1:</b>  <b>Describe a personal experience relating to the topic or setting shown in Part 3.</b>          Relate a personal experience.</p>		<p>Can tell a story or describe something in a simple list of points.          Can give short, basic descriptions of events and activities.          Can describe plans and arrangements, habits and routines, past activities and personal experiences.</p>		<p><b>Speaking, Part 4, Task 1—Example</b>          Tell me about a time in the past when you had to clean or wash something in your home. You have 10 seconds to plan your answer. (...) Now you have 60 seconds to speak. Say as much as you can. Please begin.</p>
<p><b>Part 4, Task 2:</b>  <b>Express an opinion relating to the topic or setting shown in Part 3, and give reasons to support it.</b>          State a personal interest or preference.</p>			<p>Can clearly express feelings about something experienced and give reasons to explain those feelings.          Can give simple reasons to justify a viewpoint on a familiar topic.          Can express opinions on subjects relating to everyday life, using simple expressions</p>	<p><b>Speaking, Part 4, Task 2—Example</b>          Some people enjoy cleaning and organizing their homes. Other people think cleaning is boring and don't like to do it. How do you feel about cleaning? Give your opinion and reasons to support it. You have 10 seconds to plan your answer. (...) Now you have 60 seconds to speak. Say as much as you can. Please begin.</p>



## Speaking Section: Rating Guidelines

The following prompts outline rating guidelines for the Speaking Section of MET Go!

### Does the test taker:

- Address all task requirements for each of the speaking parts? For example, in part two, does the test taker describe differences between the two pictures? Or, in part three, does the test taker describe the picture and tell a story about it? Or, in part four, does the test taker describe a personal experience (task one) and a personal opinion or preference (task two)?
- Provide sufficient details to support their response? For example, in part three, does the test taker describe the objects as well as the actions shown in the picture? Or, in part four, does the test taker provide sufficient reasons to support their opinion or preference?
- Use basic vocabulary and grammar accurately?
- Use less common words and more complex structures?
- Speak clearly and fluently? Is the message comprehensible to the listener?