



MAJLIS PEPERIKSAAN MALAYSIA  
(MALAYSIAN EXAMINATIONS COUNCIL)

# 800 MALAYSIAN UNIVERSITY ENGLISH TEST (MUET)

**SAMPLE QUESTIONS**



MAJLIS PEPERIKSAAN MALAYSIA



PUSAT UJIAN  
MPM  
TEST CENTRE

The information in this booklet applies to the Session 1 2021 and thereafter until further notice.

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# ***SAMPLE QUESTIONS***

**800/1**

**MUET**

**MALAYSIAN UNIVERSITY ENGLISH TEST  
PAPER 1 LISTENING  
(50 minutes)**

**MAJLIS PEPERIKSAAN MALAYSIA  
(MALAYSIAN EXAMINATIONS COUNCIL)**

**Instructions to candidates:**

**DO NOT OPEN THIS QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO.**

*The test consists of five parts: Part 1, Part 2, Part 3, Part 4, and Part 5. Each part comprises a recording.*

*You will listen to each recording twice.*

*Answer the questions as you listen, and indicate your answers on the answer sheet.*

*You will be given time to read the questions when the test begins.*

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**This question paper consists of 8 printed pages.**

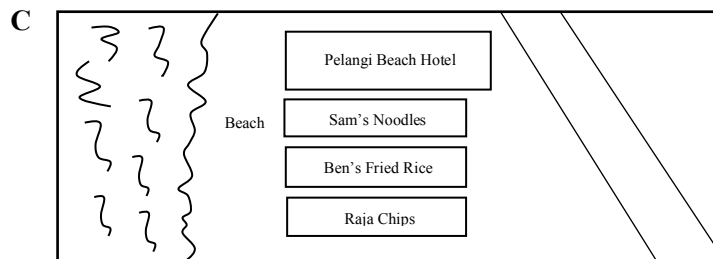
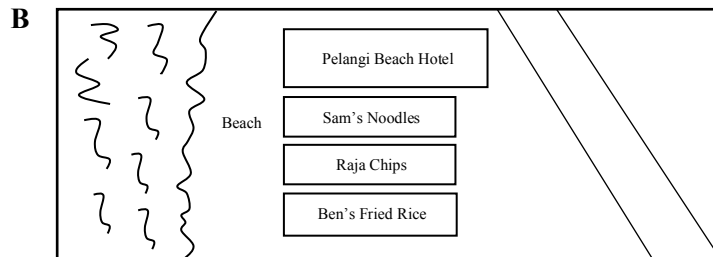
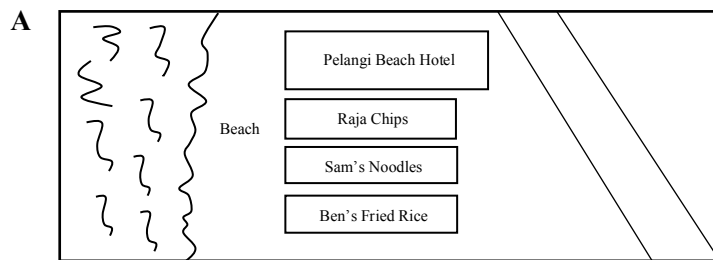
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## Part 1

*Listen to a conversation between Lily and her friend Rayyan. As you listen, choose the correct answer for questions 1 to 7. Indicate your answers on the answer sheet.*

- 1 Why did Lily go to Kuala Pelangi?
  - A For a holiday
  - B To do some shopping
  - C As part of her geography course
  
- 2 How did Lily and her friends travel to Kuala Pelangi?
  - A They flew.
  - B They drove.
  - C They took a bus.
  
- 3 The hotel was different from other hotels because it offered
  - A free drinks
  - B a free lunch
  - C a discount for the rooms
  
- 4 What did Lily and her friends like best about the hotel restaurant?
  - A It had really good food.
  - B It had a beautiful view.
  - C It had friendly staff.
  
- 5 What did they do after lunch?
  - A They collected information.
  - B They downloaded maps.
  - C They took photographs.
  
