

2024



# Study Guide

A GUIDE TO MET FOR TEST TAKERS



# INTRODUCTION

## Welcome, Test Takers!

This Study Guide has been created especially for you, our test takers, to help you prepare for your Michigan English Test. In this guide, you will find lots of useful information about taking MET, what to expect in the exam, and tips for preparation so you can be at your best on test day.

The guide has been designed so you can easily find the content you need. You can either read through it in order or you can jump straight to the content you want by clicking the links in the table of contents below. As you complete steps towards your preparation, don't forget to track your process in the handy MET Readiness Checklist at the back of this guide!





# TABLE OF CONTENTS

<b>INTRODUCTION</b> .....	2	<b>PREPARE FOR MET READING</b> .....	14
<b>TABLE OF CONTENTS</b> .....	3	MET Reading Section Part 1 .....	14
<b>LEARN ABOUT MET</b> .....	4	MET Reading Section Part 2 .....	15
What is MET? .....	4	MET Reading Section Part 3 .....	16
Which MET do I need? .....	4	General Reading Advice .....	18
<b>How can I take MET?</b> .....	4	<b>PREPARE FOR MET SPEAKING</b> .....	19
What types of questions are on MET?.....	5	MET Speaking Section Part 1.....	19
How is MET scored? .....	5	MET Speaking Section Part 2.....	20
What is included on the score report? .....	5	How Speaking is scored.....	21
Guidelines to interpret the results .....	5	General Speaking Advice .....	21
How can I register for the exam? .....	5	<b>EXAM TIPS</b> .....	22
How can I schedule a remotely-administered exam? .....	6	Taking MET at home .....	22
What equipment do I need to take MET from home? .....	6	Exam Timings .....	22
Which institutions accept MET? .....	6	Multiple Choice Questions.....	23
Where can I find more information?.....	6	Writing Section Tips.....	23
<b>PREPARATION TIPS</b> .....	7	Listening Section Tips .....	23
Speaking and Writing.....	7	Reading Section Tips.....	24
Reading and Listening .....	7	Speaking Section Tips.....	24
<b>PREPARE FOR MET WRITING</b> .....	8	Test Day Tips.....	24
Writing Task 1 .....	8	<b>CEFR “CAN DO” STATEMENTS</b> .....	25
Writing Task 2 .....	9	<b>MET READINESS CHECKLIST</b> .....	27
How Writing is Scored.....	10		
General Writing Advice.....	11		
<b>PREPARE FOR MET LISTENING</b> .....	12		
General Listening Advice.....	13		

# LEARN ABOUT MET

## What is MET?

The Michigan English Test (MET) is an English proficiency exam used for high-stakes decision making by schools, universities, colleges, government agencies, professional boards, and businesses around the world.

MET is a multilevel test, meaning that you will receive a score showing your level of English, which is used as official proof of your skills for educational and professional settings.

MET is aligned to the Common European Framework of Reference for Languages (or CEFR), which provides an international standard for levels of language proficiency. MET is designed for learners from high beginner (or A2 on the CEFR) to advanced (or C1 on the CEFR) levels of English proficiency. You can learn more about the CEFR and a description of each level [here](#).

It is available digitally, with results ready in 5 days. We can send your results directly to your chosen institutions for free through our customer portal!

Want to see what the digital test looks like? Take our free sample digital test [here](#).

## Which MET do I need?

MET is offered as a 4-skill or a 2-skill test. The 4-skill MET includes Writing, Listening, Reading, and Speaking while the 2-skill MET includes Listening and Reading only. If you are an international student planning to use MET to apply to a university, or a healthcare professional applying for an occupational visa to work in the U.S., you will need a 4-skill exam. The 2-skill version is typically used by institutions to meet internal or local requirements.

## How can I take MET?

You have different options to take MET.

**The 4-skill MET is available:**

- In person at an Authorized Test Center
- In person at a Prometric Test Center
- Remotely from home

**The 2-skill version of MET is available:**

- In person at an Authorized Test Center
- In person at a Prometric Test Center

Whether taken remotely or in person, both administrations follow strict security procedures to provide valid and reliable results.

Find out if your chosen institution or program requires an in-center administration or if they accept exams administered remotely before scheduling your test.

Find test center locations [here](#).

Learn more about taking MET from home [here](#).

## What types of questions are on MET?

What's great about MET is that you should have already experienced the question types and activities in your studies of English. Our team of experts designed MET to evaluate your level of English proficiency, from high beginner to advanced. MET includes tasks that are similar to the ones used in English classes; that is why most test takers feel that MET is "friendlier" than other exams. Experience the questions for yourself by taking our [free sample digital test](#) or viewing other preparation resources in our [growing resource library](#).

## How is MET scored?

The listening and reading sections of the test are scored using automated scoring procedures. The speaking and writing sections are graded by certified raters according to the [MET Writing](#) or [MET Speaking](#) Rating Scales.

## What is included on the score report?

MET results are usually available within 5 days after you take your test. You will receive a digital report with the following information:

- Your personal information: first and last name
- The city and country where the test was administered
- The date when you took the test
- An exam-day photo (4-skill test)
- The format of the administration: in a test center or from home
- Your MET overall score and corresponding CEFR level
- Your section scores and corresponding CEFR levels for each skill area

## Guidelines to interpret the results

Your overall score is an average of the section scores. It shows your current level of English proficiency. Your score report can be shared directly with your chosen institutions at no extra cost!

See an example of a [2-skill MET Score Report](#).

See an example of a [4-skill MET Score Report](#).

## How can I register for the exam?

Once you know which version of the exam you need, where to take it, and when your results are needed, you can register for the test.

If you will take MET remotely, you can register on [our website](#). Once registered to take MET remotely, you will receive an email from Michigan Language Assessment with instructions to schedule your test.

