





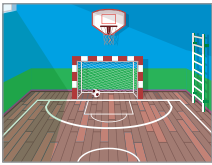



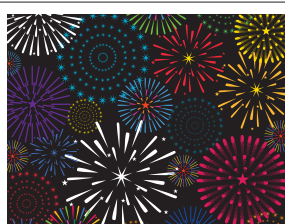



MET Go! Scope & Sequence Chart

This scope and sequence chart contains descriptions of MET Go! item types along with the function and/or communicative task involved. CEFR Can Do statements from levels A1 through B1 are aligned to sample items from MET Go!. **Note:** *The CEFR descriptors listed here are a representative—but not comprehensive—list of all possible descriptors for each skill and level. Additional Can Do statements could be applicable to the MET Go! exam tasks.*

MET Go! Items (function/task)	Can Do Statements from CEFR			Example item (audio in italics, test takers do not see the text)
Listening	A1	A2	B1	
<p>Part 1: Identify people in a picture based on short descriptions. Understand short, familiar, concrete descriptions.</p>	<p>Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.</p>			<p>Listening, Part 1—Example Look at the picture. Listen to some information. Find the person to answer the question. Narrator: <i>Benjamin is next to his mother. He is holding a toy car. Which person is Benjamin?</i></p> 
<p>Part 2: Select answer or response. Respond to short question.</p>	<p>Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.</p>	<p>Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography), provided speech is clearly and slowly articulated.</p>	<p>Can understand straightforward factual information about common everyday topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</p>	<p>Listening, Part 2—Example N: <i>Have you seen my backpack?</i> a. Sure, I'll carry it. b. It's in your room. c. I'll buy a new one.</p>
<p>Part 3: Select the illustration that answers a question about a short conversation. Understand short dialogue.</p>	<p>Can understand words and short sentences when listening to a simple conversation (e.g., between a customer and salesperson), provided that people talk very slowly and very clearly.</p>	<p>Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. Can follow in outline short, simple social exchanges, conducted very slowly and clearly.</p>		<p>Listening, Part 3—Example Girl: <i>What did you get for lunch today, Anthony?</i> Boy: <i>Well, I wanted a burger, but there weren't any left, so I had pizza.</i> Girl: <i>Oh, too bad. Maybe they'll have some tomorrow.</i> N: <i>What did the boy eat?</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>A</p>  </div> <div style="text-align: center;"> <p>B</p>  </div> <div style="text-align: center;"> <p>C</p>  </div> </div>

<p>Part 4: Answer multiple questions about a longer conversation. Understand longer dialogue</p>		<p>Can generally identify the topic of discussion around him/her that is conducted slowly and clearly.</p>	<p>Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech.</p>	<p>Listening, Part 4—Example</p>  <p>Boy: <i>Hi Hannah. How is everything?</i> Girl: <i>Everything's great. I haven't seen YOU around lately.</i> Boy: <i>Yeah, I went to visit my grandparents for a couple of weeks. It was fun.</i> Girl: <i>Where do your grandparents live?</i> Boy: <i>They live in the mountains, close to a big lake. There is a LOT to do there—I went hiking, swimming, fishing... but my favorite thing was spending time with my cousins.</i> Girl: <i>That sounds like a lot of fun!</i> Boy: <i>It was. I can't wait to go back.</i></p> <p>One of several questions: What are the speakers talking about?</p> <ol style="list-style-type: none"> the boy's hobbies the boy's recent trip the boy's plan for next week
<p>Part 5: Answer multiple questions about a short announcement. Understand announcements.</p>		<p>Can understand straightforward announcements (e.g., a phone recording or radio announcement, an announcement that a train is delayed, or messages announced by loudspeaker in a supermarket), provided the delivery is slow and clear.</p> <p>Can catch the main point in short, clear, simple messages and announcements.</p>	<p>Can understand public announcements at airports, stations and on planes, buses and trains, provided these are clearly articulated in standard speech with minimum interference from background noise.</p>	<p>Listening, Part 5—Example</p>  <p>Woman: <i>It's almost time to leave for our field trip. As you know, today we're going to a furniture factory. We will watch furniture—like tables, chairs, and desks—be made. When we get back to school, I want you to write a report. In it you should describe what you saw at the factory. You can write about the machines and what the workers were doing. OK, please make a line by the door. The bus we'll take to the factory will be arriving in just a couple minutes.</i></p> <p>One of several questions: What does the woman tell the students to do?</p> <ol style="list-style-type: none"> get on the bus wait by the door give her a homework assignment

