MELAB 시험 안내

1. 시험 안내
2000년 9월 17일과 11월 5일 서울에서 제공되는 MELAB 시험은 Michigan Global MBA 프로그램 지원자들 위한 것입니다. 이미 알려드렸듯이 Global MBA 프로그램 입학사정 시 TOEFL이나 MELAB 시험은 시험 응시 횟수가 상관없이 가장 좋은 점수를 반영합니다. 또한 MELAB 시험의 유형이 TOEFL과 유사하지만 유형에 따른 난이도나 주안점이 다르기 때문에 응시자에 따라서 TOEFL보다 상대적으로 더 좋은 결과를 얻기도 합니다. 따라서 시험을 가능한 여려 번 치는 것이 유리합니다.

2. 시험 일자
시험은 다음과 같이 두 번 제공됩니다.

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3. 접수 요령
응시료 50,000원을 다음의 응행 계좌에 입금하고 첨부된 application form을 작성하여서 사전 2배와 함께 다음 주소로 접수 마감일까지 보내주십시오. 사전은 증명서가 아닌 서면증명으로 등록한 사전이어야 합니다. 두 차례 모두 응시하기를 원하는 분은 응시료 100,000원을 입금하십시오. 원서가 접수되면 email로 원서가 접수되었음을 통보해드리겠습니다.

응행 계좌
은행명: 서울은행 (퇴계로 지점)
계좌번호: 13308-1424522
예금주: (주)메일경제신문사

접수처
미시간 G MBA 서울사무소
서울시 중구 필동 1가 51번지
메일경제신문사 5층
전화: 02-2000-2737
팩스: 02-2265-8241
Email: academy@mk.co.kr
4. MELAB Information Bulletin
시험이 대한 구체적인 사항과 문제유형은 첨부한 MELAB Information Bulletin(영문)을 참고하십시오. 첨부한 MELAB Information Bulletin은 일반 MELAB시험 응시자들을 위한 것으로 다음 사항은 본 시험에 응시하는 분들은 해당되지 않습니다.

P4 Registration for the MELAB in Ann Arbor MI
P5 Registration for the individual MELAB
P6 Registration for the MELAB at Group Testing Centers

5. MELAB 준비를 위한 오디오 테이프와 책
MELAB 시험 준비를 위한 오디오 테이프와 책은 미시간 GMBA 서울 사무소에서 판매하고 있습니다. 가격은 승용 포함 30,000원입니다. 구입을 희망하는 분은 사무실을 방문하거나 테이프 및 책 값을 3항에 언급된 은행 계좌로 입금한 후 email이나 전화로 알려주시기 바랍니다.

6. 시험 당일 저참물

1. 주민등록증, 운전면허증 또는 여권
(상기 신분증을 지참하지 않으신 분은 시험장 입장이 허용되지 않습니다.)
2. 연필 및 지우개

7. 의문사항
MELAB에 대하여 의문사항이 있으면 언제든지 미시간 GMBA 서울사무소로 연락을 주시기 바랍니다.
MELAB APPLICATION
Fall 2000, Seoul, Korea

Fill out this form in English and send to the Michigan GMBA Seoul Office with two identical passport size photos.

1. NAME

| Last | First | Middle |

2. HOME INFORMATION

| Address |

| City(County) | Province | Zip | Country |

| / / | - | - |

Date of Birth (MM/DD/YY) | Phone | National ID Number |

3. WORK INFORMATION

| Company Name | Your Title |

| Department |

| Address |

| City(County) | Province | Zip | Country |

| - | - | - |

Phone | Fax | Email |

4. TEST DATE (Select a test date. You may select one or both.)

| TEST DATE | APPLICATION DUE DATE | TEST SCORE REPORT DATE |

| September 17 | August 25 | October 6 |
| November 5 | October 13 | November 24 |

5. APPLICATION FEE

Please deposit 50,000 won for each exam selected to the following bank account before submitting the application form.

Bank: Seoul Bank Account No.:13308-1424522 Account Owner's Name: Maelkyungje

| / / | Amount |

Deposit date (MM/DD/YY)
MELAB
Michigan English Language Assessment Battery
1999 - 2000

Information Bulletin
and
Registration Forms
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WHAT IS THE MELAB?

"MELAB" stands for "Michigan English Language Assessment Battery." It is an advanced level "battery" (or group) of English language proficiency tests. It is for adult non-native speakers of English who will need to use English for academic purposes at the college and university level. The MELAB is mainly for students who are applying to universities in the United States and Canada where the language of instruction is English and is accepted as evidence of English language proficiency by universities in the U.S. and Canada as an alternative to the TOEFL. The MELAB is also administered to professionals who will need to use English in their work: for example, to health care professionals who require a visa, to engineers who come to the U.S. for on-site training at large manufacturing companies, etc. The MELAB is not evidence of certification for purposes of teaching English.

The MELAB is designed to measure your proficiency in the four basic language skill areas: writing, listening, reading, and speaking. The entire MELAB lasts 2-1/2 to 3-1/2 hours (including check-in at the examination site) and consists of:

- Part 1: A written composition
- Part 2: A listening comprehension test
- Part 3: A multiple choice test containing grammar, cloze reading, vocabulary, and reading comprehension problems

A speaking test (optional)

The speaking test is not automatically included in every MELAB administration. It is required for candidates sponsored by WHO, IMF, and General Motors, for those seeking certification by State Boards of Nursing, for visa screening, and for applicants to The University of Michigan. If you are applying at the graduate level to a university in the U.S., and want to be considered for a teaching assistantship in order to receive financial aid, it is strongly recommended that you include the speaking test in your MELAB test. The speaking test is not given in Minneapolis, MN or in Columbus GA.

All test forms in the official MELAB are secure, and are not for sale. Registration for the official MELAB is done through the English Language Institute of The University of Michigan (ELI-UM), and all test papers are graded at the ELI-UM.

The MELAB is given in the U.S. and Canada. Locations of MELAB examiners are listed on page 14 of this booklet.