If you are taking the test at an Authorized Test Center, you need to contact the test center to register. Visit our website to locate your nearest [test center](#).

## How can I schedule a remotely-administered exam?

Follow the link in your confirmation email to schedule your exam, whether you will take MET from home or at an authorized Prometric Test Center. Once your exam is scheduled, you will receive an email from Prometric with details to complete the System Readiness Check, and to download the exam software **before** your scheduled test date.

- If you are taking MET remotely, watch our videos about [MET registration](#) and [what happens on test day](#).
- Download our guide with step-by-step instructions for registering to take MET from home and scheduling your test.

## What equipment do I need to take MET from home?

To take MET at home you will need the following equipment:

- A laptop or desktop computer (Chromebooks, phones, and tablets are not supported at this time). Windows operating systems and Mac iOS 10.13 or higher are supported.
- Web camera
- Speaker or headphones that are wired
- Microphone
- Internet access (2.25 mbps minimum for test player)
- Google Chrome

Carefully read our [testing policies](#) to ensure you have the correct equipment and environment to successfully complete your exam.

## Which institutions accept MET?

MET is used by schools, colleges, universities, professional boards, government offices, employers, and other types of institutions around the world. You can find out who accepts MET [here](#).

## Where can I find more information?



Now you've learned more about MET. Don't forget to complete the MET Readiness Checklist at the back of this guide!

# PREPARATION TIPS

MET is a multilevel test of English proficiency for test takers all over the world, so the learning experiences and language skills of our diverse test takers can vary greatly! Some of you may currently be taking an English course. Others might not have visited a classroom or taken an exam in some time. Whichever one applies to you, don't worry. There are lots of ways you can prepare for MET from home.

Learning a language takes time and continuous practice. Think of it like a muscle in your body. If you don't use it, it loses strength over time. The best way to prepare for MET is giving yourself time to practice all English skills in real-life situations.

**Here are some practical tips about things you can do on your own:**

- Make practicing English a habit, a part of your life.
- Watch TV shows in English or turn on English subtitles.
- If possible, join a local or online community. Practice with conversation and by asking or responding to questions.
- Make sure you're practicing your speaking, reading, writing, and listening on a regular basis.
- Practice actively with a task, activity, or goal to complete every time you practice.
- Keep a vocabulary notebook and make sure to use your new words as much as possible.
- Follow Michigan Language Assessment on social media for fun prompts.

**The more you practice, the more natural English will feel until you are thinking in English.**

## Speaking and Writing

- Speak English regularly with a friend or family member.
- Use your phone or computer to record yourself talking. Talk about something you are interested in. Make sure you give your opinion, explain reasons, and provide explanations in a persuasive manner.
- Try the sample speaking prompts available in our online resource library. Record your answers and listen back.
- Download the Writing Resource Pack in our online resource library, to see real example responses with examiner comments, as well as writing prompts for you to practice with.
- Try writing about your day in English a few times a week to get some extra writing practice.
- After watching, reading, or listening to any media, write a summary or explain it in your own words in English.

## Reading and Listening

- Read real-life materials as much as possible.
- Listen to podcasts or songs in English.
- Read a book, a blog, or anything you are interested in in English.
- Switch to English versions of your favorite books, movies, websites etc.

**Don't forget to complete the MET Readiness Checklist at the back of this guide!**

# PREPARE FOR MET WRITING

The writing section of MET is your chance to show what you can do when writing in English on a range of topics. Writing is a productive skill which takes time and practice to master in any language. Improving your vocabulary, reading lots of examples, and writing as much as possible are key to success in this foundational language skill. You will be asked to write in different formats, with short answers and a longer essay question, and for a range of different audiences.

In this chapter, we will explore the writing section of MET and will look at some easy and effective ways to practice your writing skills, even if you are not currently studying an English language course!

## MET Writing: Quick Reference Guide

- 45 minutes
- 2 parts: Short responses and essay
- Give reasons, explanations and support your ideas.
- 4-skill MET only

## Writing Task 1

In Task 1, you will answer three questions. You will need to describe a personal experience, habit or preference, express a personal opinion, and then give reasons and examples to support your opinion.

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★ Here is an example of MET Writing Task 1:

### 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?



## Writing Task 1, continued

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

When answering the questions in Task One, try to expand your answers as much as you can so you have a chance to really show your writing skills and prove your English. However, it is also important to keep your response relevant to the question and not to veer off topic. Make sure you directly answer the questions you are asked, and then provide additional information where relevant. The topics are designed to be accessible for all test takers, and do not require any specialized knowledge.

### Writing Task 2

In the second task, you will be asked to write a multi-paragraph essay, giving reasons and examples to support your answer. Task two is an opportunity for you to use more complex sentence structures, a wide range of vocabulary and link ideas with supporting details. As with Task One, keep your writing relevant to the question and present your ideas in a logical order. Typically, the best responses will have at least 250 words. Ensure you have fully answered the questions, supported your answers, and kept your response relevant to the question or writing prompt. Plan your answers before you start writing, so you can make sure your essay is cohesive and well-structured.

★ Here is an example of MET Writing Task 2:

#### Task 2

Write an essay with multiple paragraphs to answer the question.

Sometimes older adults become upset when young people break with the traditions of the past. Do you think they are correct in feeling that way? Why or why not? Support your position with evidence from your own experience.

## How Writing is Scored

The writing section is scored by our certified raters according to the following categories:

- Grammatical Accuracy
- Vocabulary
- Mechanics
- Cohesion and Organization
- Task Completion

**Grammatical Accuracy** refers to your ability to write accurately and use the correct English grammar. The grammatical structures you use should help the reader to understand your message. If there are any errors, they should not impact the reader's ability to understand your meaning.

