



MET

Sample Test

Prove your English. Achieve your goals.
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CEFR Levels: **A2** **B1** **B2** **C1**



GENERAL INSTRUCTIONS

Look only at your own test. Examinees giving or receiving answers or using notes or other aids will be disqualified, and they will fail. Examination fees will not be refunded.

Look at the TOP CENTER of PAGE ONE of your answer sheet. Fill in the following information on the lines:

- **FULL NAME:** print your full name in this order: first name, then middle initial (MI), then family name. Use all capital letters.
- **SIGNATURE:** sign your name.
- **TODAY'S DATE:** print the month, day, and year.

Look at the BOTTOM LEFT of PAGE ONE of your answer sheet. Fill in the blocks according to the following::

- **REGISTRATION:** print your 6-digit personal registration number. Include all zeros, including those at the beginning of the number.
- **CENTER:** print the 3-digit test center number (the examiner will tell you the number).
- **LAN (Language):** print the 2-digit code number for your native language (the examiner will tell you the number).

Look at the columns of CIRCLES BELOW THE BLOCKS:

- Find the number that is the same as the number you have printed in the block above.
- Darken the circle completely so that you cannot see the number inside.
- Do this for all the numbers of your registration number, center number and native language.
- Darken only one circle in each of the columns.

Look at the BOTTOM RIGHT of PAGE ONE of your answer sheet:

- **GENDER:** darken the circle "M" next to MALE or "F" next to FEMALE.
- **FORM:** darken the circle for the form letter of this test. Make sure the letter you darken matches the form letter on the cover of this test booklet.

Look at the TOP MIDDLE of PAGE TWO of your answer sheet:

- **REGISTRATION:** print your 6-digit personal registration number. Include all zeros, including those at the beginning of the number.
- **FULL NAME:** print your full name in this order: first name, then middle initial (MI), then family name. Use all capital letters.

This test will be machine scored, so you must follow instructions carefully:

- Do not bend or fold your answer sheet.
- Mark all your answers on the separate answer sheet. Answers marked in the booklet will not be scored.
- Use a number 2 (soft) pencil.
- Your mark must be dark enough to be read by the scanning machine. The scanner cannot see very light marks.

The example below shows the correct way for João Costa Almeida dos Santos, tested at center no. 001, whose personal registration number is 100265 and who took Form A, to fill out the information section.

The example shows a MET Listening & Reading answer sheet. At the top right, it says 'MET LISTENING & READING'. Below that is a barcode with 'T 1 0 0 F P' underneath. The student's information is filled in: 'João Costa Almeida dos Santos' for Full Name (PRINT), '01/25/19' for Today's Date (mm/dd/yy), and a signature 'João Costa Almeida dos Santos' for Signature. To the right of this is a box with 'IMPORTANT DIRECTIONS FOR MARKING ANSWERS' which lists several rules: use a #2 pencil, do not use pen or ink, make heavy black marks, erase cleanly, no stray marks, do not fold or crease, and the examiner will provide identification instructions. Below this are 'EXAMPLES' showing 'WRONG' and 'RIGHT' ways to mark a circle. The 'WRONG' examples show multiple marks or incomplete marks. The 'RIGHT' examples show a single, complete black mark. Below the examples are four blocks: 'REGISTRATION' (100265), 'CENTER' (001), 'LAN' (82), and 'GENDER' (MALE). Below these are columns of circles for marking. The 'FORM' block shows 'FORM A' selected. At the bottom, there is a page number '1' and another barcode with 'T 0 0 0 0 2 1' underneath.

- Do not make any other marks on your answer sheet.
- If you change your mind about an answer, erase your first mark completely.
- Fill in only one circle for each question.
- Any question with more than one answer marked will be counted wrong.
- If you are not sure about an answer, you may guess.

When instructed to, look through the rest of the test booklet to see that it is complete. Check the pages quickly. You should have 23 numbered pages in your test booklet. If there are pages missing from your booklet, raise your hand and a proctor will give you a replacement.

