

☀ LUMI ENGLISH ACADEMY

MET — Practice Test 1

with answer key & model answers

Original practice material — lumi-english.pages.dev

How to use this test

An original Lumi practice test modelled on the 4-skill Michigan English Test (MET): Listening, Reading (with Grammar), Writing and Speaking. The MET is a multilevel test (CEFR A2–C1), scored 0–80 per section. Listening and Reading are multiple choice; Writing and Speaking are rated by examiners. This is a representative practice set covering every task type, with a full answer key and model answers. Listening items include audioscripts so you can practise now.

- Work through each section under timed conditions.
- For Listening tasks, read the audioscript once to simulate hearing it a single time.
- Attempt every question first, then check the Answer Key & Model Answers at the back.

Section 1 · Listening

Suggested time: ~35 minutes · 3 parts · multiple choice

Read each audioscript once (or have someone read it to you) to simulate hearing it a single time.

1. Part 1 — Short conversations

You will hear short conversations. After each, answer the question by choosing A, B or C.

Item 1

AUDIO:

Woman: Have you finished the history assignment yet?

Man: Almost — I just need to add the references.

QUESTION: What does the man still need to do?

A. Start the assignment B. Add the references C. Choose a topic

Item 2

AUDIO:

Man: Is the 9 o'clock train still running?

Woman: It's been delayed by twenty minutes, I'm afraid.

QUESTION: What is true about the 9 o'clock train?

A. It was cancelled B. It is on time C. It is delayed

Item 3

AUDIO:

Woman: Would you prefer to meet on Tuesday or Wednesday?

Man: Wednesday works better for me — I'm busy on Tuesday.

QUESTION: When will they most likely meet?

A. Tuesday B. Wednesday C. Neither day

Item 4

AUDIO:

Man: This soup is delicious. Did you make it yourself?

Woman: I wish I could take the credit, but my sister did.

QUESTION: Who made the soup?

A. The man B. The woman C. The woman's sister

2. Part 2 — Longer conversation

You will hear a longer conversation, followed by three questions.

AUDIO:

Student: Hi, I'd like to join the university photography club. How does it work?

Organiser: Great! We meet every Thursday evening in Room 12. Membership is free for students, but there's a

small charge if you want to use the darkroom.

Student: That sounds good. Do I need my own camera?

Organiser: Not at all — we have several you can borrow for meetings, though for the weekend trips you'd ideally bring your own.

Student: Perfect. And when's the next trip?

Organiser: In two weeks, to the coast. Sign up by Friday if you're interested.

QUESTIONS:

1. When does the club meet?

A. Every Thursday B. Every Friday C. Every weekend

2. What costs extra money?

A. Membership B. Using the darkroom C. Borrowing a camera for meetings

3. What should a student do to join the trip?

A. Bring a camera to Room 12 B. Pay a membership fee C. Sign up by Friday

3. Part 3 — Short talk

You will hear a short talk, followed by three questions.

AUDIO:

Welcome to the city museum. Before we begin the tour, a few reminders. Photography is allowed in most galleries, but not in the special exhibition on the second floor, where flash could damage the artworks. The café on the ground floor is open until five, and the gift shop closes half an hour before the museum does, at five-thirty. Finally, please keep your bags with you at all times.

QUESTIONS:

1. Where is photography NOT allowed?

A. On the ground floor B. In the special exhibition C. In the gift shop

2. What time does the gift shop close?

A. Five o'clock B. Five-thirty C. Six o'clock

3. What are visitors asked to do with their bags?

A. Leave them at the entrance B. Keep them at all times C. Store them in lockers

Section 2 · Reading (with Grammar)

Suggested time: ~65 minutes · 3 parts · multiple choice

4. Part 1 — Grammar

Choose the word or phrase (A, B, C or D) that best completes each sentence.