**Vocabulary** is scored based on the quality of the words you choose, how appropriate your word choices are for the topic, the context, and the audience, and how seriously words may have been misused. As with grammatical accuracy, it is important that any vocabulary errors do not make it difficult for the reader to understand your meaning.

Aim for high level, sophisticated vocabulary. Also make sure that those words are appropriate for the task and do not confuse your reader.

**Mechanics** refers to the use of proper sentences and appropriate punctuation and spelling. Have you used sentences appropriately? Raters will also consider your use of punctuation and the accuracy of your spelling in this area.

An essay is a very specific type of writing, and it must be cohesive and well-organized. **Cohesion** means that your ideas are connected and they follow a logical progression. Your ideas should be related to one another and **organized** in a way that makes sense.

**Task Completion** relates to how well you have answered the questions. Your responses should be directly related to the task, without including irrelevant information. Your response should fully complete each task, providing supporting detail for each of your answers and clearly addressing the writing prompt.



## General Writing Advice

For both tasks in the writing section, you should try to

- write in full sentences,
- use correct punctuation, grammar, and spelling,
- keep your answer relevant to the question, and
- make sure you answer the question you have been asked.

Write as much as possible

The most important thing to remember about preparing for the writing section is that you must practice writing as much as possible. You will find 10 sample MET Writing Section Task 2 prompts in the MET Writing Resource Pack on our website, or you could even propose your own prompts using topics that have more than one side of a debate.

### Plan your answers

Planning is also an important part of the writing process, especially for writing a cohesive and well-organized essay for MET Writing Task 2. Thinking of ideas in an exam situation can sometimes feel stressful, so the more you practice generating ideas and planning a logical essay quickly, the more comfortable you will feel on test day. Start slowly, and build up to practicing planning your answer with a timer so you can get used to planning quickly and effectively.

### Read lots of examples

Reading examples of well-written essays on a range of topics will help you to see how other writers write well and organize their ideas successfully, helping you to improve your own writing. When you read other writers' examples, try to answer these questions:

- What is the thesis statement?
- How has the answer been organized?
- How are paragraphs and sentences structured?
- How has the writer incorporated supporting details into their writing?
- What are some examples of sophisticated vocabulary or grammar the writer has used?

You can then start using these techniques in your own writing. Use the table below to help guide your reading:

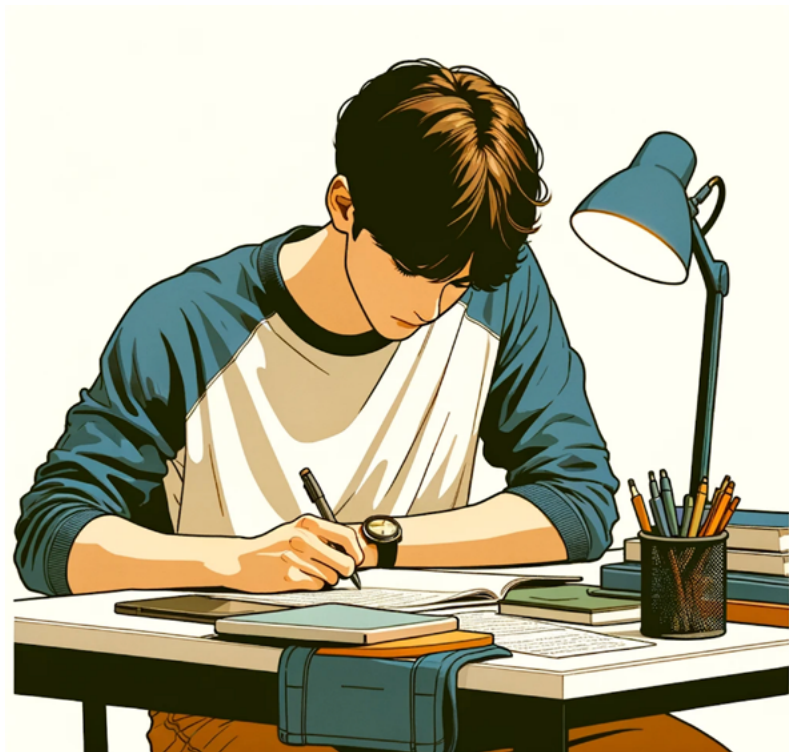
<b>What to look for</b>	<b>Examples from the essay</b>
Main argument	
How is the argument introduced?	
Supporting details	
How are the supporting details introduced?	
Paragraph organization	
Transition phrases	
Use of wide range of structures	
New and interesting vocabulary	

## Practice timings

When you first begin preparing for the writing section, do not worry about the time. Make sure you take the time you need to plan and write well-constructed responses to the best of your ability. As you become more comfortable with the format and more confident in your skills, start using a timer to practice. You have 45 minutes to complete both parts of the writing section and will need to use your time wisely - the more you practice, the easier it will become to generate ideas and write accurate and appropriate responses within the time allowed.

## Seek Feedback

An important part of writing is receiving and responding to feedback. If you have a friend or family member, or if you are currently attending English classes, seek feedback on your writing from someone else. We can sometimes overlook mistakes we have made by ourselves, so it can be helpful to ask someone else to read your work and comment on your writing - not just the language but the content of what you have written and how well you have organized your ideas. After receiving feedback, go back over your work and make any changes that were needed; editing our own work can help us identify mistakes or see where things can be improved.



# PREPARE FOR MET LISTENING

Listening is often the first skill to be mastered in our native languages. Babies listen to the world around them and later start to copy the sounds they hear. It is after listening to other people using English that we can start to copy the sounds and speech patterns that we hear in our own spoken and, later, written language. It should be no surprise, then, that practicing your listening skills as much as possible can have a really positive impact on the other three skills and improve your MET results in all areas. The listening section of MET includes questions that test three main skill areas, or subskills, of listening comprehension - listening for the main idea, listening for detailed information, and interpreting meanings.

