



MICHIGAN LANGUAGE ASSESSMENT

MET

Example Test Items



Prove your English. Achieve your goals.
Own your future.

CEFR Levels
for MET



 Cambridge Assessment
English

 UNIVERSITY OF MICHIGAN

MET

The Michigan English Test (MET) is a secure, multilevel test measuring English language proficiency for language learners at the high-beginner to low-advanced levels. MET test content spans social, academic, and workplace contexts. The MET can be used for schools, higher education, and professional purposes and is intended for test takers at or above a high school level of education.

MET Test Item Types

Listening

The MET listening section consists of three parts. For each item in part 1, the test taker listens to a short conversation and then answers a question. In part 2, the test taker listens to a longer conversation between two people and answers some questions. In part 3, the test taker listens to some short talks and then answers some questions. The test taker may take notes during parts 2 and 3.

Part 1 Listening (short conversation)

Script Key	W2 = Young adult male
M1 = Adult male	N = Narrator
W1 = Adult female	Example Audio Script
W2 = Young adult female	[audio recording]

Example Audio Script

[audio recording]

W2: Excuse me. Could you tell me where today's guest lecture will be held?

M2: Unfortunately the speaker is sick, so it won't be happening today after all. There's a notice about the new date and time posted on the university homepage.

W2: Oh, OK. I guess I'll check the website.

N: What does the man say about the lecture?

1. What does the man say about the lecture?
 - A. It will happen later.
 - B. It has already ended.
 - C. It can be seen online.
 - D. Its location has been changed.

Example Audio Script

[audio recording]

W1: Eric, do you have a moment?

M2: Yes. What can I do for you?

W1: This report you gave me contains old information. Please revise it, and get it back to me tonight.

M2: Sure thing.

N: What are the speakers discussing?

2. What are the speakers discussing?
 - A. information that needs to be filed
 - B. their plans for tomorrow
 - C. a mistake on the man's report
 - D. a report they have just written

Example Audio Script

[audio recording]

M1: I've got to get a new computer. I'm tired of how slow mine is. I'm going to take a look at some on Saturday.

W1: Have you tried looking online? Maybe you could search there first.

M1: Actually, I'd rather go and try one out at the store.

N: What does the man want to do?

3. What does the man want to do?
 - A. play a new computer game
 - B. buy a computer online
 - C. try using a new computer
 - D. get his computer fixed

Part 2 Listening (longer conversation)

Example Audio Script

[audio recording]

N: Listen to a conversation in a store.

M1: What can I help you with today?

W1: Well, I just moved to town, and I need to get a lot of things ... sofa, kitchen table and chairs, some lamps ... the only thing I don't need is a bed.

M1: Okay. Why don't we take it one room at a time? Let's start with the kitchen. Uh ... these are the tables and chairs that we have. Most of the tables are big enough to seat four to eight, but some are just for two.

W1: It's just me, and I don't cook much. Plus, the kitchen is pretty narrow. I kind of like that set, the small table with the glass top and the leather chairs ... how much is it?

M1: The table and the chairs are priced separately. The table is five hundred dollars, and each chair is two hundred, so if you got it with two chairs, it would be nine hundred.

W1: Nine hundred dollars for a table and two chairs?! That's outrageous. Do you have anything more reasonable?

M1: Actually, that is one of the least expensive tables we have. Wooden tables are even more.

W1: Really. I think I'll have to shop around. Sorry.

4. What does the woman want to do?
 - A. buy furniture
 - B. learn to cook
 - C. build a new kitchen
 - D. return a chair she bought

5. Why does the woman mention cooking?
 - A. to invite the man to dinner
 - B. to ask the man to teach her
 - C. to tell why she wants a big kitchen
 - D. to explain the size of table she needs

Part 3 Listening (short talks)

Example Audio Script

[audio recording]

N: Listen to the director of a company.

W1: Hi everyone. Before I ask Michael to update us on our financial picture, I wanted to make an announcement.

As you've probably noticed if you've been walking around in the halls today, the renovation project on the west side of the building is now underway. They'll be taking out the west wall and constructing an additional wing on that side of the building, which should give us lots more space and allow us to fit everyone more comfortably. I'm sure were all looking forward to having the additional room.

In the meantime though, we'll be dealing with this construction for about four months. Those of you on the other side of the building probably won't be affected much by it. But for the people nearer the construction, there's going to be some noise and, also, interruptions. There may be times when you'll be asked to let workers into your offices so they can check the electrical wiring.