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LISTENING

Listening Section Instructions

In this section of the test, you will show your ability to understand spoken English. There are three parts in this section, with special directions for each part.

Mark all your answers on the separate answer sheet. Do not make any stray marks on the answer sheet. If you change your mind about an answer, erase your first answer completely. If you do not know the answer, you may guess. Try to answer as many questions as possible.

Part 1

In this part of the test, you will hear short conversations between two people. After each conversation, you will hear a question about it. Choose the best answer to the question from the choices printed in the test booklet, and mark your answer on the separate answer sheet. You should mark A, B, C, or D.

There are 19 questions in Part 1. The conversations and questions will not be repeated.
Please listen carefully.



**Do not turn the page until you
are told to do so.**

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LISTENING

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.
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
3. What does the woman want to do?
 - A. take money from her bank account
 - B. exchange money
 - C. exchange something she bought
 - D. put money in her bank account
4. Why does the man mention being hungry?
 - A. They are going to meet for lunch.
 - B. Students can't eat in the library.
 - C. He's worried that the snack bar is closed.
 - D. He wants to meet at the student center.
5. Why does the woman mention sunglasses?
 - A. She doesn't like the man's.
 - B. She broke hers.
 - C. She bought a new pair.
 - D. She can't find hers.
6. What does the woman tell the man to do?
 - A. work with another student
 - B. find a new essay topic
 - C. ask a different instructor for help
 - D. email his homework to her
7. What is the woman happy about?
 - A. She can go home early today.
 - B. Time passed quickly at work.
 - C. The man praised her work.
 - D. Business was good today.
8. Why did the woman miss part of the concert?
 - A. She got lost while driving.
 - B. She left before the end.
 - C. She only wanted to see the first band.
 - D. She was stuck in traffic on the highway.
9. What do we know about the woman's past?
 - A. She helped order the new equipment.
 - B. She regretted working with Dr. Mitchell.
 - C. She used to work with Dr. Lopez.
 - D. She has already finished her degree.
10. 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
11. How would the man feel if school is canceled again?
 - A. excited
 - B. bored
 - C. worried
 - D. surprised
12. What does the woman suggest about Bob?
 - A. He'll be back soon.
 - B. He doesn't want to see anybody.
 - C. He's waiting for them in the library.
 - D. He won't finish his article.
13. What is the woman's reaction to the man's news?
 - A. She thinks the rent increase isn't fair.
 - B. She thinks he shouldn't be surprised.
 - C. She is planning to move again soon.
 - D. She wants it to be summer.
14. What will the speakers do next?
 - A. read their textbook
 - B. review some class material
 - C. meet with some other students
 - D. talk to their professor

LISTENING

15. Why does the man choose to ride the woman's bus?
- A. His ticket is valid for the first bus.
 - B. He doesn't want to change buses.
 - C. The other bus is running late.
 - D. It will arrive at the train station first.
16. What happened in the store's clothing section?
- A. People bought a lot of products.
 - B. Customers made a big mess.
 - C. Someone forgot to change the prices.
 - D. New employees started to work there.
17. How does the man feel about medieval art?
- A. He isn't sure what it is.
 - B. He doesn't find it interesting.
 - C. He thinks it is beautiful.
 - D. He has never seen it before.
18. What are the speakers discussing?
- A. an event the woman's family is having
 - B. a picture the woman is painting
 - C. a paper the man is writing
 - D. a book the man is reading
19. What will the speakers do?
- A. schedule a meeting for next Thursday
 - B. change the time of a meeting
 - C. go into the office together
 - D. have dinner together

LISTENING

Part 2



In this part of the test, you will hear longer conversations between two people. After each conversation, you will answer some questions about it. Choose the best answer to the question from the choices printed in the test booklet, and mark your answer on the separate answer sheet. You should mark A, B, C, or D.

There are 14 questions in Part 2. The conversations and questions will not be repeated. If you want to, you may take notes in your booklet as you listen. Please listen carefully.