In this chapter, we will look at the listening section of MET and at some easy and effective ways to practice your listening skills, even if you are not currently studying an English language course!

## MET Listening: Quick Reference Guide

- 35 minutes
- 3 parts
- Short and long conversations and short talks
- Multiple-choice questions

### MET Listening Section Part 1

In MET Listening Part 1, you will hear short conversations between two people. After each conversation, you will hear a question about what you heard. Read the answer options carefully and choose the best answer. You will only hear each conversation once, so it is important that you listen carefully. Each conversation will be about 20 seconds long. You will be asked one multiple choice question about each conversation.

### MET Listening Section Part 2

In MET Listening Section Part 2, you will hear longer dialogues. Just like in part 1, you will first hear the conversation and then questions about what you heard. Also like in part 1, you will only hear each conversation once, so it is important to listen carefully. These conversations will be longer than in part 1 - around 50 seconds each. You will be asked more than one multiple choice question about each conversation.

### MET Listening Section Part 3

In MET Listening Part 3, you will hear short talks, like an academic speech or a radio broadcast. Each talk will be around 90 seconds long. After each talk, you will answer some questions about what you heard. Just like in parts 1 and 2, the talk and questions will only be played once. Looking at the question and answer options as you listen to the passage will help guide your listening.

Check out the [preparation resources](#) page for links to example audio files and questions to practice for the MET Listening Section.



## General Listening Advice

- Listen to a range of sources so you can experience different accents, vocabulary, and language in general, and learn how English is spoken in different situations. Remember that the goal of spoken English is to communicate ideas effectively the first time, so natural spoken English is often less complex than written language.
- Listen to people speaking at a natural pace and in real-life contexts as this is how MET listening tasks are designed.
- Watch plenty of English language videos or listen to podcasts!
- Choose listening materials about topics you are interested in—the more you enjoy it, the more you are likely to practice it. Then as you get more confident and comfortable, start adding other topics or styles outside of your interests to make sure you listen to a wider variety.
- Focus on listening for the main idea first, and the detailed information will come later. Try not to focus on finer details in the early stages of your practice, as it can lead to frustration if you miss the overall meaning.

## Active Listening

The single most important thing to remember while practicing your listening skills is to always listen actively. Set yourself a task before you start, as this will help you to focus and get the most out of your practice. Always remember to write down new vocabulary you have learned, and try to use your new words the next few times you speak or write in English. Improving your vocabulary will help you in all areas of command of English and all sections of MET. Here are some ideas for activities to complete while listening in English:

- **Predictions:** Read the description of what you are about to listen to, predict the content, and then listen and see if you were right. Completing an activity like this before listening can help get you ready for what you are about to hear. Look up new vocabulary related to the topic, and tick off the words as you hear them.
- **Reconstructions:** Listen and take notes, then reconstruct what you heard into your own version, and listen again to see how close you were
- **Using Transcripts:** Reading along with a listening activity can help you identify new vocabulary that you may not recognize the first time you hear. Then, listen again without a transcript and summarize what you heard. You can then check your notes against the transcript to see how close you were.
- **Songs:** If you enjoy listening to music while you study, try switching to English-language songs and listen to the lyrics. Listen once and try to pinpoint the overall emotion or meaning of the song. Then listen again with the lyrics in front of you, and identify the vocabulary words that add to the overall emotion. A great follow-on activity to this can be to write a summary of the song's meaning or story in your own words, using evidence you heard in the song lyrics. Then, look up other interpretations to see how yours matches up!
- **Dictations:** Try to write down exactly what you hear while listening to a short clip or even a single sentence. You may need to listen more than once. Check your writing against a transcript to see how close you were. This can be very helpful in learning about the pronunciation of different words and listening for detailed information. It is important to balance practicing this skill with activities that improve your comprehension skills.

Make listening practice a part of your daily routine, and choose listening materials that you think you will enjoy. The more we enjoy doing something, the more frequently we want to do it! Just 15-20 minutes of practice a day can make a big difference to your skills.

# PREPARE FOR MET READING

Reading is an essential skill in language learning, and it is something that we do all the time without even realizing. The written word is everywhere, but just reading words without a purpose or direction is not likely to help you improve your skills, especially if you don't understand what you are reading. For this reason, it is important to spend time practicing your reading skills. The reading section of MET includes questions that test three main skill areas, or subskills, of reading comprehension: reading for the main idea, reading for detailed information, and interpreting meanings, or making inferences.

In this chapter, we will look at the reading section of MET and at some easy and effective ways to practice your reading skills, even if you are not currently studying an English language course!

## MET Reading: Quick Reference Guide

- 65 minutes
- 2 parts
- Grammar, single text, and multiple text
- Multiple-choice questions

## MET Reading Section: Grammar

The first part of the MET Reading Section is where you show your understanding of reading at the sentence level and your knowledge of grammar. There are 20 multiple-choice questions, where you need to choose the correct answer to fill in the missing word or phrase. There will only be one correct answer for each question. You need to read each option carefully to make sure you choose the answer that correctly fits the context of the sentence.

### ★ Example questions:

Mike enjoys \_\_\_\_\_ his coworkers on Monday mornings.

- A. catching up
- B. catching up with
- C. with catching up
- D. catching him up

I'll put the box on the seat between you and \_\_\_\_\_.

- A. I
- B. me
- C. my
- D. mine

## MET Reading: Extended Reading Passages

In the next part of MET Reading, you will read two extended passages and answer 4-5 questions on each to show your understanding. The passages are usually informational about topics of general or academic interests. The questions are usually given in the order that they appear in the text, to help you find the correct answer.

★ Example questions:

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### READING

**This passage is about world's fairs.**

Elevators, telephones, televisions—crowds marveled at these scientific wonders when they were introduced. These inventions may now be used by millions of people on a daily basis, but once they were found exclusively at world's fairs.