PREPARATION FOR THE MELAB

The MELAB is a general language proficiency test. It is not linked to any particular book, language study program, or course of study. The best way to develop proficiency in a language is through active use of the language for communication combined with study of materials which widen exposure to the language. Learning a language is a continuing process.

You cannot study for the MELAB. You may prepare for the MELAB, however, by becoming familiar with the format of the test so you have an idea what to expect (see the sample test, pages 9 - 10). You may prepare for the writing part by writing on a topic for 30 minutes. How well do you communicate your ideas? Do you write clearly? Does your writing show that you have a wide range of vocabulary? Are the words you use appropriate? You can prepare for the listening test by giving yourself frequent opportunities to listen to spoken English. A variety of English language learning materials are available at bookstores and libraries. Some materials are also available which give students practice with multiple-choice type language tests. The ELI does not sell any particular materials. We do recommend A Student's Guide to the MELAB, by Mary Spaan (UM Press, 1992) available at bookstores or through the UM Press. The UM Press phone number is (734) 764-4392. Such practice tests may make you feel more comfortable with the style of test, however such practice is not going to substantially change your language proficiency.

REGISTRATION FOR THE MELAB

You may only take the MELAB 3 times in a 12 month period

AND

You must wait a minimum of 6 weeks between tests.

To register for the test in ANN ARBOR, MI, see page 4. The test in Ann Arbor is for candidates in southeastern Michigan—Ann Arbor, Ypsilanti, Detroit and the surrounding area.

To register for the INDIVIDUAL MELAB, see page 5. See page 6 to register at GROUP CENTERS.

REGISTRATION FOR THE MELAB IN ANN ARBOR MI

Examinees living in Ann Arbor, Ypsilanti, Detroit and the surrounding area must take the MELAB in Ann Arbor, Michigan.

DEADLINES: Ann Arbor test dates fill up quickly. The deadline for registration is the Monday before the Wednesday test date, unless the test is full prior to this time. If the Monday is a holiday, the deadline is the Friday before the Wednesday test.

We must have:
- The completed registration form
- Two photographs
- Test fees

in our office by the deadline in order for you to be registered. LATE REGISTRATION WILL NOT BE ACCEPTED.

Confirmation of your test date will be sent to you via email if you have provided us with your email address OR you may call to confirm your test date. You will NOT receive a confirmation or seating ticket in the mail. The testing office number is (734) 764-2416 or 763-3452. Office hours are 9 am - 12 pm and 1 pm - 4 pm, Monday through Friday. The office is closed on Saturdays, Sundays, major U.S. holidays (Memorial Day, July 4, Labor Day, Thanksgiving Day and the following day) and for a few days before Christmas until a few days after New Year's Day.
The test is given on the following Wednesday mornings:

**THESE TEST DATES ARE FOR ANN ARBOR ONLY**

**1999**
- June 9, 23
- July 7, 21
- August 4, 11, 18
- September 8, 22

**2000**
- January 5, 19
- February 2, 16
- March 1, 8, 22
- April 5, 19
- May 3, 17, 31
- June 14, 28

**TO REGISTER:**
- Fill out the Registration Form on page 17.
- Indicate test date.
- Send completed forms to:
  - English Language Institute
  - Testing and Certification
  - The University of Michigan
  - 3020 North University Building
  - 1205 North University Avenue
  - Ann Arbor, MI 48109-1057 USA

**FEES:** Test fees should be paid by a money order or cashier's check made out to the English Language Institute, University of Michigan. Cash is accepted for in-person registration only and must be for the EXACT AMOUNT. NO REFUNDS. As of July 1, 1999 the Ann Arbor MELAB costs $60.00. The optional speaking test costs $15.00. You should register for the speaking test if you are an applicant to The University of Michigan, to State Nursing Boards, or if you are a health professional who needs the test for visa screening.

**PHOTOS:** Two (2) recent, clear, passport type photos are required. The photos may be color or black and white. Two Polaroid photographs are available for $5.00 EXACT AMOUNT in dollar bills at the testing office for those who register in person and need pictures. The photos must be included with your registration form.

**SPEAKING TEST:** If you are planning to take the Speaking Test, you must bring a blank cassette tape to the test. You must also sign the consent form on the Ann Arbor registration form. If you neglect to bring a cassette tape, you may purchase one at the MELAB Office for $2.00 EXACT AMOUNT in dollar bills.

**WHEN and WHERE:** The test is given on the University of Michigan main campus, in Room 1013 of the North University Building in Ann Arbor, Michigan. See map on page 16 for directions and information on parking. Check-in time is at 8:15 am and the test will begin immediately after check-in. LATE ARRIVALS WILL NOT BE ADMITTED.

If you arrive late you must contact the office to reschedule your test. The test will be finished around 12:00 noon. You must bring your passport or green card to the test.

**RESC SCHEDULING:** If you cannot take the test on your scheduled test date, please notify the testing office two days prior to your test date to reschedule. You may reschedule your exam in this fashion 3 times. If you do not appear for a scheduled test and you do not notify the office 2 days before the test, you may only reschedule 1 time.

Rescheduling must take place within 6 months of the original application date. After that time you must reapply. No fees will be refunded.

**RESULTS:** Usually, candidates may pick up their own copy of the test results the day after the test. If the results are not picked up in person, then they are sent by U.S. Mail. Official reports to universities are also sent by mail.

**REMEMBER:** YOU MUST BRING YOUR PASSPORT OR ALIEN REGISTRATION CARD (GREEN CARD) TO SHOW AS IDENTIFICATION ON THE TEST DAY. YOU WILL NOT BE ADMITTED TO THE TEST WITHOUT IT.

### REGISTRATION FOR THE INDIVIDUAL MELAB

Many MELAB administrations are given individually. After you complete the registration process, you will be sent the name and address of the examiner closest to you. NO EXAM CENTER NAMES OR ADDRESSES ARE GIVEN UNTIL YOU REGISTER. See current exam centers on page 14.

