

How to Use This Book

This practice test book with answers contains answer keys, audioscripts, and accompanying sample writing responses with commentary. These practice materials with answers are provided for teachers whose students are using the Classroom Edition of the practice test book and also offer English language learners the opportunity for self-study outside of a class or formal test-preparation program.

The Official MET Practice Test Book with Answers includes:

- 4 complete practice tests
- 4 sets of practice Speaking test prompts
- information on accessing the audio (MP3) files
- a progress tracking log for recording practice test scores
- selected practice test vocabulary lists
- answer keys
- audio transcripts for the Listening tests
- sample Writing Test responses with commentary for Tests 1 and 2
- the examiner instructions and script for the Speaking test
- actual test instructions and a sample answer sheet

Suggested Practice Strategies

Scheduling of Practice Tests and Review

Each practice test should be taken under the same conditions by following the exam administration procedures provided in this book. Teachers or test-takers should then mark the exam and schedule additional study and review according to the specific results of each practice test.

The four practice tests in this book are equivalent in difficulty and may be taken in any order. For best results, take the first practice test at the beginning of the course or semester in which you will be taking the exam. Score the test immediately and study your results. For teachers: Further classroom study can be tailored according to the needs of the class as a whole, with suggestions for individualized study and review based on each students' performance. In the middle of the semester or course term, or after at least six to eight weeks of additional study and review, the second practice test can be taken. Again, further study and review should be planned based on results and improvement from the first to the second practice test. Finally, the last two tests can be taken closer to the date of the actual exam, again with ample study time in between.

setting, it is suggested that you allow at least one week in between practice tests, with intensive, targeted study and review based on the sections of the test needing the most improvement. Without sufficient practice and review time in between practice tests, significant improvement in scores is unlikely. Memorization of specific test questions is not recommended, and familiarization with the topics, format, and timing of the test—while helpful—is not sufficient as a test-preparation strategy without additional study.

Listening and Reading and Grammar: Review Your Mistakes

- Whenever you take a practice test, study all your incorrect answers and make sure you understand the correct answer. Your errors will help you know what you need to study.
- If you guessed at an answer and got it right, review those items to confirm your guesses.
- Track your scores using the Progress Tracking Log. Record key vocabulary and other things you want to remember to do on the next practice test or the actual text. For example, you may want to note listening or reading items missed or vocabulary or grammatical structures that you were unsure of and organize them in a way that helps you review them.

Writing and Speaking: Get Expert Help

- For the Writing and Speaking tests, make sure you have a qualified teacher, tutor, or expert English user review your responses and give recommendations and suggestions for improvement. Although it will not be possible to accurately score your speaking or writing practice test, the scoring criteria are available online (www.michiganassessment.org), and your teacher can help you understand how your response compares to the sample responses and scoring criteria.
- Set specific goals for additional speaking and writing practice based on this feedback.
- Record vocabulary, notes, or outlines of the topics you want to remember to help to prepare you for the next practice test or the actual text.

Practice Good Test-Taking Strategies

- Learn how to eliminate wrong answers and narrow down your choices for multiple choice questions.
- Practice taking notes while listening to the audio passages.
- Practice reading and answering questions with a time limit by using a stopwatch.

The MET is used for a variety of purposes at different proficiency levels. Some test-takers take the MET before they have reached a level of proficiency suitable for their intended use of the test. We hope this practice test book helps test-takers to better judge their preparedness for the exam and to target additional study activities based on the results of each practice test.

It is important to take the practice test under proper test conditions. You should take it in a place with a table and chair that is quiet and free from distractions. For the two-skills version (Listening/Reading only), allow approximately 1 hour and 45 minutes of uninterrupted time. For the four-skills version of the test, the Listening, Reading, and Writing sections are administered in one sitting without a break. For the most realistic practice, please allow 2 hours and 30 minutes of uninterrupted time for these three sections. The 10-minute practice Speaking test is administered separately on the same day or within a few days before or after the written test.