Early world's fairs in the 1800s captivated audiences, exposing them to the latest ideas within distinctive and impressive structures. Significant examples are London's Great Exhibition of 1851, housed within a "Crystal Palace," a massive temporary glass building supported by a cast iron frame, and Chicago's World's Columbian Exposition of 1893 with its over two-hundred buildings and structures erected specifically for the fair in neoclassical architectural style, including fountains reminiscent of those in Rome. These fairs served as educational forums, gathering people from around the globe to share new developments and witness progress.

In the 1900s, with New York's 1939–1940 fair themed "Building the World of Tomorrow," world's fairs took on a new role—that of addressing global issues. While technological advances remained an important feature of those events, audiences began to see world's fairs as a means to support cross-cultural dialogue and the exchange of possible solutions to social and political conflict. In harmony with this purpose, the highly successful Expo 67, held in Montreal, Canada, featured the United Nations—an international organization whose stated mission is to achieve world peace—alongside the dozens of countries participating in the exhibition.

Today, many people communicate their opinions over the Internet, and this virtual world has largely reduced the need to meet as a group within one physical space. It has not, however, diminished the visceral desire to see the future with our own eyes and touch it with our hands, nor has it suppressed that social compulsion to exhibit our achievements. Thus, at Expo 2010 in Shanghai, China, people gathered once again to witness the unveiling of awe-inspiring machines. Perhaps one day they will become familiar to all of us.

71. According to the passage, what happened at early world's fairs?
  - A. Popular products were sold.
  - B. Entertaining shows were performed.
  - C. Scientific theories were tested.
  - D. Technological advances were displayed.
72. Why does the author mention London's 1851 and Chicago's 1893 fairs in paragraph 2?
  - A. to illustrate the visual appeal of old fairs
  - B. to explain how world fair locations were chosen
  - C. to suggest that fairs attracted wealthy audiences
  - D. to show where some fair items were invented
73. In the second sentence of paragraph 2, what does the phrase **reminiscent of** mean?
  - A. similar to
  - B. visible in
  - C. relevant to
  - D. distant from
74. What is the purpose of paragraph 3?
  - A. to discuss the influence of technology on society
  - B. to describe a world issue in the 1900s
  - C. to contrast the popularity of different fairs
  - D. to introduce an additional aim of fairs
75. According to the passage, how was Expo 2010 similar to previous world's fairs?
  - A. It made political issues evident.
  - B. It introduced new inventions.
  - C. It focused on entertainment.
  - D. It started a new social movement.

## MET Reading: Thematically Linked Reading Passages

In the final part of MET Reading, you will be given two sets of three thematically-related texts to read. The texts in each set will be on a related topic but will be different types of text: for example, you may find an advertisement, an interview, and a short article. Each set of passages is followed by ten multiple-choice questions to assess your understanding of main ideas, details, and inferences. The final question or questions in these reading sets are usually about more than one text in the set, demonstrating your ability to understand and connect ideas from different texts.

★ Example texts and questions:

**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!



**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.



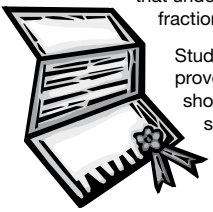
**B**

### 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.

## MET Reading: Thematically Linked Reading Passages, Continued

**The following questions refer to section A.**

81. 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.

82. What should someone do who wants to take guitar lessons?
- A. make an appointment with a teacher
  - B. prepare a lesson plan
  - C. go to the Grandville Music Center
  - D. send in a registration form

**The following questions refer to section B.**

83. Why did piano students do well on a fractions test?
- A. They listened to music while they studied.
  - B. The test used fractions in musical situations.
  - C. They had studied the concept of fractions in music.
  - D. They were also enrolled in a special math class.
84. 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 questions refer to section C.**

85. What is the main idea of the passage?
- A. Most customers like to listen to music while shopping.
  - B. Businesses can use music to influence their customers.
  - C. Men and women prefer different types of music.
  - D. Music has a positive effect on salespeople.

86. According to the passage, what is the purpose of using background music?

- A. to entertain customers
- B. to make stores feel more inviting
- C. to make customers stay longer
- D. to make customers feel less lonely

87. According to the passage, what should store owners consider when deciding which type of music to play?

- A. the type of products sold
- B. the number of phone calls received
- C. the gender of the customers
- D. the size of the store

88. 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.

89. What kind of music would be best to play in an uncrowded women's clothing store?

- A. classical music
- B. rock music
- C. fast music
- D. slow music

**The following question refers to two or more sections.**

90. 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.



## General Reading Advice

Perhaps the most important thing to remember is to always make sure you read with purpose. Set yourself a goal or task before you start, to focus your mind as you read. Try to think of a task to do before you read, one to do while you are reading, and finally a task to do after you have finished. These three stages will help you to really get the most out of your practice and help to improve your reading skills. Here are some ideas to help you get started.

### Before Reading

- **Research:** Do some background research on the topic, so you can focus on understanding the language and not the content
- **Predictions:** Read the title / topic of a text and predict key words or phrases that you think will appear. Tick them off or highlight as you read.
- **Pictures:** If your chosen text has pictures, focus on those before reading the text, and decide the overall idea or structure of the text before you read any words. Then, read and see if you were right.

### While Reading

- **Context Clues:** Choose 7 new vocabulary words from the text and work out what they mean based on clues. Look them up and check. Keep a vocabulary notebook to note down these new words and make sure to use them frequently!
- **Headings:** Write section headings or titles to summarize each paragraph or section of the text as you read.