Item 1

1. By the time we arrived, the film _____ already started.
A. has B. had C. have D. having

Item 2

2. She's much more confident _____ she used to be.
A. than B. then C. that D. as

Item 3

3. If I _____ more time, I would learn another language.
A. have B. had C. will have D. having

Item 4

4. The report needs _____ before Friday.
A. finish B. finished C. to be finished D. finishing it

Item 5

5. Neither of the two options _____ suitable.
A. are B. were C. is D. have

Item 6

6. He apologised _____ being late to the meeting.
A. of B. for C. about D. to

Item 7

7. This is the restaurant _____ we had dinner last week.
A. which B. that C. where D. who

Item 8

8. You _____ worry — everything is under control.
A. mustn't B. needn't C. couldn't D. wouldn't

5. Part 2 — Single-text reading

Read the passage and answer questions 1–5 by choosing A, B, C or D.

PASSAGE:

The humble bicycle is enjoying a remarkable revival. Once seen mainly as children's toys or the last resort of those who couldn't afford a car, bicycles are now embraced by city dwellers as a fast, cheap and healthy way to travel. Governments have taken notice: many cities have built protected bike lanes, introduced public bike-share schemes, and offered tax incentives to cycle to work. The benefits are clear. Cycling reduces traffic and air pollution, improves public health, and costs a fraction of running a car. Challenges remain, of course — safety is a common concern, and cycling is harder in extreme weather. Yet as cities grow more crowded, the bicycle's simplicity may prove to be its greatest strength.

QUESTIONS:

1. How were bicycles once mainly seen?
A. As a status symbol B. As toys or a cheap last resort C. As a health product D. As a business tool
2. What have many governments done?
A. Banned cars from cities B. Built bike lanes and bike-share schemes C. Made cycling compulsory D. Removed tax on cars
3. Which is NOT mentioned as a benefit of cycling?
A. Less traffic B. Better health C. Higher social status D. Lower cost
4. What does the passage say about cycling in extreme weather?
A. It is impossible B. It is harder C. It is safer D. It is unaffected
5. What does the writer suggest is the bicycle's greatest strength?
A. Its speed B. Its low cost C. Its simplicity D. Its popularity

6. Part 3 — Multiple-text reading

Read the three related texts and answer questions 1–5.

TEXT A (Notice):

Greenfield Community Centre — Evening Classes

Beginner's Spanish: Mondays 6–8 pm · Pottery: Wednesdays 7–9 pm · Yoga: Fridays 6–7 pm. Members £5 per class; non-members £8. Register at reception.

TEXT B (Email):

Hi Sam, I'd love to do a class with you this term. Yoga on Friday sounds relaxing, but I finish work at 6:30 on Fridays, so I'd never make it in time. What about pottery instead? — Aisha

TEXT C (Reply):

Hi Aisha, pottery works for me! Let's both become members first — it's cheaper if we're going every week. See you Wednesday. — Sam

QUESTIONS:

1. Which class runs on Wednesdays?
A. Spanish B. Pottery C. Yoga D. None
2. Why can't Aisha do the yoga class?

A. It's too expensive B. She finishes work too late C. It's full D. She dislikes yoga

3. Which class will Aisha and Sam most likely take?

A. Spanish B. Pottery C. Yoga D. Two different classes

4. How much will each of them pay per class?

A. £5 B. £8 C. £13 D. Nothing

5. What does Sam suggest they do first?

A. Register at reception on Friday B. Become members C. Try yoga once D. Email the centre

Section 3 · Writing

Suggested time: ~45 minutes · 2 tasks · rated by examiners

7. Task 1 — Short personal responses

Answer the following three short questions about your own experience. Write a few sentences for each.

1. Describe a place you enjoy visiting and say why you like it.
2. Write about a skill you have learned recently and how you learned it.
3. Explain something you would like to change about your daily routine, and why.

8. Task 2 — Essay

Write a formal, multi-paragraph essay (about 250+ words) on the topic below. Give reasons and examples to support your ideas.