**FEES:** Test fees should be paid by an international money order or cashier's check, DRAWN ON A U.S. BANK, made out to the English Language Institute/University of Michigan. Personal checks drawn on a U.S. bank are acceptable. Do not send cash. NO REFUNDS. The total test fee for the MELAB is US$60.00. To register you must send the ELI US$35.00 with your registration form. The balance of the fee, US$25.00, you will pay to examiner at the time of the test. You may pay the examiner U.S. dollars or the equivalent in local currency. Faxed registration forms must contain a VISA or MasterCard number plus expiration date written darkly and clearly.

**SPEAKING TEST:** If you are required to take the optional speaking test, you will pay the examiner an additional US$15.00. You must bring a blank cassette to the test so that the speaking test can be recorded. You must also sign the consent form on the yellow ID form.

**TO REGISTER:**
- Fill out the Registration Form on page 15
- Send or fax completed form and $35.00 fee to:
  - English Language Institute
  - Testing and Certification
  - The University of Michigan
  - 3020 North University Building
  - 1205 North University Avenue
  - Ann Arbor MI 48109-1057

After the registration fee of US$35.00 is received by the ELI, you will be sent a yellow identification form. You must have this form to take the test. The examiner's name, address and telephone are on the form. You must contact the examiner to set up a test date. You should contact the examiner soon after receiving the identification form. The form is only valid for 6 months, and is not transferable. Extensions are granted only if circumstances beyond control of the examinee occur. If you move to a different city or country, we will re-arrange your MELAB, but only one time. The 6 month validation period will still be from the original date of registration.

**ON THE TEST DAY:** Bring the yellow identification form with you to the test. Fill out all the information completely, and attach two (2) recent photographs to the form. No tests will be accepted without a complete identification form. Give this form and your photographs to the examiner at the time of the test. You must also show your passport or national identity card to the examiner. The balance of the test fees must also be paid at this time.
REGISTRATION FOR THE MELAB AT GROUP TESTING CENTERS

Group Testing Centers for the MELAB are marked with an asterisk (*) on the list of MELAB examination sites on page 14 of this booklet. Each Group Testing Center schedules its own MELAB administrations. Some Group Centers give the MELAB at the end of a course of English language studies at their universities. If you are studying at such a Group Testing Center, your ESL (English as a Second Language) program director will register you for the test. The speaking test will not be given in Minneapolis, MN. To register for the test at a group center, call one of the following numbers:

UNITED STATES
Denver, CO (303) 758-3123
Grand Junction, CO (970) 245-7102
Pueblo, CO (719) 549-2221
Ft. Lauderdale, FL (954) 262-8370 / 8374
Miami, FL (305) 665-9041
Caldwell, ID (208) 459-5814
Berrien Springs, MI (616) 471-3470
Big Rapids, MI (616) 592-3916
Minneapolis, MN (612) 624-2317

Winona, MN (507) 457-1418
Portland, OR (503) 768-7312
Salem, OR (503) 399-6556
Gallatin, TN (615) 230-3484
St George, UT (435) 452-7692

CANADA
Victoria, BC (250) 721-8341
St. John, NB (506) 658-6787
Halifax, NS (902) 429-3636
Hamilton, ON (905) 572-7883 x2802
Toronto, ON (416) 946-3942
Lennoxville, QC (819) 566-0227 x236

IDENTIFICATION REQUIRED: You will need to take supporting evidence of your identity to the test. This supporting evidence should be:

Your signed Passport, issued by your country's government, with your passport photo clearly embossed, either in ink or with a raised seal, OR

Your Alien Registration Card (green card), issued by the U.S. or Canadian government, if you live in the U.S. or Canada and you have been given permanent resident status, OR

Your National Identity Card, issued by your government to its citizens. You may use this in your home country if you do not have a passport.

You should also have an additional piece of photo ID with you, such as a driver's license, school identity card, etc. None of these is sufficient by itself, but will confirm the information on your passport, alien registration card, or national identity card. If your passport photo is not recent and shows your appearance as a child, you must show other photo ID to the examiner. In cases of questionable identity, photos may be taken on the spot at the test site.

Arrive promptly at the scheduled time. If you arrive late, you will not be allowed to take the test at that time. It may be possible to re-schedule the test for another time. Discuss this with the local examiner.

UNACCEPTABLE BEHAVIOR: Do not cheat by trying to copy another student's answers, or by talking to other students during the test. Do not create a disturbance during the test, or leave your assigned seat unless specifically told to do so by the examiner.

Do not bring any test preparation books, study guides, or dictionaries. Do not bring notebooks or extra paper. Anyone cheating in any of these ways or behaving unacceptably will be sent away from the testing room, and his/her test will be invalidated. No test fees will be refunded for such persons. No score reports will be issued.

SPECIAL HANDLING/RUSH FEES

Rush service is available for the reporting of scores only, not for test registration. Rush scores are sent to institutions only, NOT to candidates. Tests are normally processed (without rush service) within 3 - 6 weeks of receipt at the ELI and scores are reported by first class mail to the institutions requested. In most cases, this means that your MELAB scores will be received at the university or college you request within 4 - 7 weeks of the test date. RUSH SERVICE costs an additional $40.00 fee. The rush fee must be paid at the time of the test; you may not request rush service after your answer sheets have been mailed to the ELI-UM. Payment of the rush fee gives your test the following priority handling:

□ Test papers are scored within 4 business days of receipt at the ELI.
□ One (1) official score report is sent by special courier (FedEx) and will be received the next day at the one institution in the U.S. or Canada you request.
□ You will receive your copy of the score report by regular mail.

In most cases, this means that your MELAB scores will be received at the university or college you request in 10-11 days from your test date (about 16 days for tests taken outside the USA). Extra reports requiring rush service cost $20.00. To receive rush service, you must:

□ Give the $40.00 fee to your examiner when you take the test. Make checks payable to the English Language Institute.
□ Include the complete address, including the street and building name of the university admissions office (REQUIRED). Include the admissions office phone number if known.
REPORTING MELAB SCORES

What is a MELAB score report?
Score reports include scores of performance on the different parts of the MELAB. Scores on Parts 1, 2, and 3 are averaged to produce a MELAB Final score.