### After Reading

- **One-Sentence Summaries:** Write a summary of the whole text in one sentence. Challenge yourself further and make it a 5-word sentence.
- **Question Time:** Write 5 questions you would like to ask the author
- **Personal Response:** Write your own opinion about the same topic, or whether what you read has changed your mind or perspective. Write about whether you enjoyed it or not and why. Remember to support your opinion with reasons and examples. This will help you practice for the writing section at the same time!

### Some other important things to remember are:

- Read authentic materials so that you get used to the way English is written in different, real-world contexts.
- Read a range of text types, including fiction and non-fiction. Written English can vary depending on the type of text it is, who it is written for, and why it was written.
- Read things you enjoy, and then move on to other types of texts. Variety is key; reading lots of different types of texts, written for different audiences, will help increase your vocabulary and see how language can be used in different ways.
- Look for detailed information first, before working out the main idea of the text or the opinion of the author.
- Take it slowly, break the text into sections, and summarize each section as you read.

Make reading practice a part of your daily routine, and choose a wide variety of reading materials. Just 15-20 minutes of practice a day can make a big difference to your skills.

# PREPARE FOR MET SPEAKING

The speaking section of MET is your chance to show what you can do when speaking English spontaneously or without planning what to say in advance. During the speaking section you will be asked to describe an image, talk about your preferences, habits, and experiences, as well as give suggestions. The five stages of the speaking test get progressively more complex as you move through the test, allowing you to really demonstrate your skills. In this chapter, we will explore the speaking section of MET and will look at some easy and effective ways to practice your speaking skills, even if you are not currently studying an English language course!

## MET Speaking: Quick Reference Guide

- 10 minutes
- 2 parts
- 5 stages
- Taken at the end of the 4-skill MET

## MET Speaking Section Part 1

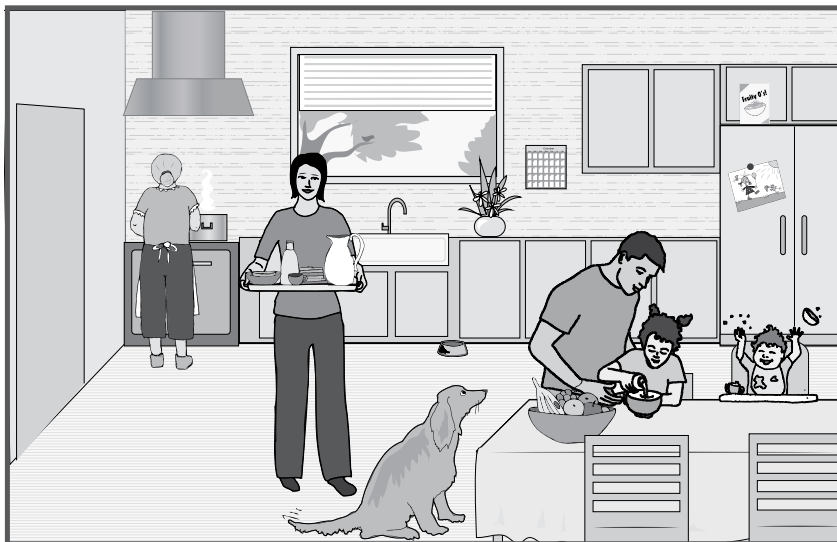
MET Speaking Section Part 1 is broken into three related tasks. In Task 1, you will be given a picture to describe. In Task 2, you will be asked to speak about a relevant personal experience. Task 3 is a chance for you to give your personal opinion, supporting your answer with reasons and explanations. You will have 60 seconds to record your answer to each of these tasks within the digital exam platform.

★ Here is an example of MET Speaking Section Part 1:

### Task 1

Describe the family meal.

You have 60 seconds to talk.



## MET Speaking Section Part 1, continued

### Task 2

Tell me about a meal that you really enjoyed.

You have 60 seconds to talk.

### Task 3

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.

You have 60 seconds to talk.

### Task 4

Your friend was offered a job as part of an international dance group. If she takes the job, she would travel for ten months each year. What are the advantages and disadvantages of this kind of job?

You have 90 seconds to talk. You should say as much as you can.

### Task 5

A local newspaper plans to publish only internet editions of the news instead of printed papers in order to save money. Many people think this is a bad idea. I am the editor of the newspaper. Tell me what you think about this and try to convince me to agree with you.

You have 90 seconds to talk. You should say as much as you can.

## How Speaking is scored

The speaking section is scored according to three main categories:

- Task Completion
- Language Resources
- Intelligibility/Delivery

**Task Completion** relates to how well you have answered the questions. Your responses should be directly related to the task, without including irrelevant information. Your response should fully complete each task, providing supporting detail for each of your answers.

**Language Resources** refers to the complexity and accuracy of your vocabulary and grammar in spoken English. At more advanced levels of English you should be able to use complex sentences in a controlled way. There may be errors in your speech, but these should not be distracting nor make it difficult to understand your meaning. Your answers should include a broad range of vocabulary that is appropriate to each task. Don't try to use unfamiliar words if you aren't fully sure of their meaning as this can cause confusion and make your meaning less clear.

**Intelligibility/Delivery** is about how your spoken English sounds. Your fluency, pronunciation, rhythm and hesitancy will be taken into account in this category. Your speech should be clear, confident, and easy to understand, with few unnecessary pauses.

## General Speaking Advice

### Record yourself speaking

A great way to practice for the speaking section is to record yourself speaking in English. Practice with free sample prompts in the sample digital test available on the Michigan Language Assessment website, or simply record yourself speaking about your day or a topic that interests you. It can feel uncomfortable to listen to recordings of yourself at first, but it will really help you to reflect on the language you are using as well as your clarity and delivery. Could you clearly understand every word? Were you speaking at a natural, fluent pace, or could you hear long pauses when you were hesitating? Was the language you used appropriate for the task, or could you have incorporated more complex language? The more you analyze your own speech, the more you will improve!