MET Go! Reading	CEFR A1	CEFR A2	CEFR B1	Example Item
<p>Part 1: Answer a group of independent gap-fill grammar and vocabulary items on a single theme supported by a graphic.</p> <p>Recognize vocabulary and grammar.</p>	<p>Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire. Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.</p>	<p>Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday language.</p> <p>Uses some simple structures correctly, but still systematically makes basic mistakes—e.g., mixes up tenses and forgets to mark agreement; nevertheless, it is usually clear what they are trying to say.</p>	<p>Has a good range of vocabulary related to familiar topics and everyday situations.</p> <p>Uses reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.</p>	<p>Reading, Part 1 – Example</p>  <p>After school, students are allowed to use the basketballs and other _____ in the gym.</p> <p>a. instruments b. sports c. equipment</p> <p>Gym class _____ 3 times a week for 60 minutes.</p> <p>a. meets b. meet c. meeting</p>
<p>Part 2, Task 1: Answer multiple questions from informational texts such as brochures, emails, advertisements, and announcements.</p> <p>Read/scan a short text for vocabulary, understand details, understand gist.</p>	<p>Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.</p>	<p>Can understand a short factual description or report within their own field, provided that it is written in simple language and does not contain unpredictable detail.</p> <p>Can identify specific information in simpler written material they encounters such as letters, brochures and short newspaper articles describing events.</p> <p>Can understand the main points of short texts, magazine reports, or guide entries dealing with concrete everyday topics (e.g., lifestyle, hobbies, sports, animals, weather).</p> <p>Can understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language.</p>	<p>Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</p> <p>Can read straightforward factual texts on subjects related to their field and interests with a satisfactory level of comprehension.</p> <p>Can recognize significant points in straightforward newspaper articles on familiar subjects.</p>	<p>Reading, Part 2, Task 1 – Example</p>  <p>What is the text mostly about?</p> <p>a. buying a new camera b. having pictures taken at school c. taking a class about photography</p> <p>What must students bring on September 4?</p> <p>a. their cameras b. some money c. their ID cards</p>

<p>Part 2, Task 2: Answer multiple questions about a short narrative. Read/scan a narrative to ID words and phrases, understand details, understand gist, interpret written dialogue.</p>		<p>Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language.</p> <p>Can understand short narratives and descriptions of someone’s life that are written in simple words.</p>	<p>Can follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.</p>	<p>Reading, Part 2, Task 2– Example</p> <div data-bbox="1266 180 1913 581" style="border: 1px solid black; padding: 5px;">  <p>Kelly was excited about Maplewood City’s summer festival. Each year at the festival, people get together to celebrate the start of summer. They eat food, dance to music, and play games <u>there</u>.</p> <p>While Kelly was jogging in the park before the event, she saw her friend Tom. “Are you going to the festival tonight?” she asked. “I hear there will be fireworks!”</p> <p>“I am! I didn’t know about the fireworks, though. That’s great!” answered Tom. As soon as Tom said that, it started to rain.</p> <p>“<u>Oh no!</u>” said Kelly. “I wonder if they will cancel the fireworks.”</p> <p>“I hope not,” replied Tom. “Well, I better go—we’re getting wet!”</p> <p>“Okay! See you later!” said Kelly.</p> <p>By evening, though, the rain stopped, and everyone in Maplewood City enjoyed a wonderful summer festival that ended with an awesome fireworks show.</p> <p>“Those fireworks were amazing!” said Tom. Kelly agreed.</p> </div> <p>What is the story mostly about?</p> <ol style="list-style-type: none"> a festival in Maplewood City people who live in Maplewood City the history of Maplewood City <p>In the last sentence of paragraph 1, what does there mean?</p> <ol style="list-style-type: none"> at a restaurant at a festival at a park
MET Go! Writing	CEFR A1	CEFR A2	CEFR B1	Example Item
<p>Part 1: Tell a story based on a comic strip illustration; they are asked to write three to four sentences of descriptive or narrative text. Write short narrative.</p>	<p>Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.</p> <p>Can use simple words and phrases to describe certain everyday objects (e.g., the color of a car, whether it is big or small).</p> <p>Can use basic punctuation (e.g., full stops, question marks).</p> <p>Can link words or groups of words with very basic linear connectors like “and” or “then.”</p>	<p>Can write a series of simple phrases and sentences linked with simple connectors like “and,” “but,” and “because.”</p> <p>Can tell a simple story (e.g., about events on a holiday or about life in the distant future).</p>		<p>Writing, Part 1 – Example</p> <p>Look at the three pictures. Write about this story. Write 20 words or more.</p> <div data-bbox="1356 1127 1898 1295" style="display: flex; justify-content: space-around; align-items: center;">    </div>

Part 2:
Describe
a personal
experience in
response to a
set of question
prompts.