**Do not turn the page until you
are told to do so.**

LISTENING

20. 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
21. 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
22. What does the woman think about the items in the store?
- A. They break easily.
 - B. They don't look good.
 - C. They cost too much.
 - D. They are too small.
23. What does the woman mean when she says: 
- A. She will talk to the manager.
 - B. She will go to a different store.
 - C. She will come back with a friend.
 - D. She will take the man's suggestion.
-
24. What is the woman explaining?
- A. how to make an essay longer
 - B. how to improve an essay
 - C. how to choose an essay topic
 - D. how to research information for an essay
25. What are the speakers going to do next?
- A. select a topic for the next paper
 - B. practice writing transitions
 - C. make sentences of different lengths
 - D. talk to the professor
26. What does the man mean when he says: 
- A. He wants to start over again.
 - B. He doesn't want to make changes.
 - C. He tried very hard.
 - D. He understood the directions.
-


Notes

LISTENING

27. What does the woman still need to decide?
- A. where to attend school next
 - B. where to work after school
 - C. when to graduate from school
 - D. when to take a test


28. Why does the woman mention her family?
- A. They live nearby.
 - B. They pay for her training.
 - C. They will visit her at school.
 - D. They will move out of state.

29. What does the woman say about California?
- A. It is a beautiful place to visit.
 - B. It has different requirements.
 - C. She enjoyed living there.
 - D. She would like to work there.

30. What does the woman mean when she says: 
- A. She could take an exam if needed.
 - B. She could work anywhere in the world.
 - C. She may wait longer than two years.
 - D. She may apply for a new job.
-
-

31. What are the speakers mainly discussing?
- A. a course instructor
 - B. a new gym
 - C. an exercise class
 - D. an Olympic sporting event

32. What does the man do most evenings?
- A. He stays home.
 - B. He goes out to eat.
 - C. He goes to see a movie.
 - D. He works at a restaurant.

33. What does the man mean when he says: 
- A. He doesn't know how to do an exercise.
 - B. He doesn't make exercise a priority.
 - C. He is explaining the exercises he does.
 - D. He is suggesting a type of exercise.
-
-

Notes

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LISTENING


Part 3

In this part, you will hear some short talks. After each talk, you will answer some questions about it. Choose the best answer to the question from the choices printed in the test booklet, and mark your answer on the separate answer sheet. You should mark A, B, C, or D.

There are 17 questions in Part 3. The talks and questions will not be repeated. If you want to, you may take notes in your booklet as you listen. Please listen carefully.


LISTENING

34. 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
35. 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
36. Why does the speaker mention the conference room?
- A. Staff meetings will be held there.
 - B. Some employees may work there later.
 - C. It is currently being renovated.
 - D. It is no longer large enough.
37. What will probably happen next?
- A. Helpers will set up workstations.
 - B. Employees will visit another building.
 - C. The director will discuss upcoming work.
 - D. A different employee will speak.

-
38. Why are pharmacists, doctors, and engineers mentioned?
- A. to list professions for people interested in chemistry
 - B. to describe positions that require extensive experience
 - C. to mention that other presentations will be given
 - D. to acknowledge the people involved in a project
39. According to the speaker, what can listeners do as they leave?
- A. speak with industry professionals
 - B. fill out a job application
 - C. register for a mailing list
 - D. get information about a program
40. What will the speaker probably do next?
- A. share samples of her food products
 - B. describe a food production process
 - C. show some photos
 - D. explain an upcoming experiment
41. What does the speaker mean when she says: 
- A. She had an unexpected problem at work.
 - B. She was confused by chemistry at first.
 - C. She didn't have a plan to do this.
 - D. She wasn't well qualified when she started.
-