Some people think that young people should be required to do a period of community service, such as helping in hospitals or cleaning public spaces, before they finish school. Do you agree or disagree? Explain your reasons.

Section 4 · Speaking

Suggested time: ~10 minutes · 5 recorded tasks · rated by examiners

In the real MET, responses are recorded on a computer. Practise speaking your answers aloud within the time limits.

9. Task 1 — Describe a picture (60 seconds)

Look at the picture and describe it in as much detail as you can.

PICTURE: A busy outdoor farmers' market. Stalls display fresh fruit and vegetables; a vendor hands a paper bag to a smiling customer; children look at a flower stall; the sky is clear and sunny.

10. Task 2 — Personal experience (60 seconds)

Talk about a personal experience related to the picture.

Talk about a time you visited a market or went shopping for food. What did you buy, and what was the experience like?

11. Task 3 — Personal opinion (60 seconds)

Give and explain your opinion on the topic.

Do you think it is better to buy food from small local markets or from large supermarkets? Explain your opinion.

12. Task 4 — Advantages and disadvantages (90 seconds)

Talk about the advantages and disadvantages of the situation.

More and more people are ordering their groceries online instead of shopping in person. What are the advantages and disadvantages of this?

13. Task 5 — Persuade a person of authority (90 seconds)

Explain and justify your opinion to a person in authority, trying to persuade them.

Your city is planning to close the weekly outdoor market to build a car park. Speak to a city official and try to persuade them to keep the market open.

Answer Key & Model Answers

1. Part 1 — Short conversations

Listen for the key detail and beware answers that repeat a word but change the meaning.

Item 1: B

Item 2: C

Item 3: B

Item 4: C

2. Part 2 — Longer conversation

Track each detail: meeting day, what costs extra, and the trip sign-up deadline.

1-A, 2-B, 3-C

3. Part 3 — Short talk

Note times carefully: the gift shop closes 'half an hour before the museum ... at five-thirty' means the museum closes 5:30 and the shop closes 5:00.

1-B, 2-A, 3-B (café closes at five; the gift shop closes half an hour before the museum, i.e. five o'clock — the museum closes at five-thirty)

4. Part 1 — Grammar

1-B (past perfect), 2-A (comparative 'than'), 3-B (2nd conditional), 4-C (passive infinitive), 5-C ('neither ... is'), 6-B ('apologise for'), 7-C (place → 'where'), 8-B ('needn't' = don't need to).

Item 1: B

Item 2: A

Item 3: B

Item 4: C

Item 5: C

Item 6: B

Item 7: C

Item 8: B

5. Part 2 — Single-text reading

Answer from the text only. Q3: social status is never mentioned as a benefit.

1-B, 2-B, 3-C, 4-B, 5-C

6. Part 3 — Multiple-text reading

Combine information across texts: Aisha rejects yoga (finishes at 6:30), both choose pottery and decide to become members (member price £5).

1-B, 2-B, 3-B, 4-A (they'll become members → £5), 5-B

7. Task 1 — Short personal responses

Rated on Grammatical Accuracy, Vocabulary, Mechanics, Cohesion & Organization, and Task Completion. Answer all three questions with relevant detail.

Model answer: (Sample response to Q1) One of my favourite places to visit is the small park near my home. I like it because it is quiet and green, and it gives me a chance to escape the noise of the city. I often go there in the early morning to walk or read, and I always come back feeling calmer and more focused. (Write two to four clear sentences for each of the three questions, using accurate grammar and a range of vocabulary.)

8. Task 2 — Essay

Use a clear introduction with your position, two or three developed body paragraphs with examples, and a conclusion. Aim for 250+ words.

Model answer: Many educators believe that community service should be a required part of every young person's education. In my opinion, requiring students to complete a period of service before leaving school is a positive idea, because it benefits both the individual and society.