MELAB reports also include brief biographical information, the test date, and test location.

No special test certificate is awarded.

Where are they reported?
You will automatically receive one unofficial copy of your MELAB score report. It will be sent to the address given on your Identification Form.

To send official MELAB scores to universities or institutions, list these places at the bottom of the Identification Form before the test. If you want more than two score reports sent, attach an additional list to the Identification Form. Two score reports are free, only if you list them on the form before the test; additional reports cost $5.00 each.

You must list the name and the complete address of the schools to which you want to have scores sent. If you do not list them, your scores cannot be sent. If you do not know the admissions office's complete address, contact the university you are applying to and get the information from them.

If you are applying to a graduate program at The University of Michigan, give the department you are applying to. Without your written permission, your score reports cannot be released. You may indicate that you want your scores released only if your final score is at or above a certain number.

Do not send the score report to the institution yourself. ELI-UM sends all official MELAB score reports directly to the universities/institutions. Institutions are warned not to accept students' copies of MELAB score reports. They will not accept a xerox copy of your MELAB score report. Student copies of score reports are not considered official and valid.

You should make sure that the school(s) you are applying to will accept MELAB scores as evidence of English Language proficiency. If you have any problems with your scores being accepted, contact the ELI Testing Office, and we will send the institution further information on the MELAB and help the admissions officers interpret the MELAB scores.

Additional score reports ordered after the test are $5.00 each. Only the most recent score will be sent; scores over two years old cannot be sent. You may order extra score reports by FAX or MAIL.

How long does it take from registration to reporting?
Allow 5 days (in U.S.) and 10 – 20 days (outside the U.S.) for your registration form to reach the ELI. Your yellow identification form will be sent to you within 4 – 6 weeks of receipt of your registration form at the ELI.

After MELAB test papers are received in Ann Arbor, allow 4 – 6 weeks for grading and preparing score reports. Another 5 – 10 days must be allowed for mail service.

Total "turnaround" time, from the time you send your test registration until the time you receive your results, will be 2 – 3 months. It may take longer if you live outside the U.S. (See page 6 for information on rush service.)

Scores are valid for two years. No score reports can be issued for tests taken more than two years in the past.

MELAB CONTENT AND SAMPLES

The content of the test is aimed toward the level of English a student might encounter in an American university setting. On the listening test, the speakers use standard American English at a normal rate of delivery. The grammar items on the test focus on control of forms and structures of English which people might use when talking with each other. The vocabulary words tested are those frequently encountered in written sources. The reading comprehension passages, on a variety of subjects, are taken from books and magazines.

The test consists of 3 required parts (composition, listening, grammar/cloze/vocabulary/reading) and one optional part (speaking test). Some administrations include experimental items/sections used for test development purposes. These items are not used to determine the candidate's test score. The entire test takes from 2-1/2 to 3-1/2 hours, including check-in procedures. Following is a detailed description of each part. Sample questions are included for Parts 2 and 3. An answer key for the sample questions is given on page 12.

Part 1: Composition
The time limit for the composition is 30 minutes. The examiner will give you a form with instructions and two topics on it. Sign your name on the signature line of the form. You must write on only ONE of the two topics. If you write about something else, your composition paper will not be graded, and you cannot be given a final score. If you do not understand the topics, ask the examiner to explain or to translate them. You may be asked to give your opinion of something and explain why you believe this, to describe something from your experience, or to explain a problem and offer possible solutions. Some sample topics are:

1. What do you think is your country's greatest problem? Explain in detail and tell what you think can be done about it.

2. What are the characteristics of a good teacher? Explain and give examples.

3. An optimist is someone who sees the good side of things. A pessimist sees the bad side. Are you an optimist or a pessimist? Relate a personal experience that shows this.

4. In your opinion, are the benefits of space exploration really worth the enormous costs? Discuss.

Remember, these are just examples of past topics, and they will NOT appear on your test. Do not try to memorize and write a composition on one of these topics when you take the MELAB.

You should write at least one page. Most MELAB compositions are one or two pages long (about 200-300 words). If your paper is extremely short (less than 150 words), your composition will be given a lower score.

Before you begin writing, you might want to take 2 or 3 minutes to plan your composition and to make a short outline to organize your
thoughts. Such outlines will not be graded; they are only to help you. You should use the last 5 minutes to read through your composition and to make changes or corrections.

You will not be graded on penmanship, but be sure your handwriting is legible. You may make any changes or corrections in the body of the composition. Do not copy your composition over. You may write with either pen or pencil.

Your composition will be graded on how clearly you express yourself in English, and on the range of English you are able to use, and your control in doing so. This means your composition should be well organized, your arguments should be fully developed, and you should show a range of grammatical structures and broad vocabulary. Compositions that consist only of very short sentences and very simple vocabulary cannot be given the highest scores. If errors are not frequent and if they do not confuse your meaning, they will not lower your score very much.

Part 2: LISTENING

This is a multiple-choice tape-recorded test containing 50 questions. It lasts about 25 minutes. The examiner will play the instructions and examples on the tape recording, then pause to answer questions, and if necessary, repeat examples or make sound adjustments. Then the examiner will continue the tape recording. It will not be stopped again until the end of the test.

You will be given a test booklet and answer sheet. You will listen to the problems on the tape recording, read the answer choices in the test booklet, and mark your answers on the separate answer sheet. Do NOT make any marks in the test booklet!

For each problem in this part of the test, there are three answer choices. Choose the best answer. Only one is correct. If you are not sure about an answer, you should guess.

There are several kinds of problems. Some are short sentences. In the short sentence problems, you will be asked a question, you will hear a statement, or you will hear a sentence spoken with special emphasis. Here are examples of the short sentence problems.

Example 1 You will hear a question. You should choose, from the 3 answers printed in your test booklet, a reasonable answer to the question you heard.