Write short personal note approximately 1 paragraph in length.

Can write very short, basic descriptions of events, past activities and personal experiences.

Can write diary entries that describe activities (e.g., daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like and, but, and because.

Can give an example of something in a very simple text using like or for example.

Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.

Can write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.

Can write a description of an event, a recent trip—real or imagined.

Can write personal letters describing experiences, feelings and events in some detail.

Spelling, punctuation and layout are accurate enough to be followed most of the time.

Shows awareness of the conventional structure of the text type concerned, when communicating their ideas.

Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

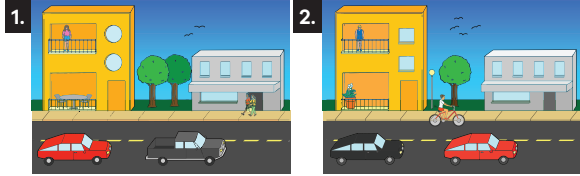

Writing, Part 2—Example

Write about a school trip that you took.

- Where did you go on a school trip?
- When did you go?
- What did you like about the school trip? Why?

Include more details. Write at least one paragraph.

<p>Part 3: Write about a personal preference or opinion in response to a prompt.</p> <p>Write essay approximately 2 paragraphs in length.</p>			<p>Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify their opinion.</p> <p>Can summarize, report and give their opinion about accumulated factual information on familiar routine and non-routine matters within their field with some confidence.</p> <p>Spelling, punctuation, and layout are accurate enough to be followed most of the time.</p> <p>Can develop an argument well enough to be followed without difficulty most of the time.</p> <p>Shows awareness of the conventional structure of the text type concerned, when communicating their ideas.</p> <p>Can make simple, logical paragraph breaks in a longer text.</p>	<p>Writing, Part 3—Example</p> <p>Read and answer the question below. Write at least 2 paragraphs.</p> <p>Some people like to travel in a car. Other people prefer to take the bus.</p> <ul style="list-style-type: none"> How do you prefer to travel? Explain your answer. <hr/> <hr/> <hr/>
<p>MET Go! Speaking</p>	<p>CEFR A1</p>	<p>CEFR A2</p>	<p>CEFR B1</p>	<p>Example Item</p>
<p>Part 1, Warm-Up: Answer some simple personal questions.</p> <p>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>Speaking, Part 1—Example</p> <ul style="list-style-type: none"> What is your name? How is the weather today? Tell me about your family.

<p>Part 2: 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>Speaking, Part 2—Example</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.</p> <p>What else is different? Say as much as you can.</p> <div style="text-align: center;">  </div>
<p>Part 3: 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>Speaking, Part 3—Example</p> <p>Tell me what you see in the picture and tell me a story about it.</p> <div style="text-align: center;">  </div>
<p>Part 4, Task 1: Describe a personal experience relating to the topic or setting shown in Part 3. 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>Speaking, Part 4, Task 1—Example</p> <p>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>Part 4, Task 2: Express an opinion relating to the topic or setting shown in Part 3, and give reasons to support it.</p> <p>State a personal interest or preference.</p>			<p>Can clearly express feelings about something experienced and give reasons to explain those feelings.</p> <p>Can give simple reasons to justify a viewpoint on a familiar topic.</p> <p>Can express opinions on subjects relating to everyday life, using simple expressions</p>	<p>Speaking, Part 4, Task 2—Example</p> <p>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>
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Topic Categories used in MET Go!

Item writers use the following list of topic categories when creating items for MET Go! A few examples are included for each category but are not meant to be an exhaustive list.



- Animals (pets, zoo, farm)
- Daily Life/Living Routines (shopping, chores, clothing)
- Educational/Academic Situations (studying, homework, class trips)
- Entertainment (arts, media, books)
- Family (family activities, home situations)
- Food/Drink (cooking, restaurants, types of foods and beverages)
- General Interest (miscellaneous non-science topics that do not fit other categories)
- Housing/Lodging (types of housing/buildings, parts of buildings)
- Nature (contrasted with the Science category below, this would encompass a layperson's experience of nature such as observing weather, geological features, astronomy)
- Objects (furniture, cars, school supplies)
- Recreational Activities/Sports/Hobbies (sports, fitness, indoor/outdoor games)
- Science (contrasted with the Nature category, this would include the more academic sides of life sciences, earth sciences, physical sciences)
- Social Events/Celebrations (birthdays, celebrations (avoid specific holidays that are not universally accessible or that have religious overtones)
- Technology (internet, electronics)
- Travel/Transportation (vacations, public and other types of transportation)