First, community service teaches young people valuable skills that are difficult to learn in a classroom. Helping in a hospital or cleaning a public park requires responsibility, teamwork and communication. A teenager who spends a few weeks assisting elderly patients, for example, learns patience and empathy in a way no textbook could teach. These experiences help young people mature and prepare them for adult life.

Second, community service strengthens society as a whole. When students give their time to help others, they begin to feel connected to their community and more aware of the problems around them. This often creates a lifelong habit of volunteering. Communities also gain directly from the work that students do, whether that is supporting a charity or improving a shared public space.

Some people argue that forcing students to volunteer removes the spirit of giving freely. While there is some truth to this, I believe the long-term benefits outweigh this concern, as many students discover a genuine enjoyment of helping once they begin.

In conclusion, I strongly agree that a period of community service should be required before students finish school. It develops important personal qualities and builds stronger, more caring communities.

9. Task 1 — Describe a picture (60 seconds)

Describe what you see in detail — people, objects, actions and atmosphere. Keep talking for the full 60 seconds.

Model answer: This picture shows a busy outdoor farmers' market on a sunny day. In the foreground, a vendor is handing a paper bag to a customer who is smiling, so she seems pleased with her purchase. The stalls are full of fresh fruit and vegetables in bright colours. To one side, a couple of children are looking at a flower stall, perhaps choosing some flowers. The atmosphere looks lively and cheerful, and it seems like a pleasant place to spend a morning.

10. Task 2 — Personal experience (60 seconds)

Tell a clear, personal story with details of what, where and how you felt.

Model answer: A memorable experience I had was visiting a large weekend market in my city with my family. We went early in the morning to get the freshest produce. I remember buying mangoes, fresh bread and some spices, and the sellers were very friendly, letting us taste things before we bought them. What I enjoyed most was the lively atmosphere — the smells, the colours, and people chatting everywhere. We ended up staying much longer than we planned, and I still remember it as a really enjoyable morning.

11. Task 3 — Personal opinion (60 seconds)

State your opinion clearly and support it with at least two reasons.

Model answer: In my opinion, both have advantages, but I generally prefer small local markets. The main reason is that the food is often fresher and comes directly from local farmers, which also supports the local economy. I also enjoy the personal contact — you can talk to the sellers and learn about the products. Supermarkets are certainly more convenient and usually cheaper, and they offer everything in one place, which saves time. However, for fresh fruit and vegetables, I think the quality and experience of a local market are hard to beat.

12. Task 4 — Advantages and disadvantages (90 seconds)

Give at least two advantages and two disadvantages, with brief explanations. Use the full 90 seconds.

Model answer: Ordering groceries online has several clear advantages. It is extremely convenient — you can shop from home at any time, which is especially helpful for busy people or those without a car. It can also save time and reduce impulse buying, since you only order what you need. However, there are disadvantages too. You cannot see or choose the products yourself, so the quality of fresh items like fruit can be disappointing. Delivery fees can add to the cost, and there is an environmental impact from packaging and transport. In addition, some people miss the social side of shopping in person. Overall, online grocery shopping offers real convenience, but it comes with trade-offs in quality, cost and human contact.

13. Task 5 — Persuade a person of authority (90 seconds)

Be polite but persuasive: acknowledge the other side, give strong reasons, and propose an alternative. Use the full 90 seconds.

Model answer: Thank you for hearing me out. I understand the city needs more parking, but I'd urge you to reconsider closing the weekly market. The market is far more than a place to shop — it's a gathering point for the community and a vital source of income for dozens of small local farmers and traders who have no other outlet. Closing it would harm their livelihoods and remove something that gives our neighbourhood its character. I'd also point out that the market attracts hundreds of visitors each week, which supports nearby shops and cafés. If parking is the concern, perhaps we could find an alternative site nearby, or build parking that operates alongside the market rather than replacing it. I truly believe keeping the market open is in the long-term interest of both the community and the local economy. I hope you'll consider these points before making a final decision.