Notes

LISTENING

42. What is the speaker mainly talking about?
- A. how daylight saving time affects energy use
 - B. why daylight saving time was invented
 - C. why daylight saving time should be extended
 - D. how daylight saving time affects companies
43. Who might get the most economic benefit from daylight saving time?
- A. people who live in Indiana
 - B. people who do not work during the day
 - C. people who enjoy being outside
 - D. people who do not use air conditioning
44. What did the Indiana study show?
- A. DST provides no benefits.
 - B. DST causes people to stay inside.
 - C. DST saves people money.
 - D. DST does not save energy.
45. What is the speaker's attitude about daylight saving time?
- A. It has benefits other than energy conservation.
 - B. It needs to be studied in other areas.
 - C. It benefits only a small group of people.
 - D. It should be used all the time.
46. What does the speaker mean when he says: 
- A. Something important was not expected.
 - B. People look forward to daylight saving time.
 - C. Not everyone likes daylight saving time.
 - D. Something was not calculated accurately.
-
-

Notes

LISTENING

47. What is the talk mainly about?
- A. the sleeping behavior of a particular bird
 - B. the different ways birds sleep
 - C. how difficult it is to study sleeping birds
 - D. why it is important to study bird behaviors
48. What does the speaker say about the research he is discussing?
- A. It is rare.
 - B. It is fascinating.
 - C. It is difficult.
 - D. It is controversial.
49. Why is Dr. Baker going to speak to the students?
- A. to discuss her position at the university
 - B. to talk about a device used in research
 - C. to talk about a different bird species
 - D. to discuss the dangers of doing field research
50. Why does the speaker say: 
- A. He observed the behavior himself.
 - B. He thinks students will be surprised.
 - C. He is also unfamiliar with the topic.
 - D. He is trying to answer the students' questions.
-
-

Notes



End of the listening test.

Reading and Grammar Section Instructions

This section of the test focuses on your ability to use English grammar and to understand written English. There are 50 questions in this part of the test. They are numbered 51 to 100.

You will have 65 minutes to complete the entire section. Try to answer all questions. You may answer the questions in any order you wish.

Each question has only one correct answer. Choose the best answer to the question from the choices printed in the test booklet, and mark your answer on side 2 of the separate answer sheet. You should mark A, B, C, or D. Do not make any stray marks on your answer sheet. If you change your mind about an answer, erase your first mark completely. If you are not sure about an answer, you may guess.

You may begin now.

GRAMMAR

51. If you hadn't helped with the assignment, I _____ working on it for hours.
- A. could be
 - B. might have been
 - C. ought to have been
 - D. might be
52. Mike enjoys _____ his coworkers on Monday mornings.
- A. catching up
 - B. catching up with
 - C. with catching up
 - D. catching him up
53. I'll put the box on the seat between you and _____.
- A. I
 - B. me
 - C. my
 - D. mine
54. The Himalayan mountains are believed _____ about 50 million years ago.
- A. to have been formed
 - B. that were formed
 - C. forming
 - D. to form
55. It is very appropriate that Mary won the award for _____ student paper.
- A. a better
 - B. better
 - C. the best
 - D. best of
56. All _____ access to clean, safe drinking water.
- A. people should
 - B. people should have
 - C. should have people
 - D. should people have
57. The costumes for the upcoming theater performance are _____ complete.
- A. almost
 - B. soon
 - C. yet
 - D. far
58. The company is not doing poorly; _____, profits actually rose last year.
- A. under no circumstances
 - B. apart from this
 - C. on the contrary
 - D. despite this
59. Students who study daily _____ high levels of academic success.
- A. are capable of achieving
 - B. are capable to achieve
 - C. capability of achieving
 - D. capability to achieve
60. Matthew owns two computers, but he wants to buy _____.
- A. another
 - B. other one
 - C. some more of
 - D. other
61. Some people are more concerned _____ about the budget cuts.
- A. they are than others
 - B. other than
 - C. than others
 - D. other than them