### Practice with someone else

If you have a friend or family member who also speaks English, speak with them as much as possible. Ask and answer questions about hobbies, interests, or opinions on different topics. Listen and respond to your partner. Ask them for feedback about your speech: Could they understand you clearly? Was the language you used appropriate and accurate? Take turns to practice with our sample speaking prompts, so you can give each other feedback.

### Plan your answers

Sometimes it can be difficult to think of an answer on the spot when you first start practicing. Try writing down your thoughts first, and then review the language you have used. Where could you improve the vocabulary, use of grammar, and overall accuracy of your response? Have you developed your ideas with examples and explanations to support your ideas? Writing things down first can really help to generate ideas and review your thoughts before speaking them aloud.

### Be spontaneous!

You won't have time to write out your ideas in your exam, so it is important that you take time to practice thinking 'on the spot' as well. Make a list of topics and put them into a jar or hat; then pull one out and practice speaking about it for 90 seconds. Remember to expand your answers, giving reasons and explanations and any supporting details you can think of. It's important to include a range of topics and to practice speaking persuasively as part of your preparation.

# EXAM TIPS

Taking any exam can be stressful, but your experience with MET doesn't have to be. In this section, we will look at some general advice for taking MET, whether you will be taking the test remotely or at an Authorized Test Center.

You will also find some specific tips and advice for each section of the exam.

## Taking MET at home

Perform Prometric's [System Readiness Check](#) well before your scheduled test day.

1. Download the ProProctor application and read the [user guide](#) after scheduling your test and receiving your confirmation email.
2. Read and become familiar with Michigan Language Assessment's [test policies](#).
3. Make sure your chosen institution or program accepts at-home MET, or whether you will need to take MET from an Authorized Test Center.

For detailed instructions and a step-by-step guide to registering for and scheduling MET from home, check out our handy [Guide to MET Remote Registration](#).

## Exam Timings

Each section of the MET is timed. The remaining time for the section is clearly shown at the top of the exam software:

The screenshot shows a dark blue header bar with the following information: Page: Information, Section: Writing, Section Time Remaining: 00:44:49, and a yellow 'Finish Section' button. Below the header is a light blue bar with Test: MET Digital Sample Test and Candidate: USER Demo.

- Practice each section with and without timings.
- Practice with less time for each section than the exam.
- Pay attention to the time during the exam.

The timing for each section of the exam is listed below. You will find more information about each section of the exam in this guide.

Section Timings	Total Exam Time
Writing: 2 parts, 45 minutes	2-skill MET: 100 minutes
Listening: 3 parts, 35 minutes	4-skill MET: 155 minutes
Reading: 3 parts, 65 minutes	
Speaking: 5 stages, 10 minutes	

### Speaking:

Time yourself while practicing so you know roughly how much you need to say in each stage and how long it will take you. Allow time for you to speak clearly and accurately, without needing to rush.



## Multiple-Choice Questions

The reading and listening sections of MET consist of multiple-choice questions. It is really important that you answer every question, even if you aren't sure of the answer. You won't lose marks for an incorrect answer, so answering every question improves your chances of success.

It is often possible to work out the answer using a 'process of elimination' or making an educated guess based on the information you heard or read. Cross out any options you know are incorrect, and focus on the options that are left. Go back to the text, or think about what you heard, and decide which of the remaining options makes the most sense based on the information you are given.

Make sure you focus on what you do know, not what you don't, and make an educated guess based on which option seems most likely.

**Most importantly, make sure to read every question carefully!**

## Writing Section Tips

Practice makes perfect! Make sure you spend some time practicing planning your answers quickly, so you can get used to generating and organizing ideas before you start writing.

Don't time yourself at first. Practice planning and writing high quality answers without worrying about the time. As you feel more confident, start using a timer to work on your timings. Build up to it slowly; give yourself an hour and slowly reduce the amount of time allowed each time you practice.

Make sure to practice for task 1; the answers may be shorter than task 2, but you still need to include enough detail to show your best writing skills. The more you practice, the easier it will become to produce thoughtful, well-written responses that demonstrate your best language skills.

Aim to plan and write your task 2 answer in 30 minutes—practicing with less time than you will have in the actual exam will help you feel more calm and less rushed when it comes to the real exam.

Don't forget to leave 2-3 minutes to proofread and make any changes to your answers if you need to.

## Listening Section Tips

You will only hear each audio track and question once, so it is important to listen carefully and pay close attention. If you can read the questions while you listen, it will help to guide your listening so you can hear the important details.

For each question, you will hear the audio and then the question. You will have 10 seconds to answer each question.

The audio will play automatically and will not be stopped or replayed during the exam.

## Reading Section Tips

You have 65 minutes to complete all three parts of the reading section, so plan your timings as part of your exam preparation and keep an eye on the timer during the exam to keep yourself on track.

If you find you cannot answer a question, move on to the next one and come back to the missed questions when you've completed the rest.

You may find you need to spend more time on the multiple-passage reading questions, but this will depend on each individual test taker. The more you practice, the more easily you will be able to plan how long you should spend on each part of the reading section.

## Speaking Section Tips

Time yourself while practicing so you can get to know how much you will need to say for each task. During the exam, pay attention to the timer to keep yourself on track.

The speaking section is the final section of MET, and it is taken at the same time as the rest of the test. The prompts will appear on screen, and you will record your answers using your computer's microphone.

If you are taking MET from home, make sure you test your equipment prior to test day, so you can be sure it is all working correctly and will record your responses clearly.

## Test Day Tips

- Get a good night's sleep the night before your exam.
- Give yourself time to relax the night before.
- Eat a light breakfast or lunch on test day.
- Try to stay calm, even if you are feeling nervous.