When you take a practice test, follow these steps:

1. Gather all of the test materials:
 - a. the **practice test book**
 - b. a **device on which to play the audio (MP3) files** for the Listening sections, which can be found at www.press.umich.edu/elt/compsite/met
 - c. **pencils**
 - d. a **timing device** such as a clock or stopwatch.
2. Turn to the instructions for **Section I: Listening**. Start the Listening Section audio recording. Once you start the audio recording, do not pause it or stop it. By using the time permitted on the recording, you will get practice listening and responding in the set amount of time. **The entire Listening section will last about 35 minutes.**
3. Mark your answer to each question directly in the book. The audio includes a pause after each question so that you can mark your answer immediately after hearing each item. Once the audio recording has finished, do not replay it or change your answers. Move on to Section II immediately.
4. Read the instructions to **Section II: Reading and Grammar**. **You will have 65 minutes for this section of the test.** When you have finished reading the instructions, note the time you are starting this section and the time you must stop working on it. Then begin answering the questions in Section II. Mark your answers directly in this book. You may go back to review your answers in the Reading Section as long as you have time remaining.
5. Stop working after 65 minutes. Do not change any of your answers after the 65 minutes of test time for this section is over.
6. Follow the instructions for each section of the Writing test. **Allow for an additional 45 minutes.** Note the start time and stop writing after 45 minutes. You should complete the writing tasks in the order they are given because they are progressively more difficult. Part 1 of the Writing test should take less than half of the 45 minutes; Part 2 requires a longer response so plan for more time to complete this task.

7. Refer to page 184 for the Speaking test instructions. The practice Speaking test must be given by a proficient language teacher or expert English user who will read and follow the examiner instructions and script in the book (pp. 185–188), while the students look at the illustration and questions provided in the test portion of the practice test book (pp. 117–124). (In the Classroom Edition, the pages are 111–118.) The test should be conducted in a quiet, one-on-one, face-to-face setting. For the best practice and review opportunities after the test, the entire Speaking test should be recorded (as it will be on test day), either on a device supplied by the instructor or on the student's own device.

Scoring and Interpreting Your Test

Scoring the Test

When students have finished taking Sections I and II of the practice test, they should have a completed practice test with one answer per question. Teachers will need to decide how to score students' practice tests. Depending on the students' ages and your time constraints, you may want to provide the answer key to the class and either ask students to exchange books and score a partner's exam or ask them score their own exams. Or, if time permits, you can collect the books and score them yourself. Please follow these steps to score the multiple choice section answers.

1. Compare answers with the corresponding answer key for each practice test. If the answer matches the answer key, then award one point. Please note that if more than one answer is marked to a single question, no point is earned.
2. Add up all of your correct answers in Section I: Listening. This is your Listening score. Record it in the Progress Log.
3. Add up all of your correct answers in Section II: Reading and Grammar. This is your Reading and Grammar score. Record it in the Progress Log.
4. Make notes in the Progress Log about vocabulary and grammar items you want to remember or study further.
5. The next section explains how your scores on the practice test may be interpreted in terms of MET scaled scores, which are the official MET scores.

This section provides information helpful to understanding how your performance on the MET practice test is related to how you might perform on an official MET.

The MET is a multi-level exam, covering a range of proficiency levels from upper-beginner (CEFR level A2) to advanced (CEFR level C1). There is no pass score, but the emphasis of the MET is on the middle of the range (B1 and B2). The exact cut scores between adjacent CEFR levels, based on research conducted by MLA, are available on our website, where selected CEFR performance descriptors illustrate what test-takers should be able to do at each level. It is important to note that the score ranges for the CEFR levels are provided for each section but not for the final score because it is possible for an examinee to be at a higher language proficiency level in one language skill than in another. Therefore, all section scores should be taken into account when interpreting the test results for use in decision-making.