- 6 What surprised them about the market?
  - A The huge size of the market
  - B The variety of things for sale
  - C The cheap prices of some goods

7 Which map shows the correct position of the three food stalls?



## Part 2

Listen to a talk by a career guidance teacher about a successful businesswoman called Mandy Lee. As you listen, choose the correct answer for questions 8 to 14. Indicate your answers on the answer sheet.

- 8 How many times has Mandy visited the school since she left?
- A Once
  - B Twice
  - C Thrice
- 9 It took Mandy a long time to perfect the
- A cakes
  - B egg tarts
  - C butter cookies
- 10 Why did Mandy decide to start selling her food online?
- A She had a lot of experience designing websites.
  - B She did not have enough money to open a shop.
  - C She could take orders from expensive restaurants.
- 11 Mandy's first café was different because
- A the food sold at the café was delicious
  - B she sold home-made food at the café
  - C she displayed the list of ingredients
- 12 What did Mandy find difficult when she opened her second café?
- A Looking for staff
  - B Choosing the location
  - C Advertising the business
- 13 Why did Mandy call her business *The Tiny Attractions*?
- A The name gave information about her and her food.
  - B The cafés were small but attracted many people.
  - C The food sold were less fattening.
- 14 Mandy's story makes us realise that it is important to
- A do well at school
  - B keep our dream career in mind
  - C work hard to achieve our dream

**Part 3**

*Listen to three people; Edmund, Rani and Abdullah, talking about problems at university.*

*For questions 15 to 17, choose the main problem each speaker has from the list A to E. Use the letters only once.*

*There are two extra options, which you do **not** need to use.*

*Indicate your answers on the answer sheet.*

- |  |
|--|
| <p><b>Problems at university</b></p> <p><b>A</b> consuming unhealthy diet</p> <p><b>B</b> missing certain classes</p> <p><b>C</b> surviving on a small budget</p> <p><b>D</b> obtaining low grades</p> <p><b>E</b> interacting with others</p> |
|--|

**Main Problem:**

- 15 Speaker 1        \_\_\_\_\_
- 16 Speaker 2        \_\_\_\_\_
- 17 Speaker 3        \_\_\_\_\_



#### Part 4

*Listen to a radio interview about caring for pets. As you listen, choose the correct answer for questions 18 to 24. Indicate your answers on the answer sheet.*

- 18 The best place to get the information about the proper diet for your pet is from
- A a pet store
  - B the Internet
  - C a qualified vet
- 19 What food can be given to dogs in small amounts?
- A Ice cream
  - B Chocolate
  - C Grapes
- 20 When changing a pet's diet, it is recommended that pet owners
- A give equal quantities of the new and original food
  - B mix the new food with the original food
  - C make gradual change to the new food
- 21 What advice does Dr Rahman give about cleaning a fish tank?
- A Add a little clean water every day
  - B Change all the water twice a week
  - C Replace most of the water once a week
- 22 Which of the following is true about pet owners?
- A They allow children to care for the pets.
  - B They keep a wide variety of animals as pets.
  - C They are aware that keeping pets is beneficial.
- 23 What is the most important consideration before keeping a pet?
- A To choose a pet that matches the owner's lifestyle
  - B To ensure the pet has all the necessary vaccinations
  - C To understand vital signs that the pet needs medical attention
- 24 During a recent cold weather in Istanbul, homeless dogs and cats were
- A cared for in the homes of families
  - B taken in by local shop-owners
  - C left to survive on their own

## Part 5

### Dialogue 1

*Listen to a promoter talking to a customer about a one-day flying programme. As you listen, choose the correct answer for questions 25 and 26. Indicate your answers on the answer sheet.*

**25** Participants should

- A be in good health
- B get their parents' permission
- C have an English qualification

**26** During take-off

- A the instructor will be fully in control
- B the instructor and the participant will have joint control
- C the participant will be in control under the instructor's guidance

### Dialogue 2

*Listen to a conversation between Fendy, a representative from Business Solutions and Theresa, a caller. As you listen, choose the correct answer for questions 27 and 28. Indicate your answers on the answer sheet.*

**27** The course which applies to Theresa is

- A the free "Getting Started" course
- B the RM90 "Business Basics" course
- C the RM380 "Business Basics" course

