



**MICHIGAN**  
**LANGUAGE ASSESSMENT**

R2b

READING

# **MET Go!**

## Teaching

MET Go! Study and Practice  
August, 2020



**Cambridge Assessment**  
English



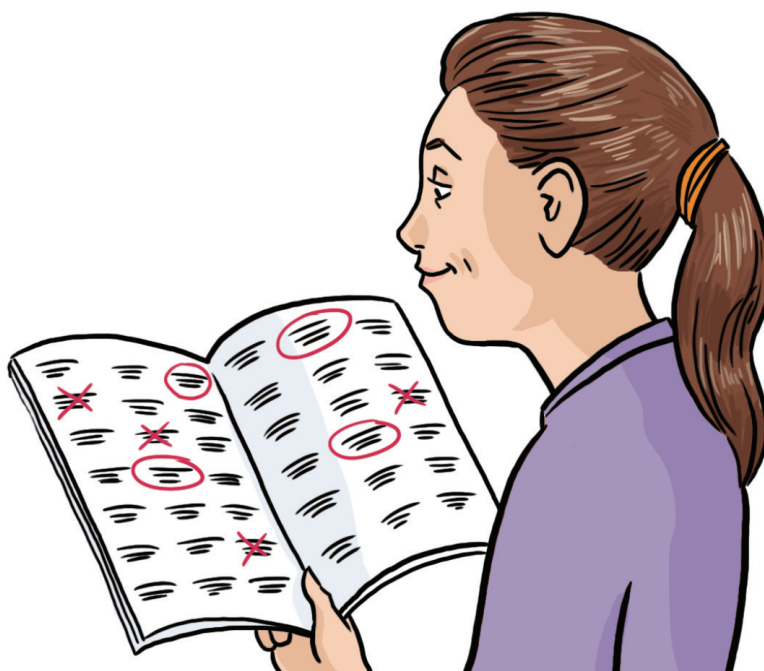
**UNIVERSITY OF MICHIGAN**

### A. Warm up

Introduce 'Ready for Next Year.' You can do this by playing phrase level hangman.

\_\_\_\_\_ (5) / \_\_\_\_ (3) / \_\_\_\_\_ (4) / \_\_\_\_\_ (4)

Tell students this is the title of a story they will be reading today. Show them the picture:



What do they think the story will be about? Write down initial ideas on the whiteboard or in the chat box.

### B. Reading predictions

Show students this jumbled sentence—can they work out the correct order?

was / end / getting / It / year / Alexa / nervous / and / school / the / of / the / was

It was the end of the school year, and Alexa was getting nervous ...

When they have ordered it, ask for predictions:

*Why was Alexa nervous?*

This is a great opportunity to practice language of prediction, such as:

Maybe ...  
Perhaps ...  
I think ...  
It could be that ...

### C. Unscrambling sentences

Take these 5 phrases from the story and scramble them. Show them one at a time in random order on the whiteboard or a shared doc they can access via a link, whichever works best for your students.

- *She wasn't sure what classes to take next year*  
sure / wasn't / next / year / take / She / what / to / classes
- *she would take advanced math, biology, and Chinese, plus the required classes*  
and / required / advanced / biology, / the / plus / she / take / would / classes / math, / Chinese,
- *"Let me think. I got biology, French, and advanced math,"*  
math," / got / French, / "Let / me / biology, / think. / and / I / advanced
- *Maybe we can take the same ones."*  
the / same / can / Maybe / ones." / we / take
- *"Hey Katie, what classes should I take next year?"*  
I / year?" / "Hey / should / take / next / Katie, / what / classes

Students have to unscramble the words of each sentence to make a complete and grammatically correct. You can ask them to input the sentences in the chat, or leave space in a shared document for them to type the in—working in pairs and groups would be helpful for this type of activity.

When they've finished, reveal the answers, see which group did well, review any trends or common patterns. Ask what the story is about in very general terms, e.g. two friends talking about school subjects for next year.

### D. Text completion

Students have to insert the sentences, now in the correct order, into the spaces in the story. Do the first example with them to help them get started. This is a challenging task, so only do this if you feel your class is capable of this.

### Ready for Next Year

It was the end of the school year, and Alexa was getting nervous. \_\_\_\_\_  
 \_\_\_\_\_ . “I know,” she thought, “I’ll ask my best friend Katie  
 about it. \_\_\_\_\_ .

\_\_\_\_\_ Alexa asked.

“I don’t know,” Katie replied. “I can’t tell you what’s right for you. But the people in the  
 office helped me pick! Go ask them.”

Alexa went to the office after school and got some advice. Based on her grades and  
 interests, \_\_\_\_\_ .

Alexa found Katie the next morning. “OK, I have my classes. Can you tell me yours  
 now?”

\_\_\_\_\_ Katie said.

“Wow, that’s great! We’re going to be in most classes together after all!”

Provide students with the complete text—either in a shared document, by email, or  
 onscreen. This way, they can check their own answers.

