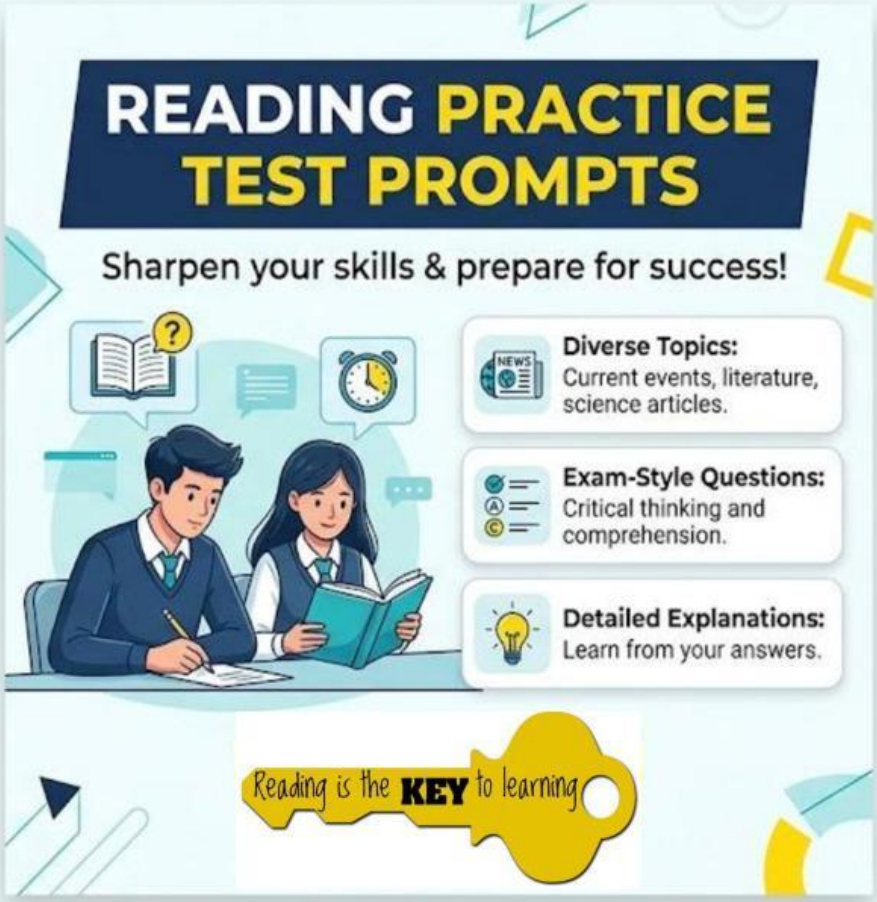


PREPARE FOR MET READING

Reading is a very important skill for learning a language. We read all the time, often without thinking about it. There are words everywhere. But just reading words without a clear reason does not help you get better, especially if you do not understand what you read. This is why it is important to practice your reading skills.

The MET Reading Section has questions that test three main skills: understanding the main idea, finding detailed information, and understanding the meaning when something is not directly said in the text. You will also need to answer questions about more than one text in Reading Part 3.

In this chapter, we will talk about how to prepare for MET Reading.

MET Reading: Quick Reference Guide

- 65 minutes
- 3 parts
- Multiple-choice questions

Show your understanding of:

- sentences, short texts, and multiple-text reading passages

LIVEWORKSHEETS

Note

Watch the next video to learn more about this

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. 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 and 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: Reading Passage Sets

In the final part of MET Reading, you will read two sets of three texts. You will answer ten questions about each set.

- The texts in each set will be on a related topic but will be different types of text: for example, you may read an advertisement, an interview, and a short article about the same topic.
- Each set of passages is followed by ten multiple-choice questions to test 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, showing that you can understand and connect ideas from different texts.

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★ 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!

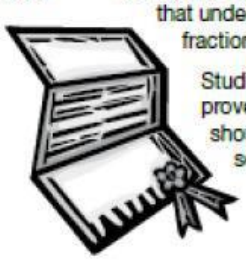
B

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.



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MET Reading: Reading Passage Sets, 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

Before you start reading, make a goal or a task to help you focus on what you are reading. Try to have a task to do before you read, a task to do while you are reading, and a task to do after you finish. These three steps will help you learn more from your reading and get better at it. Here are some ideas to help you begin.

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 them 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.

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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!



Teacher Marlon
LIVEWORKSHEETS