I know that may be frustrating, so let's just try to keep in mind that this project needs to happen for the greater good of the office. And of course, we'll understand if you aren't able to get as much work done on those days when it's especially noisy. If it becomes a real problem, we'll set up some temporary workstations in the conference room, away from the noise.

Next, we're going to move on to Michael's quarterly report. He has some excellent news for us. Michael?

6. What is the speaker talking about?
 - A. changes made to office assignments
 - B. the need to increase productivity
 - C. plans to move to a new building
 - D. a construction project

7. Who will be most affected by the information?
 - A. most new company employees
 - B. employees located in a certain area
 - C. outside workers brought in for a project
 - D. company managers and supervisors

Grammar

Each MET grammar item comprises one to two sentences from which a word or phrase has been removed. Each item can test one or more grammatical features (depending on the proficiency level the item is assessing).

8. I'll put the box on the seat _____ you and me.
 - A. among
 - B. between
 - C. within
 - D. in front

9. The Himalayan mountains are believed _____ about fifty million years ago.
 - A. to have been formed
 - B. that were formed
 - C. forming
 - D. to form

10. It is very appropriate that Mary won the award for _____ student paper.
 - A. a better
 - B. better
 - C. the best
 - D. best of

11. All _____ access to clean, safe drinking water.
 - A. people should
 - B. people should have
 - C. should have people
 - D. should people have

12. The costumes for the upcoming theater performance are _____ complete.
 - A. almost
 - B. soon
 - C. yet
 - D. far

.....

Reading (extended reading task)

A longer reading passage followed by 10 questions that are designed to gauge reading comprehension

This passage is about Jupiter's Great Red Spot.

The Great Red Spot is a massive storm that has been active on Jupiter for centuries. About 20,000 kilometers in length and 12,000 kilometers wide, the Great Red Spot has captured the attention of scientists and amateur astronomers alike. Its name is derived from the distinct red color associated with the area, although it appears much paler in places, with colors ranging from dark red and pinkish tones to almost white. Similar to hurricanes on Earth, the storm's strong winds blow in a circular motion. However, unlike hurricanes, which form around low-pressure areas, the Great Red Spot has a high-pressure system. Due to its location in Jupiter's southern hemisphere, its winds blow in a counter-clockwise direction and can reach up to 644 kilometers per hour—almost twice as strong as the top hurricane winds recorded on Earth.

The Great Red Spot remains a source of mystery and fascination. No one knows for sure what causes the storm's reddish color. One theory suggests the strong winds kick up material buried deeper in the atmosphere, and exposure to sunlight causes that material to take on the characteristic red tones. Reasons behind the storm's lengthy duration are also unclear. Some scientists think the Great Red Spot is constantly fed by smaller storms, allowing it to continue endlessly, while others believe it may be fueled by small drops of water or ammonia from below.

Scientists have noted that the Great Red Spot's shape has evolved over time. Once long and thin like a sausage, it is now more of an oval shape, and scientists believe it may become circular within a few decades. The storm also appears to be slowly shrinking. As a result, researchers concede the possibility that someday the Great Red Spot could disappear entirely. However, the likelihood seems remote as it is still the largest and most powerful storm on the planet—two to three times the size of the Earth.

13. What is the passage mainly about?
 - A. Jupiter's weather patterns
 - B. characteristics of Jupiter's largest storm
 - C. changes in Jupiter's atmosphere
 - D. various types of storms on Jupiter

14. What is the main idea of the second paragraph?
 - A. Jupiter's smaller storms need further scientific study.
 - B. The Great Red Spot was ignored by scientists until recently.
 - C. Storms on Jupiter are very different from storms on Earth.
 - D. Many questions remain about Jupiter's largest storm.

Reading (continued)

This reading task features three thematically related texts on a variety of genres.

A

Grandville Music Center

Guitar Lessons

Study rock, blues, or classical guitar.

Our teachers are experts who make learning fun while challenging you to develop and grow as a musician.

Your teacher will design a lesson plan with you based on your goals and interests. Beginner, intermediate, and advanced level instruction is available.

Recitals are held in the spring and are a great opportunity for students to play in front of an audience. Participation is optional but is highly recommended.

We will schedule your introductory lesson with a teacher who matches your interests and needs!

Visit the Center today to sign up!



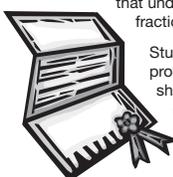
B

Did you know?