**28** Theresa can attend the course on 5th of March in

- A Bangi
- B Subang
- C Damansara

### **Dialogue 3**

*Listen to a conversation between two students, Kamil and Mimi, discussing their college project. As you listen, choose the correct answer for questions 29 and 30. Indicate your answers on the answer sheet.*

- 29** Kamil and Mimi chose to investigate college transportation because
- A** the library is being renovated
  - B** students prefer the grab car service
  - C** it is a more demanding topic to work on
- 30** In which part of the project should Kamil and Mimi work separately?
- A** Writing the report
  - B** Conducting the interviews
  - C** Preparing the questionnaires

# ***TAPE SCRIPT***

***MUET***

*[Insert sound]*

**Voice 1: Malaysian University English Test. Listening. Sample 1.**

**There are five parts to the test. You will listen to each part twice.**

**As you listen, indicate your answers on the answer sheet.**

**Please ask any questions now, because you must not speak during the test.**

**Now open your question paper and look at Part 1.**

**Voice 1: PART 1**

**Voice 1: Listen to a conversation between Lily and her friend Rayyan.**

**As you listen, choose the correct answer for questions 1 to 7.**

**You now have 30 seconds to look at the questions.**

*[Pause 30 seconds]*

**Now listen carefully and indicate your answers on the answer sheet.**

**Rayyan:** Hi Lily. I heard you went on a holiday. Did you have a good time?

**Lily:** It wasn't actually a holiday, but I did have a good time! I went to Kuala Pelangi for a weekend with some of the other students in my geography class. The trip was part of our course; we had to write about it afterwards. We had to describe what tourists can do there – shopping, eating, doing water sports, and other activities. It was hard work but we had a lot of fun.

**Rayyan:** I've never heard of Kuala Pelangi. How did you get there?

**Lily:** Well, you know my mom loves travelling. Last year she drove there with some friends. My friend and I didn't want to drive that far, so in the end we decided to go by air. It wasn't too expensive actually. At first we thought of going by bus, but we decided it would take too long.

**Rayyan:** Right. And where did you stay?

**Lily:** In a hotel. We searched online and we chose this new hotel called the Pelangi Beach. They had enough rooms for all of us and it wasn't too expensive. And they even included lunch on the first day free of charge. Quite a lot of hotels offer you a free drink when you arrive, but I've never been offered a meal before.

**Rayyan:** No, neither have I.

**Lily:** And the hotel's right by the sea. Anyway, we had a very good lunch, and the staff were great, very friendly, but the best thing was the view – the restaurant's right by the beach. We really enjoyed sitting and relaxing there after the journey.

**Rayyan:** It sounds wonderful. So what did you do after lunch?

**Lily:** We went to the hotel reception and got a brochure with details of things to do and places to see. Then we went to the tourist information centre and picked up more stuff – maps and so on, though we'd already downloaded and printed them out before we left home. Then we decided how we'd spend the rest of our time, because we only had two days and we had a lot of places to see and photographs to take.

**Rayyan:** What did you like best when you were there?

**Lily:** We loved the Central Market! You really must go there one day. They've got an absolutely huge choice of hand-painted batik, which I was really looking forward to seeing. I got a piece for my mom as a surprise birthday present. She loves batik and this is bright pink, which is her favourite colour. And although a lot of the stuff, the batik and so on, are obviously for tourists, they were a lot cheaper than we'd expected. We spent hours there –

the market itself isn't very big but there's such a lot to see, and we all bought souvenirs and presents. By the time we'd finished we were not only hungry but also broke.

**Rayyan:** So where did you eat in the evening?

**Lily:** Well we couldn't decide at first. There were three stalls overlooking the sea, just beside our hotel, the Pelangi Beach. The one in the middle caught our eyes as it had a really long queue, that was Raja Chips. So we joined the crowd and ate there. It was fine. But if I have another chance I'd like to try Ben's Fried Rice, the aroma of the fried rice was really nice. That was the stall furthest away from our hotel, but it wasn't that far to walk. The stall nearest to our hotel was called Sam's Noodles. The food there looked very good too, but there wasn't a crowd.