You hear: When's she going on vacation?

You read: a. last week
b. to England
c. tomorrow
The correct answer is c, tomorrow.

Example 2 You will hear a statement. You should choose, from the 3 answer choices printed in your test booklet, the one that means about the same thing as what you heard.

You hear: That movie was pretty bad.
You read: a. It was good.
b. It wasn't good.
c. It wasn't beautiful.
The correct answer is b, it wasn't good.

Example 3 You will hear a question or statement spoken in a certain way, with special emphasis. The emphasis might be a stressed word, or a pause before or after the word. In one kind of emphasis problem, you should choose the answer that tells what the speaker would probably say next.

You hear: I need the small red cup.
You read: a. not the big one.
b. not the green one.
c. not the plate.
The correct answer is a, not the big one, because the size of the object (the cup) was emphasized, not its color, and not what it was.

Example 4 This is an emphasis type of question. You will hear a question with an emphasized word. You should choose the answer that would be an appropriate response to the question.

You hear: Do you have John's keys?
You read: a. No, but Jane does.
b. No, I have Jim's.
c. No, only his bags.
The correct answer is c, No only his bags, because the word keys was emphasized, rather than the name of the person who had the keys or owned the keys.

In the last half of the Listening Test, you will hear a lecture and a conversation. The lecture and conversation will discuss graphs or charts which are printed on your answer sheet. You will be able to take notes about the lecture and conversation as you listen to them, and you can label and mark the graph or chart. You must write all your notes on the answer sheet. After each is finished, you will be asked questions about them. You may refer to your notes to answer the questions. The answer choices will be printed in your test booklet. You will not be graded on your notes for this part of the test; only your answer choices will be graded. Do NOT try to take notes on a separate piece of paper, as the examiner might think you are cheating. Write all your notes on the answer sheet.

Part 3: GRAMMAR, CLOZE, VOCABULARY, READING

This test usually contains 100 questions: 30 grammar, 20 cloze, 30 vocabulary, and 20 reading. The time limit for the 100 question test is 75 minutes (1 hour and 15 minutes). Sometimes a longer version containing experimental items will be given. If a longer test is given, the time limit will be extended proportionally. The experimental items are not used to determine the candidate's test score.

For each question in this part of the test, there are four answer choices. Choose the best answer. Only one is correct. If you are not sure about an answer, you should guess.

Here are examples of each kind of question.

Grammar
Choose the word or phrase that correctly completes the conversation.

Example 1
"What is that thing?"
"That ______ a spider."
   a. to call
   b. for calling
   c. be called
   d. is called

The correct answer is d, is called.

Cloze
You will read a passage from which some words have been removed (taken out). You should choose, from the 4 answer choices given, the word which fits the passage in both grammar and meaning. Skim through the passage quickly to get the main idea before you try to choose the correct word for each blank.

Examples 2 and 3
Long ago roads were only trails for people or animals to walk on, but today roads must be made for cars, trucks, and buses. The most modern (2) is often called a superhighway. This (3) the best road engineers can build.
Sample Questions: LISTENING

Here is a short Sample Listening test. An answer key is on page 12, but you should not look at it until you have finished all the questions. Remember, reading the questions in this sample test and listening to them on a tape recording will be very different. It may be helpful for you to have someone read the questions and lecture to you. The actual Listening Test is recorded by native speakers of English, speaking at a normal rate. A 12-15 second pause will be given after each problem to allow you to read the answer choices and select one.

There are 12 problems in this sample test.

For problems 1-3, choose the best answer to the question.

1. Have you been to see the new movie yet?
   a. Yes, I'm going tomorrow.
   b. No, it wasn't very good.
   c. Yes, I went yesterday.

2. I'm taking some clothes to the cleaners. Is there anything I can drop off for you?
   a. No thanks, all my stuff's clean.
   b. Be careful not to break it.
   c. Please get me some, too.

3. How are things going so far?
   a. They've already gone.
   b. We've accomplished a lot.
   c. It's not too far.

For problems 4-6, choose the answer that means about the same thing as the statement you hear.

4. Frank never would've gone to the lecture if he'd known how boring it was going to be.
   a. He didn't want to go.
   b. He didn't like it.
   c. He never went.

5. We first thought we'd buy several paintings, but we settled for only one when we found out how expensive they were.
   a. We bought one.
   b. We bought several.
   c. We didn't buy any.

6. This'll be a fine essay with a little bit of polishing.
   a. It's perfect now.
   b. It needs a lot more work.
   c. It's quite good already.

For problems 7-9, a phrase or sentence will be spoken with special emphasis. Choose the answer that tells what the speaker would say next.

7. I thought John wanted the apple pie .
   a. not the cherry pie.
   b. not the apple cake.
   c. not Tom.

8. Tom said he was going to drive to Chicago next week .
   a. not last week.
   b. not next month.
   c. not fly.

9. I said I was going to have my old car painted by the Acme Company .
   a. not my new car.
   b. not washed there.
   c. not by the Metro Company.

Now you will hear a short lecture. You may take notes during the lecture. Following the lecture, you will be asked some questions about it.

There'll be a two-week exhibit of the paintings of the little-known master, Laura Bernhart, at the Claire Osmond Galleries starting on the fifteenth of the month and running through the thirtieth. Bernhart's known for her innovative designs in abstract expressionism. Though a true original, she declared a spiritual heritage from Salvador Dali, the famous Spanish painter. Since Bernhart lived a rather solitary life and died while only in her twenties, few people are aware of her works. This showing at the Osmond Galleries will provide many with an introduction to her works.

10. Where is the exhibit?
    a. the Art Museum
    b. the Dali Galleries
    c. the Osmond Galleries

11. What is Bernhart known for?
    a. her copies of Dali's paintings
    b. the originality of her designs
    c. her exhibitions

12. What will going to the exhibit allow most people to do?
    a. to see Salvador Dali's paintings
    b. to see Bernhart's works for the first time
    c. to learn about Spanish art
Sample Questions: GCVR

Here is a Sample test for Part 3. It contains 20 questions. Allow yourself 15 minutes to do the test. If you have not finished in 15 minutes, continue, but use a different marking system or marking device (change color, go from pen to pencil, etc.) so that you can score your timed test. When you have finished the Sample Test for Part 3, check your answers against the answer key on page 10.