### E. Story comprehension questions

Provide students with the following comprehension questions about the story. Note: if  
 the group is strong, then ask them to create their own questions, perhaps individually,  
 so you can monitor their understanding and question formation. If you wish to provide  
 questions to students, here are some you can use:

1. What are the names of the people in the story?
2. How was Alexa feeling at the beginning?
3. Where does Katie direct Alexa to for class advice?
4. Where did Alexa go after school?
5. Which two things is Alexa’s selection based on?

### F. Planning next year

Ask students to talk about their plans for next year, for school and other things. They  
 can use the table below to help plan their answers individually before speaking to  
 classmates. Ask them to make notes for 3 ideas about their plans for next year.

Here is a table to help plan your answers and an example:

Ideas	School	Holidays	Hobbies <i>(video games, books, sports)</i>	Friends	Other
Where will you be/go? Who will you be with?			At home or with friends		
What will you do?			I want to complete two new videogames and read a minimum of 3 books		
Why will you do this?			Because I love gaming but I also want to read more		

Now students use the notes they've taken and tell their partners/study groups about their plans. Note: you could also ask them to write 1-2 paragraphs about their plans.

As a follow up and a chance for some formative assessment, ask students to record an answer to one of the following questions for homework, which they can send to you or upload:

- Tell me about your plans for next year*
- Tell me about a time you made plans with friends*

The record should be no longer than 60 seconds, as with part 4 of the MET Go! speaking section.

**Text in full:**

**Ready for Next Year**

It was the end of the school year, and Alexa was getting nervous. She wasn't sure what classes to take next year. "I know," she thought, "I'll ask my best friend Katie about it. Maybe we can take the same ones."

"Hey Katie, what classes should I take next year?" Alexa asked.

"I don't know," Katie replied. "I can't tell you what's right for you. But the people in the office helped me pick! Go ask them."

Alexa went to the office after school and got some advice. Based on her grades and interests, she would take advanced math, biology, and Chinese, plus the required classes.

Alexa found Katie the next morning. "OK, I have my classes. Can you tell me yours now?"

"Let me think. I got biology, French, and advanced math," Katie said.

"Wow, that's great! We're going to be in most classes together after all!"

## Student activities with example instructions:

### B. Pre-reading prediction:

Can you unscramble this sentence?

was / end / getting / It / year / Alexa / nervous / and / school / the / of / the / was

### C. Unscrambling sentences worksheet

Put the words in the correct order to make a correct sentence. Be sure to give a clear example to the whole class. Also, you may want to include one or two words to help the task run smoothly.

- a) *she would take advanced math, biology, and Chinese, plus the required classes*

and / required / advanced / biology, / the / plus / she / take / would / classes / math, / Chinese,

She would \_\_\_\_\_ classes.

- b) *She wasn't sure what classes to take next year*

sure / wasn't / next / year / take / She / what / to / classes

She \_\_\_\_\_ year

- c) *"Let me think. I got biology, French, and advanced math,"*

math," / got / French, / "Let / me / biology, / think. / and / I / advanced

\_\_\_\_\_ biology, \_\_\_\_\_

- d) *Maybe we can take the same ones."*

the / same / can / Maybe / ones." / we / take

\_\_\_\_\_ we \_\_\_\_\_

- e) *"Hey Katie, what classes should I take next year?"*

I / year?" / "Hey / should / take / next . / Katie, / what / classes

\_\_\_\_\_ year?

**D. Text completion**

Use the phrases you've unscrambled to complete the story. The first one has been completed for you.

**Ready for Next Year**

It was the end of the school year, and Alexa was getting nervous. She wasn't sure what classes to take next year. "I know," she thought, "I'll ask my best friend Katie about it. \_\_\_\_\_."

\_\_\_\_\_ Alexa asked.

"I don't know," Katie replied. "I can't tell you what's right for you. But the people in the office helped me pick! Go ask them."

Alexa went to the office after school and got some advice. Based on her grades and interests, \_\_\_\_\_.

Alexa found Katie the next morning. "OK, I have my classes. Can you tell me yours now?"

\_\_\_\_\_ Katie said.

"Wow, that's great! We're going to be in most classes together after all!"

1. b
- 2.
- 3.
- 4.
- 5.

Now check your answers against the complete story.

**E. Answer the following questions about the text.**

1. What are the names of the people in the story?
2. How was Alexa feeling at the beginning?
3. Where does Katie direct Alexa to for class advice?
4. Where did Alexa go after school?
5. Which two things is Alexa's selection based on?

### F. Next year—what are your plans?

Use this table to make notes about your plans for next year. An example has been done for you.

Ideas	School	Holidays	Hobbies (video games, books, sports)	Friends	Other
Where will you be/go? Who will you be with?			At home or with friends		
What will you do?			I want to complete two new videogames and read a minimum of 3 books		
Why will you do this?			Because I love gaming but I also want to read more		

Now tell your partner/classmates about 3 plans you have for next year. Make notes about one or two plans your classmates have, too.

*Juan wants to go on holiday to Paris with his family because ...*