**Rayyan:** It sounds as if you had a great time!

*[pause 5 seconds]*

**Voice 1:** Now you will listen to the recording again.

*[Audio is repeated]*

**Voice 1:** That is the end of Part 1, now turn to Part 2

*[pause 5 seconds]*

**Voice 1: PART 2**

**Voice 1: Listen to a talk by a career guidance teacher talking about a successful businesswoman called Mandy Lee.**

**As you listen, choose the correct answer for questions 8 to 14.**

**You now have 30 seconds to look at the questions.**

*[Pause 30 seconds]*

**Now listen carefully and indicate your answers on the answer sheet.**

**Teacher:** Good morning students. As part of our career day, I want to tell you the story of a former student of our school called Mandy Lee who was our student 10 years ago. Mandy visited our school four years ago when we were collecting money to build a new gym for the school. She generously donated ten thousand ringgit – amazing! And we were very happy when she came back the next year to meet the students and teachers when the new gym was opened. Today, a lot of the teachers still remember her.

When she left school Mandy decided that she didn't want to continue studying. She'd learned to cook from her mother and she especially loved baking. So she decided to bake and sell cookies and cakes to her family and friends. She began with butter cookies and then she tried baking cakes as well. Everyone loved them! Later, she tried baking egg tarts. Making egg tarts weren't so easy but she didn't give up and after six months she learned how to make the best egg tarts in town.

Then she began to think about selling the cakes, cookies and egg tarts to more people. But she didn't know much about business then. So she attended an evening course and learned how to develop a website. She also learned how to run a small online business. Then, she started selling the cakes, cookies and egg tarts online. Gradually she built up the business and soon she was taking orders from all over Kuala Lumpur, including from some expensive restaurants.

She'd thought of opening a small shop, but she needed a large sum of money first. She worked every day without ever taking a holiday, and eventually she'd made enough money to open her first café, which she called "The Tiny Attractions". Her new café not only offered the cakes, cookies and egg tarts but also homemade food. Her customers found her food delicious. The list of ingredients in everything she sold was clearly displayed on the walls of the café. In this way, her customers knew what they were eating, so this made her café unique.

Business went well, and soon Mandy decided to open a second café. She found a suitable place for the second café, a short distance from her first café. After that, she started to look for people to work at the second café. Looking for staff wasn't easy as she needed good cooks and waitresses, since she couldn't be in the café all the time herself. Eventually she managed to run both cafés successfully. The new café soon received excellent online reviews, so she didn't have to worry about advertising.

Today, Mandy sells home cooked food, egg tarts, cakes, and cookies. But the tarts are everyone's favourite. When she was asked why she'd chosen the name "The Tiny Attractions" for her business, Mandy explained that she sold small bite-sized egg tarts. She thought young women preferred these, as these tarts weren't too fattening. Moreover, Mandy herself is quite small in size. Therefore, the name "The Tiny Attractions" seemed ideal because she is tiny, and so are the egg tarts.

So what can we learn from Mandy's story? She's one of our most successful former student. She always did her best, and she did well in examinations. When she left school, she had clear objectives. She soon found something she had a passion for. She worked day and night to achieve her goals. She didn't take unnecessary risks, but she gradually built up her business. Now she has a great career for herself. And, I'm sure many of you could do the same.

*[pause 5 seconds]*

**Voice 1: Now you will listen to the recording again.**

*[Audio is repeated]*

**Voice 1: That is the end of Part 2, now turn to Part 3.**

*[pause 5 seconds]*



**Voice 1: Part 3**

**Voice 1: Listen to three students; Edmund, Rani and Abdullah, talking about the problems they face at university.**

**For questions 15 to 17, choose from the list A to E the main problem each speaker has. Use the letters only once. There are two extra options, which you do not need to use.**

**You now have 15 seconds to look at the questions.**

*[Pause 15 seconds]*

**Now listen carefully and indicate your answers on the answer sheet.**

**Voice 1: Student 1, Edmund**

**Edmund:** I suppose I'm really a night person. I prefer to study at night because that's when it's very silent. There's no distraction from other students, so I can really focus on what I'm doing. However, studying at night means I interact less with other students, as most of them are asleep. I don't even need coffee to be wide-awake. But the thing is, many of my classes start at eight o'clock, and if I've been working late, even the buzzing of the alarm will not stir me. I frequently sleep through it. Even when I ask my friends to wake me up that doesn't work. So I sometimes have to miss breakfast to be on time to attend classes. On most occasions, I don't make it, which lands me in trouble with my lecturers and tutors.