Grammar Questions
1. "What did the teacher just tell you?"
   "She reminded _____ our notebooks."
   a. us to bring
   b. that we bring
   c. our bringing
   d. we should bring

2. "Is Bill a good dancer?"
   "Not really, _____ he tries very hard."
   a. in spite of
   b. despite
   c. even though
   d. while

3. "Your clothes are all wet!"
   "Yes, I didn't come _____ the rain soon enough."
   a. away to
   b. over to
   c. down with
   d. in from

4. "Were you surprised by the earthquake last week?"
   "No. It _____ two weeks before."
   a. has predicted
   b. had predicted
   c. been predicted
   d. had been predicted

5. "The boys say they were treated unfairly."
   "They got the same treatment _____ everyone else."
   a. than
   b. that
   c. so as
   d. as

6. "I've been feeling sick lately."
   "What you should do is _____ more sleep."
   a. try to get
   b. to trying to get
   c. trying to get
   d. try to getting

7. a. through     c. from
   b. of          d. damage

8. a. bringing   c. to
   b. that        d. influencing

9. a. But        c. Not
   b. So          d. Then

10. a. where     c. even
    b. zoos      d. wilds

11. a. lands     c. residence
    b. life      d. field

Vocabulary Questions
12. Mark has a flair for writing.
    a. need
    b. purpose
    c. talent
    d. dislike

13. Bill Collins launched his restaurant last June.
    a. moved
    b. started
    c. sold
    d. bought

14. John will not accept the censure.
    a. burden
    b. blame
    c. credit
    d. decision

15. I can't think of the answer. Can you give me a _____?
    a. hint
    b. token
    c. taste
    d. gaze

16. Because fewer people are taking expensive vacations, the tourist industry is in a _____.
    a. choke
    b. grope
    c. grumble
    d. slump

17. I disagree with a few of his opinions, but _____ we agree.
   a. deliberately
   b. conclusively
   c. essentially
   d. immensely

Reading Questions
The influenza virus is a single molecule built from many millions of single atoms. You must have heard of the viruses, which are sometimes called "living molecules." While bacteria can be considered as a type of plant, secreting poisonous substances into the body of the organism they attack, viruses are living organisms themselves. We may consider them as regular chemical molecules, since they have a strictly defined atomic structure, but on the other hand we must also consider them as being alive, since they are able to multiply in unlimited quantities.

18. According to the passage, bacteria are...
   a. poisons.
   b. larger than viruses.
   c. very small
   d. plants.

19. The writer says that viruses are alive because they...
   a. have a complex atomic structure.
   b. move.
   c. multiply.
   d. need warmth and light.

20. The atomic structure of viruses...
    a. is variable.
    b. is strictly defined.
    c. cannot be analyzed chemically.
    d. is more complex than that of bacteria.

OPTIONAL SPEAKING TEST
You will have a 10-15 minute conversation with the local examiner, who will rate your overall communicative language proficiency. The examiner will consider your fluency and intelligibility, your grammar and vocabulary, and your comprehension. Your functional language use, or sociolinguistic proficiency will also be considered. The examiner will ask you questions about your background, your future plans, and your opinions on certain issues. The examiner might ask you to explain or describe in detail something about your field of specialization. You should try to give more than simple "yes" or "no" answers to the examiner's questions. If you do not understand a question, do not be afraid to ask the examiner to repeat or rephrase it. You must bring a blank cassette tape to the test so that the speaking test can be recorded.
Generally, MELAB scores in the 50's indicate elementary level English proficiency, in the low 60's, advanced elementary level, in the high 60's low intermediate, in the low 70's intermediate, in the high 70's advanced intermediate, in the 80's advanced level, and in the 90's, comparable to educated adult native speakers of English.

Most universities desire students to have advanced level English proficiency, but requirements vary depending on a student's field and level of study. MELAB scores are used along with information about a student's academic background and other relevant factors to determine a student's readiness for a particular academic program. You should contact the school you have applied to in order to know what their English language proficiency requirements are. Requirements vary for different undergraduate and graduate programs.

In addition to MELAB final score requirements, universities and organizations like Boards of Nursing may consider your part scores on the MELAB. You can use your scores on the different parts of the MELAB to determine your strengths and weaknesses in the skill areas tested by the MELAB.

Your final score is the average of your scores on Part 1, Composition; Part 2, Listening; and Part 3, Grammar, Cloze, Vocabulary, and Reading. The scores of each of the three parts are explained below.

### Part 1: Composition

You will receive a number score, and you might also receive one or more letter codes. The number score represents your general level of writing proficiency. The letter codes represent features of your writing that readers found especially strong or weak in relation to the overall level of your writing. First, the number scores are explained. Then, the letter codes are explained.

### Number Scores

The MELAB composition rating scale has 10 levels. Possible scores are 97, 93, 87, 83, 77, 73, 67, 63, 57, 53. Your composition is read independently by two to three trained graders. The two closest scores are averaged, and this average is your final composition score. The average MELAB composition score is about 73.

You are graded on how clearly and effectively you communicate your ideas in English. For each score level there is a description of writing at that level. The descriptions are given below.

#### MELAB Composition Descriptions

**97 Topic is richly and fully developed.** Flexible use of a wide range of syntactic (sentence level) structures, accurate morphological (word forms) control. Organization is appropriate and effective, and there is excellent control of connection. There is a wide range of appropriately used vocabulary. Spelling and punctuation appear error free.

**93 Topic is fully and complexly developed.** Flexible use of a wide range of syntactic structures. Morphological control is nearly always accurate. Organization is well controlled and appropriate to the material, and the writing is well connected. Vocabulary is broad and appropriately used. Spelling and punctuation errors are not distracting.