Research studies have shown that music has a positive effect on children's academic performance. One study found that high school students who played musical instruments scored higher on a test than their peers who did not participate in band.



Other researchers have noted that young children who studied music have an easier time understanding some mathematical ideas. In one study, second grade students who were given four months of piano lessons did better on a fractions test than the students who did not study piano. This could be because their musical instruction taught them the relationship between eighth, quarter, half, and whole notes, and they were able to transfer that understanding to the use of fractions in other situations.



Studies such as these surely prove that musical education should be provided in all schools, despite the cost of hiring teachers and buying instruments.

C



Music's Effects

Psychologists have known for a long time that music affects people's feelings. James Kellaris, a psychology professor, has studied ways that music affects shopping. He says that playing the right kind of music can have positive effects for a business.

Kellaris has identified several effects that might help businesses decide what kind of background music to play as their customers shop. Kellaris found that fast music makes a crowded store feel more crowded, and slow music makes an empty store feel lonely. Also, music with a faster tempo makes the time that customers are in the store seem shorter. This might help store owners because the more time customers are in a store, the more likely they are to buy something. A related effect happens when background music is played to customers "on hold" on telephone lines. If people hear fast music, they think their wait time is shorter than if they listen to slower music.

Kellaris also investigated what styles of music customers prefer while they are shopping or on hold, and he found there are differences between men and women. Women had the highest positive reactions to jazz, followed by classical, while men most preferred classical, followed by jazz. Rock music was least preferred by both groups. Many store owners say they pay close attention to their customers and choose their music accordingly.



The following question refers to section A.

15. What can be inferred about the guitar teachers?
- A. They can play other instruments.
 - B. They have taught before.
 - C. They prefer to teach beginners.
 - D. They use the same lesson plans.

The following question refers to section B.

16. How does the author feel about musical education?
- A. It is too expensive for schools.
 - B. It is an area that should be researched further.
 - C. It is most important for young children.
 - D. It should be offered in all schools.

The following question refers to section C.

17. According to the passage, how do people feel when they hear slow music on the telephone?
- A. They are more likely to buy something.
 - B. They think time is passing slowly.
 - C. They feel lonely.
 - D. They think time is passing quickly.

The following question refers to two or more sections.

18. How could taking guitar lessons benefit children?
- A. It could make them feel better.
 - B. It could help them make friends.
 - C. It could teach them which kind of music is most popular.
 - D. It could help them get better grades



Writing

In order to measure the writing proficiency of individuals at differing levels of ability, the MET writing test requires test takers to produce written language at the sentence, paragraph, and essay levels.

Task 1

- Write sentences to answer the questions.

1. What is your favorite place to travel to? How often have you been there?

2. What do you like about it and why?

3. Tell us about the last time you went there.

Task 2

- Write paragraphs to answer the question.
- Write about 1 to 2 pages. Your test will be marked down if it is extremely short.
- You may use both pages on the inside of the booklet. Ask the examiner for more paper if you need it.

According to most doctors, adults need thirty minutes of physical activity at least five days a week to be healthy. However, most adults do not get this recommended amount of exercise. What can be done to help people get the exercise they need? Give examples to support your answer.

Speaking

The MET Speaking Test measures test takers' ability to produce comprehensible speech in response to a range of tasks and topics. It is a structured, one-on-one interaction between examiner and test taker that includes five distinct tasks.

Part 1

Directions

In this part of the test you will describe a picture and complete some tasks.



Task 1 *60 seconds*

Describe the family meal.

Task 2 *60 seconds*

Tell me about a meal that you really enjoyed.

Task 3 *60 seconds*

Some people like to eat at home. Other people like to go to restaurants. What do you prefer to do? Give your opinion and reasons to support it.

Part 2

Directions

In this part of the test you will complete two different tasks. You will be told when to begin speaking.

Task 4 *90 seconds*

You have been offered a new job. It sounds like a good opportunity to learn different skills, but your boss will be your old friend from high school. What are the advantages and disadvantages of taking this job?

Task 5 *90 seconds*

The city government wants to build a new train line to solve traffic problems in the area. Your friend's house would need to be torn down to make room for this new line. I am a city government member. Tell me what you think about this and try to convince me to agree with you.

MET



Michigan Language Assessment

Argus 1 Building
535 West William St., Suite 310
Ann Arbor, MI 48103-4978
USA

Tel: +1 866.696.3522

Fax: +1 734.763.0369

info@michiganassessment.org

MichiganAssessment.org