When the MET is taken under examination conditions, the raw scores from Sections I and II are converted to scaled scores, which relate to particular CEFR levels. This method ensures that the language ability required to receive a scaled score remains the same from year to year and that scores on all MET forms are comparable. The MET practice test is designed to be similar in difficulty to an official MET and to give you a reasonable idea of what scores you can expect to receive. However, there is no guarantee that your scores and CEFR levels on the practice test will be the same as those you receive when you take the MET.

Section I: Listening

- **Scores 44 and above:** If you have strictly followed the instructions for taking the practice test, you are likely to receive a scaled score that corresponds to CEFR level C1.
- **Scores 32–43:** You are likely to receive a scaled score that corresponds to CEFR level B2.
- **Scores 17–31:** You are likely to receive a scaled score that corresponds to CEFR level B1.
- **Scores 11–16:** You are likely to receive a scaled score that corresponds to CEFR level A2.
- **Scores 10 or below:** You are likely to receive a scaled score below A2 on the CEFR. You may benefit from more lessons or more practice before you register for the examination.

- **Scores 45 and above:** If you have strictly followed the instructions for taking the practice test, you are likely to receive a scaled score that corresponds to CEFR level C1.
- **Scores 37–44:** You are likely to receive a scaled score that corresponds to CEFR level B2.
- **Scores 22–36:** You are likely to receive a scaled score that corresponds to CEFR level B1.
- **Scores 15–21:** You are likely to receive a scaled score that corresponds to CEFR level A2.
- **Scores 18 or below:** You are likely to receive a scaled score below A2 on the CEFR. You may benefit from more lessons or more practice before you register for the examination.

Section III: Writing

The writing responses are evaluated according to grammatical accuracy, vocabulary, mechanics, cohesion and organization, and task completion. Grammatical accuracy encompasses the number and kinds of errors and the degree to which these affect the intended meaning. Vocabulary is rated according to appropriateness of word choice and range of sophistication. Mechanics refers to the elements of basic writing such as capitalization, punctuation, and spelling. Cohesion and organization refers to the writer’s ability to sequence and connect ideas, using clear transitions and connective devices. Task completion is evaluated according to the writer’s ability to answer the question fully with enough relevant detail and stay on topic.

When you are finished with the Writing test, ask a teacher or expert English user to compare your responses to the sample writing responses and commentary included in this book. Each of the sample prompts are rated according to CEFR level, and the commentary should serve as a guideline for teachers who can evaluate the completed practice test writing responses. Keep in mind, however, that the Writing test scores you receive when you take the MET under examination conditions are determined by raters who have been trained and certified according to MLA standards. Therefore, it is not possible to assign an exact score on a practice test. Comparing your writing responses to the sample responses in this book will give you an approximation of your writing level.

The public version of the Writing test rating criteria is available at: <https://michiganassessment.org/wp-content/uploads/2014/11/MET-Rating-Scale-Writing.pdf>

The criteria for evaluating the Speaking test include task completion, vocabulary and grammar, and intelligibility. Task completion includes, for example, relevance of the response, quantity of language produced, and the amount of supporting detail. Language resources encompasses primarily the range and appropriateness of vocabulary and grammatical accuracy and complexity. Intelligibility includes pronunciation and delivery features such as fluency, rhythm, and hesitation. All Speaking test responses are recorded and rated by trained evaluators, so scores on practice tests cannot be accurately estimated. Students are encouraged to consult with their teachers, test examiners, or other expert users when evaluating their practice attempts on the Speaking test, and use this unofficial feedback to target specific sub-skills for further practice and improvement on the speaking test.

The public version of the Speaking test rating criteria is available at: <https://michiganassessment.org/wp-content/uploads/2014/11/MET-RatingScale-Speaking.pdf>

Preparing for Test Day

The sample answer sheet in the back of the book is provided so you know what it looks like before taking the test. The instructions that you will see on the actual test are also included with the sample answer sheet. Before your official test date, read over these general test instructions and make sure you understand the answer sheet so you are able to complete it correctly on the day of the test.