GRAMMAR

62. Even though the race participants _____ maps, some of them still got lost.
- A. has
 - B. did
 - C. do have
 - D. did have
63. There's a huge convention in Chicago this weekend, so I'd rather visit _____.
- A. anyplace
 - B. where else
 - C. somewhere else
 - D. other place
64. Seldom _____ ever strike in the same place twice.
- A. for lightning to
 - B. lightning did
 - C. that lightning will
 - D. does lightning
65. Javier told his group to _____ the project while he was away.
- A. keep him company for
 - B. get him in touch with
 - C. keep him posted on
 - D. get hold of him to
66. _____ movie is my favorite.
- A. This
 - B. Those
 - C. These
 - D. Theirs
67. Jonathan chose _____ City University because they have an excellent engineering program.
- A. he studied at
 - B. to study at
 - C. studying
 - D. studying for
68. If my colleagues had wanted my opinion, they _____ it.
- A. would have asked for
 - B. would have asked
 - C. have asked about
 - D. had asked
69. The children did a survey and found more people prefer cats _____ dogs.
- A. versus
 - B. to
 - C. for
 - D. above
70. The class is difficult, but those _____ will learn a lot.
- A. which make it out
 - B. who take it over
 - C. who see it through
 - D. that save it up

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.

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.

76. 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

77. In the first paragraph, why does the author mention hurricanes?
 - A. to illustrate the difficulty of predicting weather
 - B. to compare storms on Jupiter and Earth
 - C. to explain what causes strong winds
 - D. to show the importance of studying weather systems

78. 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.

79. In the fourth sentence of paragraph 3, which word is closest in meaning to **concede**?
 - A. wonder
 - B. prove
 - C. admit
 - D. announce

80. What is the author’s opinion about the future of the Great Red Spot?
 - A. It will probably remain active.
 - B. Its color will become lighter.
 - C. Its shape will remain unchanged.
 - D. It will most likely get bigger.

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!



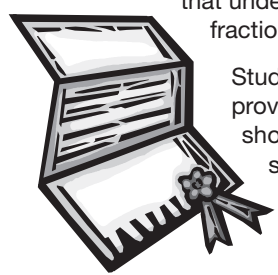
B

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.

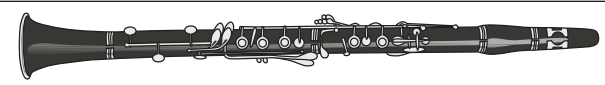


Other researchers have noted that young children who studied music have an easier time understanding some mathematical ideas. In one study, second grade students who were given four months of piano lessons did better on a fractions test than the students who did not study piano. This could be because 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.



READING

Refer to page 20 when answering the questions below.

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.

A **Centerville Cooks Present:
Turmeric Time**

Instructor: Noor Ali
Date and Time: Thursday, May 8 from 6–10 p.m.
Location: Centerville Community Center, Room 110

Students in this session will learn how to make a full vegetarian meal consisting of several dishes made with turmeric, the yellow spice that’s a key ingredient in many South Asian dishes. In addition, the many health benefits of this common spice will be introduced. Call our office at 555-7890 for more details or to register.



B **Turmeric’s Terrific Health Benefits**

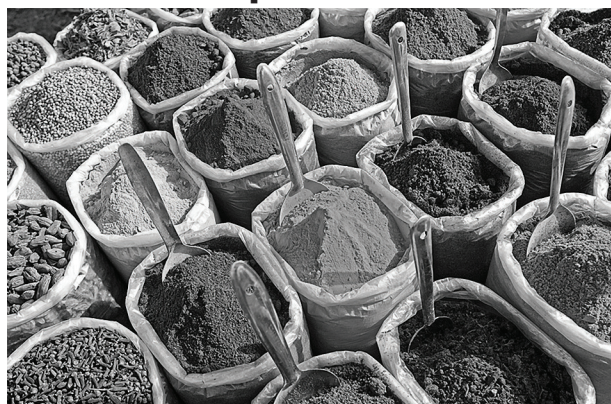
by Michael Jones

Turmeric is a bright yellow spice with a slightly bitter taste used to make both food and medicine. It adds flavor or color to foods such as mustard, butter, and cheese and is used widely in Indian cooking. It’s also found in many medicines and helps prevent certain diseases and health problems.

People have used this versatile spice for centuries. It’s sometimes taken to decrease stomach pain, or put on cuts and burns to make skin heal faster. It can strengthen the body’s immune system, which may prevent people from catching colds or getting the flu. Research has also shown that turmeric can reduce the risk of getting certain illnesses such as cancer, arthritis, and diabetes.