**87 Topic is well developed, with acknowledgement of its complexity.** Varied syntactic structures are used with some flexibility, and there is good morphological control. Organization is controlled and generally appropriate to the material, and there are few problems with connection. Vocabulary is broad and usually used appropriately. Spelling and punctuation errors are not distracting.

**83 Topic is generally clearly and completely developed, with at least some acknowledgement of its complexity.** Both simple and complex syntactic structures are generally adequately used; there is adequate morphological control. Organization is controlled and shows some appropriacy to the material, and connection is usually adequate. Vocabulary use shows some flexibility, and is usually appropriate. Spelling and punctuation errors are sometimes distracting.

**77 Topic is developed clearly but not completely and without acknowledging its complexity.** Both simple and complex syntactic structures are present; in some "77" essays these are cautiously and accurately used while in others there is more fluency and less accuracy. Morphological control is inconsistent. Organization is generally controlled, while connection is sometimes absent or unsuccessful. Vocabulary is adequate, but may sometimes be inappropriately used. Spelling and punctuation errors are sometimes distracting.

**73 Topic development is present, although limited by incompleteness, lack of clarity, or lack of focus.** The topic may be treated as though it has only one dimension, or only one point of view is possible. In some "73" essays both simple and complex syntactic structures are present, but with many errors; others have accurate syntax but are very restricted in the range of language attempted. Morphological control is inconsistent. Organization is partially controlled, while connection is often absent or unsuccessful. Vocabulary is sometimes inadequate, and sometimes inappropriately used. Spelling and punctuation errors are sometimes distracting.

**67 Topic development is present but restricted, and often incomplete or unclear.** Simple syntactic structures dominate, with many errors; complex syntactic structures, if present, are not controlled. Lacks morphological control. Organization, when apparent, is poorly controlled, and little or no connection is apparent. Narrow and simple vocabulary usually approximates meaning but is often inappropriately used. Spelling and punctuation errors are often distracting.

**63 Contains little sign of topic development.** Simple syntactic structures are present, but with many errors; lacks morphological control. There is little or no organization, and no connection apparent. Narrow and simple vocabulary inhibits communication, and spelling and punctuation errors often cause serious interference.

**57** Often extremely short; contains only fragmentary communication about the topic. There is little syntactic or morphological control, and no organization or connection are apparent. Vocabulary is highly restricted and inaccurately used. Spelling is often indecipherable and punctuation is missing or appears random.

**53** Extremely short, usually about 40 words or less; communicates nothing, and is often copied directly from the prompt. There is little sign of syntactic or morphological control, and no apparent organization or connection. Vocabulary is extremely restricted and repetitively used. Spelling is
often indecipherable and punctuation is missing or appears random.

N.O.T. (Not On Topic) indicates a composition written on a topic completely different from any of those assigned; it does not indicate that a writer has merely digressed from or misinterpreted a topic. N.O.T. compositions often appear prepared and memorized. They are not assigned scores or codes.

**ADDITIONAL COMPOSITION CODES**

Following your number score there might be one or more letter codes. Each letter code means that one feature of your writing was especially strong or weak for your score level; not strong or weak enough, however, to raise or lower your overall score. For example, your vocabulary could be especially strong for your score level of 77, but not strong enough to raise your overall score to 83.

The codes do not replace your number score; they add detail to it. We think this extra information about your writing will be interesting and useful to you and to admissions officers reviewing your application.

There are 20 codes. Each describes one feature of writing. None of these features works alone, but each one can affect writing quality. Codes, like number scores, are assigned independently by 2 to 3 trained readers.

Please remember that code letters do not raise or lower number scores. The alphabetical order of the codes has no positive or negative meaning. For example, ‘a’ does not mean excellent, and ‘f’ does not mean poor or failure. Letters are used simply as a convenient means for reporting score information.

**Part 2: LISTENING**

The listening score is not a percentage score nor the exact number of problems answered correctly. The number answered correctly is equated to a number on a scale that takes into consideration levels of difficulty of the different versions of Part 2.

The score range for this part of the MELAB is 30-100. A chance, or guessing score is about 58. The average score is about 77.

**Part 3: GRAMMAR, CLOZE, VOCABULARY, READING**

The grammar, cloze, vocabulary and reading score is not a percentage score nor the exact number of problems answered correctly. The number answered correctly is equated to a number on a scale that takes into consideration levels of difficulty of the different versions of Part 3.

The score range for this part of the MELAB is 15-100. A chance, or guessing score is about 41. The average score is about 75.

**SPEAKING TEST (Optional)**

Your score on this part is not averaged in with the other parts. Possible scores range from 1 - 4, with 4 being the highest. If the examiner thinks your spoken English is between levels, he/she may add a plus (+) or minus (-) to your score, for example, 3+, or 2-. The average speaking test rating is 2+. In addition to an overall rating, the examiner may comment on features of your spoken English. See the reference sheet on page 13 for details of each level.

**FINAL SCORE**

The Final Score is the average of Parts 1, 2, and 3. The score range for the final score is 33 - 99. The average final score is about 76.

NFS indicates that No Final Score was assigned. This may be the case if a test was invalidated; or if an examinee did not attempt one of the three parts of the exam.

**HOW DOES THE MELAB COMPARE WITH THE TOEFL?**

Both the MELAB and the TOEFL are designed to measure English language proficiency. However, the content of the two tests are different.