**Voice 1: Student 2, Rani**

**Rani:** My lecturers are motivating and I enjoy their lectures. I complete all my assignments without problems. My grade for the first assignment wasn't quite as high as I'd hoped. But that's fine. For the last two assignments that I've done, my grades have been exceptionally high. However, if we are discussing issues in class, I found that when I voiced my opinion, many students opposed me particularly the boys. Perhaps, I come across as threatening or a little distant. I suppose the fact that I appear confident and speak well do not help. I've realised that I have to be cautious of what I say and how I say it.

**Voice 1: Student 3, Abdullah**

**Abdullah:** Currently I stay in the hostel and I'm not allowed to do any cooking. Consequently, my choice of food is limited to what the college cafeteria has to offer. I participate in sports and I am a big eater so I have to watch my diet. I need nutritious food, not junk. However, if you have lots of fruits and vegetables, the cost adds up, so I have to budget. I frequently need to stretch my allowance as I don't want to burden my parents. Going out with friends is out of the question. Sometimes they don't understand why I declined invitations to go for a movie. Although I want them to appreciate my situation, I hesitate telling them that I am short of funds. So I tell them that I need to work on my assignments and do my revision to improve my grades.

*[pause 5 seconds]*

**Voice 1: Now you will listen to the recording again.**

*[Audio is repeated]*

**Voice 1: That is the end of Part 3, now turn to Part 4.**

*[pause 5 seconds]*

**Voice 1: Part 4**

**Voice 1: Listen to a radio interview between a host and a vet, named Dr Rahman about caring for pets. As you listen, choose the correct answer for questions 18 to 24.**

**You now have 30 seconds to look at the questions.**

*[Pause 30 seconds]*

**Now listen carefully and indicate your answers on the answer sheet.**

**Host:** Let's welcome Dr Rahman, to talk about caring for pets.

**Dr Rahman:** Thank you for inviting me!

**Host:** Dr, as an expert in pet care what advice do you have for listeners about caring for their pets?

**Dr Rahman:** Well, caring for pets is just like caring for a baby. For example, pet owners need to find out about the best diet for their pets. There is lots of information about this on the Internet, but mostly written by foreigners, so they may not apply to our pets here. Of course you can always go to a qualified vet, but that can be expensive. The best way is by going to a pet shop; they'll be able to advise you on the right sort of food for your pets.

**Host:** Right. We have a dog at home and my children are always trying to feed the dog food we like – chocolate, ice cream, and grapes. But, I stopped them because I heard that chocolate is dangerous for dogs – is that true?

**Dr Rahman:** It certainly is. Even one small piece of chocolate can cause problems. Ice cream is safe as long as you don't give them too much, but keep away from grapes – they're a definite no-no. In fact dogs have actually died after eating just one grape!

**Host:** Oh, I didn't know that, thank you. So, do you have any advice for people who are thinking of changing their pet's diet?

**Dr Rahman:** Well, any change in a pet's routine can be stressful for them. So don't make the changeover too suddenly. Start by giving just a bit of the new food, mixed together with the original food. Then give a bit more of the new food daily until they're eating just that.

**Host:** I see. And what about keeping fish as pets?

**Dr Rahman:** Fish are easy to look after but you need to keep their tanks clean. Be sure to clean the tanks once every week. Don't take out all the water. Leave about 25% of the old water in the tank then fill it up with clean water. That means the fish won't have too much of a shock. And of course water is important for other pets too. You should replace the drinking water for your dogs and cats at least twice a day.

**Host:** Okay got it. Dr Rahman, have you noticed any changes in people's attitudes towards pets in recent years?

**Dr Rahman:** Well, for a long time people have kept pets, especially birds, fish, cats and dogs. In some countries people even keep rats and mice, but they're not popular here. I think people have become more aware of the advantages of keeping a pet for the whole

family. Keeping a pet gives children the chance to learn about caring for an animal. Pets can provide company for people living alone.