While not everyone enjoys the taste of turmeric by itself, it’s easy to integrate into one’s diet. Turmeric gives a tasty kick to soup, vegetables, meat, or rice dishes. There’s no doubt that its nutritional and health benefits make this spice something people should regularly incorporate into their meals.

C **The Great Spice Trade**



Did you know some spices were once more valuable than gold? Several thousand years ago the great spice trade began in the Middle East and then spread to Asia, Northeast Africa, and Europe. Spices like cinnamon, ginger, pepper, and turmeric became popular for adding flavor to food, covering strong odors, and making medicines.

Initially, spices were transported via long land routes between Asia and the Mediterranean. Middle Eastern vendors controlled the trade, and were able to keep prices high by never revealing where their goods actually came from. They told stories of fighting off mythical creatures to gather spices in order to make them seem more valuable. These sellers essentially controlled the trade until about the 1400s.

By the end of the fifteenth century, more countries had developed advanced methods for traveling and trading via sea routes. This greatly expanded the spice trade as many different groups sought to profit from these valuable products. European rulers began sending ships to search for spices of their own, which eventually led to their discovery of the Americas. New modes of transportation and an increased number of people involved caused control over the trade to gradually shift from a small number of traders to many, from different societies across Europe, Asia, and North Africa.

During the Middle Ages, spices were still extremely expensive. Traders regularly faced problems such as robberies and shipwrecks, but their goods were so in demand—and so profitable—that the benefits almost always outweighed the risks. As people figured out how to grow spices in other parts of the world and trade routes became easier to navigate, spices became much more common. This caused prices to decrease tremendously over time. It’s hard to believe how much spices used to cost when considering how inexpensive and widespread they are nowadays.

READING

Refer to page 22 when answering the questions below.

The following question refers to section A.

91. What is the main purpose of this text?
- A. to introduce the benefits of a certain spice
 - B. to explain how to cook with a certain spice
 - C. to describe a class
 - D. to give cooking advice

The following questions refer to section B.

92. What does the author mention about mustard?
- A. It can get its color from turmeric.
 - B. It has a strong flavor.
 - C. It tastes similar to turmeric.
 - D. It is a popular ingredient.
93. In paragraph 2, why does the author mention centuries?
- A. to state when research on turmeric began
 - B. to indicate how long people have worked with turmeric
 - C. to predict when the popularity of turmeric will decrease
 - D. to demonstrate that turmeric has long-lasting health benefits
94. Why does the author mention the flu?
- A. to show some risks associated with turmeric
 - B. to give an example of turmeric in a medicine
 - C. to explain a benefit of turmeric
 - D. to demonstrate how fast turmeric works
95. How does the author feel about turmeric?
- A. It is growing in worldwide popularity.
 - B. It is usually not effective.
 - C. It should be used frequently.
 - D. It is better as a medicine than a spice.

The following questions refer to section C.

96. What is the main purpose of the article?
- A. to describe the areas spices come from
 - B. to describe how the spice trade changed over time
 - C. to explain how spices were discovered
 - D. to explain why spices used to be so expensive
97. Why does the author mention gold?
- A. to introduce a surprising fact about spices
 - B. to describe the color of a certain spice
 - C. to tell what motivated the discovery of the Americas
 - D. to explain how traders accepted payment
98. In the second sentence of paragraph 3, what does **This** refer to?
- A. the discovery of the American continent
 - B. the trade in spices
 - C. improved travel conditions
 - D. increased profits from valuable goods
99. Why did power in the spice trade change so much after the 1400s?
- A. New types of ships were created.
 - B. The demand for spices in Europe changed.
 - C. People from more places started selling spices.
 - D. Different varieties of spices were discovered.

The following question refers to two or more sections.

100. What would the author of section B probably recommend?
- A. taking Noor Ali's class
 - B. studying the history of the spice trade
 - C. traveling the routes of the spice trade
 - D. becoming a vegetarian



End of the test.

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