### Taking MET from home:

Log into the test 15 minutes before your scheduled start time

Make sure your environment is suitable, free from distractions, and you carefully follow our testing policies. Not doing so can cause your exam to be delayed or rescheduled.

### Taking MET at a test center:

Plan your trip to your test center allowing plenty of time so you don't need to rush. Contact your test center to find out their policies so you can ensure you follow them.

**Don't forget to complete the MET Readiness Checklist at the back of this guide, and follow our tips so you can take MET with confidence.**

# CEFR "CAN DO" STATEMENTS

MET is aligned with the CEFR, or Common European Framework of Reference for languages, developed by the Council of Europe. The CEFR describes what language learners need to learn to be able to do in order to communicate in another language. It also provides a way for learners' progress to be measured at each stage of their learning.

**MET is designed for learners from high beginner to advanced, or A2 to C1 on the CEFR.**

Use the statements to complete a self-assessment of your skills. Where do you currently think you are on the CEFR scale? What is your goal? This will help you identify the areas you feel you need to focus on while preparing for your MET.

## CEFR Descriptors for Writing

These descriptors have been taken from the Overall Written Production scale, from the 2020 CEFR Companion Volume<sup>1</sup>.

<b>A2</b>	Can produce a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".
<b>B1</b>	Can produce 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.
<b>B2</b>	Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesizing and evaluating information and arguments from a number of sources.
<b>C1</b>	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.

## CEFR Descriptors for Listening

These descriptors have been taken from the Overall Oral Comprehension scale, from the 2020 CEFR Companion Volume<sup>2</sup>.

<b>A2</b>	Can understand enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly. Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.
<b>B1</b>	Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives
<b>B2</b>	Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. Can understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in their field of specialization. Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers.
<b>C1</b>	Can understand enough to follow extended discourse on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the variety is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended discourse even when it is not clearly structured and when relationships are only implied and not signaled explicitly.

<sup>1</sup> Council of Europe, 2020: 66

<sup>2</sup> Council of Europe, 2020: 48

## CEFR Descriptors for Grammar

These descriptors have been taken from the Grammatical Accuracy scale, from the 2020 CEFR Companion Volume<sup>3</sup>.

<b>A2</b>	Uses some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say
<b>B1</b>	Communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.
<b>B2</b>	Good grammatical control; occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with some inaccuracy.
<b>C1</b>	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.

## CEFR Descriptors for Reading

These descriptors have been taken from the Overall Reading Comprehension scale, from the 2020 CEFR Companion Volume<sup>4</sup>.

<b>A2</b>	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
<b>B1</b>	Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension.
<b>B2</b>	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
<b>C1</b>	Can understand in detail lengthy, complex texts, whether or not these relate to their own area of speciality, provided they can reread difficult sections. Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided there are opportunities for rereading and they have access to reference tools.

## CEFR Descriptors for Speaking

These descriptors have been taken from the Overall Oral Production scale, from the 2020 CEFR Companion Volume<sup>5</sup>.

<b>A2</b>	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/ dislikes, etc. as a short series of simple phrases and sentences linked into a list.
<b>B1</b>	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.
<b>B2</b>	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
<b>C1</b>	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

<sup>3</sup> Council of Europe, 2020: 132

<sup>4</sup> Council of Europe, 2020: 54

<sup>5</sup> Council of Europe, 2020: 62

# MET READINESS CHECKLIST

Use this checklist to keep track of your progress as you learn about and prepare for your MET.

## Learning about MET

- I know which organizations accept MET.
- I know whether I need 2-skill or 4-skill MET.
- I know where I can take MET.
- I have taken the sample digital test.
- I understand what is included in the score report.
- I understand where and how to register.
- Follow Michigan Language Assessment on social media.
- Subscribe to Michigan Language Assessment on YouTube.

## Preparation Tips

- I actively practice English every day.
- I switch on English subtitles when I watch non-English videos.
- I have joined an English-speaking community.
- I have and regularly use a vocabulary notebook.
- I use real-life English language materials to practice.
- I always set myself a goal when I study.

## Writing Section (4-skill MET only)

- I understand the writing section's format.
- I have seen some example questions.
- I have read example answers and examiner commentary.
- I have looked at the rating scale for writing.
- I have practiced untimed writing.
- I have practiced timed writing.
- I have received feedback on my writing from someone else.
- I have checked the "Can Do" statements for Writing.

## Listening Section

- I understand the listening section's format.
- I have seen some example questions.
- I have practiced with authentic materials.
- I have listened to dialogues and monologues as part of my preparation.
- I have practiced listening for the main idea.
- I have practiced listening for detailed information.
- I have practiced listening and interpreting meanings.
- I have checked the "Can Do" statements for Listening.

## Reading Section

- I understand the reading section's format.
- I have seen some example questions.
- I have practiced with authentic materials.
- I have read different types of text as part of my preparation.
- I have practiced reading for the main idea.
- I have practiced reading for detailed information.
- I have practiced reading and interpreting meanings.
- I have checked the "Can Do" statements for Reading.

## Speaking Section (4-skill MET only)

- I understand the speaking section's format.
- I have seen some example questions.
- I have watched the example performance on YouTube.
- I have looked at the rating scale for speaking.
- I have practiced recording myself speaking.
- I have practiced speaking with a partner.
- I have read the "Can Do" statements for Speaking.

## Exam Tips

- I know how to make an educated guess in a multiple choice question.
- I know I need to answer every question.
- I understand the timings for each section.
- I have practiced answering questions in timed conditions.
- I know I need to read every question carefully.
- I have read the test policies from Michigan Language Assessment.
- I have completed the System Readiness Check (for at-home MET only).

## Taking MET

- I have registered to take MET.
- I have scheduled my MET.

Do you have any questions or comments about your MET Preparation?

**We want to hear from you!**

Contact us at [info@michiganassessment.org](mailto:info@michiganassessment.org).