**Host:** What should pet owners consider before keeping a pet?

**Dr Rahman:** Firstly, they must be willing to keep a constant eye on their pets. They must realise when their pets need medical attention. For example, when their pets refuse to eat, that is a sign something is not right. Secondly, they must know that pets also need regular vaccinations. Most importantly, owners should choose a pet that fits their lifestyle. For example, they shouldn't keep a dog that needs a lot of exercise if they work long hours in the office.

**Host:** I agree. Anything else to add?

**Dr Rahman:** We have responsibilities towards animals. Recently there was a heavy snowfall in Istanbul. Now, in Istanbul there are lots of stray cats and dogs. These animals are homeless and you may think the harsh weather could have been disastrous for them. But they have not been left to survive on their own. Amazingly, the shopkeepers fed them and allowed them to sleep indoors in their premises. Other supportive families left blankets and food in the street, to help the animals survive the cold nights. This prevented the animals from dying of starvation and cold. And I'm sure people in this country are just as kind.

**Host:** Dr Rahman, I hope this will inspire our listeners. Thank you.

*[pause 5 seconds]*

**Voice 1:** Now you will listen to the recording again.

*[Audio is repeated]*

**Voice 1:** That is the end of Part 4, now turn to Part 5.

*[pause 5 seconds]*

**Voice 1: Part 5, Dialogue 1**

**Voice 1: Listen to a promoter talking to a customer about a one-day flying programme. As you listen, choose the correct answer for questions 25 and 26.**

**You now have 15 seconds to look at the questions.**

*[Pause 15 seconds]*

**Now listen carefully and indicate your answers on the answer sheet.**

**Promoter:** Hi good morning! Have you ever dreamed of flying an aeroplane?

**Customer:** Huh? Are you joking?

**Promoter:** Well, our company offers a One Day Pilot Programme at Subang Skypark.

**Customer:** Really? That's interesting! Tell me more.

**Promoter:** Unfortunately, if you're under twelve, you can't take part. You need your parents' permission if you're under eighteen years old. You need to be reasonably fit. The good news is; you don't need any experience or any academic qualifications. But you must be able to follow instructions in English.

**Customer:** How does it work? Will I be flying alone?

**Promoter:** Don't worry. Before the flight, you'll meet your pilot instructor and he'll give you an hour's training. Then he'll take you to the plane. The instructor will steer the plane for take-off, and once you're in the air, he'll gradually let you take over the controls. You might find it quite tricky at first, as you need to use both your hands and legs, as well as keep an eye on all the dials. But don't worry, the instructor has his own set of controls to assist you if necessary.

**Customer:** I bet it is way beyond my budget!

**Promoter:** Well, it's less than you'd think. A 30-minute flight is just 800 ringgit. That includes the pre-flight training and the flight itself. And for a 60-minute flight, you get a discount, and pay only 1400 ringgit. You can even have a friend with you for an extra 180 ringgit.

**Customer:** Fantastic! I'll think about it.

**Promoter:** Yes please do, here's my card.

*[pause 5 seconds]*

**Voice 1: Now you will listen to the recording again.**

*[Audio is repeated]*

**Voice 1: That is the end of Dialogue 1, now look at Dialogue 2.**

*[pause 5 seconds]*

**Voice 1: Dialogue 2**

**Voice 1: Listen to a conversation between Fendy, a representative from Business Solutions and Theresa, a caller. As you listen, choose the correct answer for questions 27 and 28.**

**You now have 15 seconds to look at the questions.**

*[Pause 15 seconds]*

**Now listen carefully and indicate your answers on the answer sheet.**

**Fendy:** Hello, Business Solutions, Fendy speaking. How can I help you?

**Theresa:** Hi, I noticed on your website that you run some courses for people who are starting up a business.

**Fendy:** Yes. We have a two-hour course called "Getting Started", and it runs from 6 to 8. During the course, we discuss things like "Is starting a business right for me?", writing a business plan and some of the legal issues. Best part is that it's free!

**Theresa:** Do you have other courses? I don't think that's for me...

**Fendy:** Well, we have "Business Basics", a three-day course. It's 380 ringgit, but if you've been unemployed for the past six months, then it's just 90 ringgit. Oh sorry I forgot to ask, have you started your business?