<table>
<thead>
<tr>
<th>MELAB</th>
<th>TOEFL*</th>
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</thead>
<tbody>
<tr>
<td>Pt. 1 - Composition (written essay)</td>
<td>Sec. 1 - Listening Comprehension</td>
</tr>
<tr>
<td>Pt. 2 - Listening</td>
<td>Sec. 2 - Structure &amp; Written Expression</td>
</tr>
<tr>
<td>Pt. 3 - Grammar, Cloze, Vocabulary, &amp; Reading</td>
<td>Sec. 3 - Vocabulary &amp; Reading</td>
</tr>
<tr>
<td>Pt. 4 - Speaking (Optional Speaking Test)</td>
<td>TWE - Test of Written English, not given at all administrations. Score reported separately.</td>
</tr>
</tbody>
</table>

It is not possible to state exactly the MELAB score predicted for a person with a specific TOEFL score or to predict the TOEFL score from a MELAB score. The MELAB and the TOEFL are different proficiency tests and it should be noted that the MELAB final score includes a measure of actual use of written English whereas the TOEFL final score does not. However, by examining frequency distribution and percentile rank information from the MELAB Technical Manual, ELI, (1994) and TOEFL Test and Score Data Summary, ETS, (1996), we can have some estimate of how scores on the two tests compare.

For information on how the paper/pencil-based TOEFL compares to the computer-based TOEFL, please contact the TOEFL Office at P.O. Box 6155, Princeton, NJ 08541 or view the website at <www.toefl.org>.

<table>
<thead>
<tr>
<th>MELAB</th>
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<tbody>
<tr>
<td>92</td>
<td>640+</td>
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<tr>
<td>90</td>
<td>620-640</td>
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<td>85</td>
<td>580-600</td>
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<td>65</td>
<td>460-480</td>
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<td>60</td>
<td>420-440</td>
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*Paper/Pencil TOEFL
# Michigan English Language Assessment Battery

## Spoken English Descriptors and Salient Features

### Reference Sheet for Speaking Test

#### Overall Spoken English Descriptors

<table>
<thead>
<tr>
<th>Rating</th>
<th>Descriptors</th>
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<tbody>
<tr>
<td>+</td>
<td><strong>G o o d / V e r y G o o d S p e a k e r</strong></td>
</tr>
<tr>
<td>4</td>
<td>Fluent speech with confident ease of expression. • Speech is clear and intelligible but may be accented (variant articulation and prosodic features). • Fully functional sustained communication but may show occasional minor variation in vocabulary and morphology. • Initiates and develops topics throughout speaking test. • Active, collaborative language use. • Aware of what are shared cultural referents and provides additional contextual information when necessary. • Uses target-like lexical phrasings and fillers. • Vocabulary is adequate to handle topics with accuracy and facility. • Comprehends interviewer's unadjusted speech easily and grasps the functional intent of interviewer's discourse.</td>
</tr>
<tr>
<td>-</td>
<td><strong>C a p a b l e S p e a k e r</strong></td>
</tr>
<tr>
<td>3</td>
<td>Reasonably fluent speech with only occasional rough spots. • Speech may be variant in articulation or prosodic features but is generally intelligible. • Occasional clarification may be needed but is handled successfully. • Attention to monitoring the interaction and realizes when clarification is needed to promote successful communication. • Generally elaborated responses though may search for exact words when responding. • Minor unevenness in grammatical accuracy or some inappropriate word choice does not inhibit conveying ideas. • Takes conversational lead at times and contributes to topic extension and development. • Generally can grasp English spoken at a normal rate of delivery and can follow extended discourse though clarification may be requested and necessary when cultural referents are not shared or when lexical meaning of terminology is unfamiliar.</td>
</tr>
<tr>
<td>+</td>
<td><strong>M a r g i n a l / M o d e s t S p e a k e r</strong></td>
</tr>
<tr>
<td>2</td>
<td>Speech may appear fluent but is deviant in form and substance of utterances or speech may be somewhat disfluent (slow/halting/measured/unfilled pauses) with reasonably well-formed utterances. • Speech may be variant in stress, intonation, and articulation so that communication is impeded and interviewer may need to attend closely to understand. • Discourse is limited as the speaker does not generally elaborate sufficiently and is often imprecise at clarifying or elaborating when asked to do so. • May not adapt to topic shifts without repetition or rephrasing of interviewer. • Word choice is sometimes off target and syntax is often awkward. • Interviewer may need to rephrase linguistically complex questions or comments. May grasp gist of questions and follow general direction of interview but may misinterpret actual intent of some questions.</td>
</tr>
<tr>
<td>+</td>
<td><strong>L i m i t e d S p e a k e r</strong></td>
</tr>
<tr>
<td>1</td>
<td>Speech rate is slow and utterances are filled with frequent hesitations. • Unable to sustain communication in interactions; usually passive and only able to respond to simple questions; unable to grasp complex questions or topic shifts or unexpected questions; unable to handle extended discourse of interviewer; minimal initiative taken in interaction. • Utterances are generally short and morphological and grammatical variation are frequent. • Interviewer must adjust rate and linguistic complexity and restrict topic selection to communicate.</td>
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#### Salient Features

| Fluency/Intelligibility (Isolated vs. Segments) |
| Rate of Speech (too fast/too slow) |
| Pausing/Hesitation (too long, unfilled pauses) |
| Articulation (consonants, vowels, word endings, article deletions, lack of voice projection, mumbling) |
| Prosodics (rhythm, intonation) |

| Grammar/Vocabulary |
| Utterance Length |
| Utterance Complexity (adequacy for suppositions, conditional use, hypothetical use) |
| Lexical Range (target-like phrasings, idiomatic word choice, specific terminology, rich vs. sparse) |
| Morphological Control (tense markers, adverbials, word forms) |
| Grammatical Accuracy (occasional deviations vs. distracting control vs. control causing miscommunications) |

| Functional Language Use/Sociolinguistic Proficiency |
| Initiative (vs. passive contributor) |
| Elaboration (extended responses, appropriate length, sufficient information, but not too redundant) |
| Sustained Topic Development (use of transitional links, prominence given to key points, logical development) |
| Interactional Facility (monitors interactions, seeks clarification when appropriate, takes turn at appropriate time, properly engaged, appropriate eye contact/posture) |
| Sensitivity to Cultural Referents (establishes common frame of reference, initiates clarification, rephrasing, concrete relevant examples) |

**Listening Comprehension**

Interviewer must:

- Adjust rate of delivery
- Adjust complexity of utterances (lexicon, syntax, length)
- Restrict topic exploration
- Frequently rephrase and/or repeat