**Theresa:** Yes, 3 months ago. It looks like the reduced rate doesn't apply to me. Where is this "Business Basics" course conducted?

**Fendy:** We run it at various locations. Where are you based?

**Theresa:** Subang.

**Fendy:** Subang... Okay, the closest to you is in Damansara. There's one on 5th of March, and another on 18<sup>th</sup> of April.

**Theresa:** 5<sup>th</sup> of March is perfect; I'll register for that! Do all your courses take place in Damansara?

**Fendy:** Not all, we have some in Bangi too. I can send you some info on the courses and details of registration. Can you give me your name and e-mail address please?

**Theresa:** Yes, that'll be helpful. It's Theresa Ting. My e-mail is Theresa at yahoo dot com, all in lower case.

**Fendy:** Got it, I'll e-mail you by today.

**Theresa:** Alright, thanks.

*[pause 5 seconds]*

**Voice 1: Now you will listen to the recording again.**

*[Audio is repeated]*

**Voice 1: That is the end of Dialogue 2, now look at Dialogue 3.**

*[pause 5 seconds]*

**Voice 1: Dialogue 3**

**Voice 1: Listen to a conversation between two students, Kamil and Mimi, discussing their college project. As you listen, choose the correct answer for questions 29 and 30.**

**You now have 15 seconds to look at the questions.**

*[Pause 15 seconds]*

**Now listen carefully and indicate your answers on the answer sheet.**

**Kamil:** Mimi, what are we required to do for this project?

**Mimi:** The instruction says 'Investigate your college facilities'. To investigate we need to gather data, and to do that we need to design a questionnaire. Then, we have to write an essay and do a presentation.

**Kamil:** An essay? I thought it was a report.

**Mimi:** Let me check. Oh yes... Sorry, you're right!

**Kamil:** Okay, what about length?

**Mimi:** Let me see. Hmm... about 1500 words. What do you propose we investigate?

**Kamil:** I know some of us are looking at the library and the sports centre. Does it matter if we do the same thing as the others?

**Mimi:** The library? Isn't it under renovation? There's hardly anything there. There are more challenging topics to work on, transport for example. We could look at what students think about our college bus service and the bicycle rental service. Of course some students prefer grab cars, and others have their own motorbikes.

**Kamil:** OK, that's brilliant. Let's do the questionnaire first. I'll prepare questions related to the bus service, and you, the bicycle rental service.

**Mimi:** Shouldn't we write the questionnaire together, rather than individually?

**Kamil:** Yes, we work on the questions together and then compile them into one questionnaire.

**Mimi:** Kamil, I think you should interview some students as well as the bus drivers. I will interview the students who rent the bicycles.

**Kamil:** Good suggestion. We should have ample data. Once analysed and interpreted, we are ready to compile our report for the presentation.

**Mimi:** That's right.

*[pause 5 seconds]*

**Voice 1: Now you will listen to the recording again.**

*[Audio is repeated]*

**Voice 1: That is the end of Part 5. That is the end of the test. Please stop now. The invigilators will now collect your question papers and answer sheets.**

*[Insert sound]*

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# ***SAMPLE QUESTIONS***

**800/2(1)**

**MUET**

**MALAYSIAN UNIVERSITY ENGLISH TEST  
PAPER 2 SPEAKING  
BOOKLET 1**

**MAJLIS PEPERIKSAAN MALAYSIA  
(MALAYSIAN EXAMINATIONS COUNCIL)**

**Instructions to Examiners:**

- *This booklet consists of question sheets for four candidates, namely candidates A, B, C, and D.*
- *Each question sheet has to be detached from this booklet and placed accordingly on the candidate's table.*
- *Candidates should be reminded **not** to write on the question sheets as these will be used by the next group of candidates in the same session. However, they can write on the piece of paper provided.*

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**This question paper consists of 9 printed pages and 1 blank page.**

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## Candidate A

### PART 1 - Individual Presentation

- *You have 2 minutes to prepare.*
- *You have 2 minutes to talk.*

#### **Situation**

It is important to be healthy. Suggest some ways to keep healthy.

#### **CANDIDATE A**

You have to give a presentation to your class. Talk about **the importance of what and when people eat.**

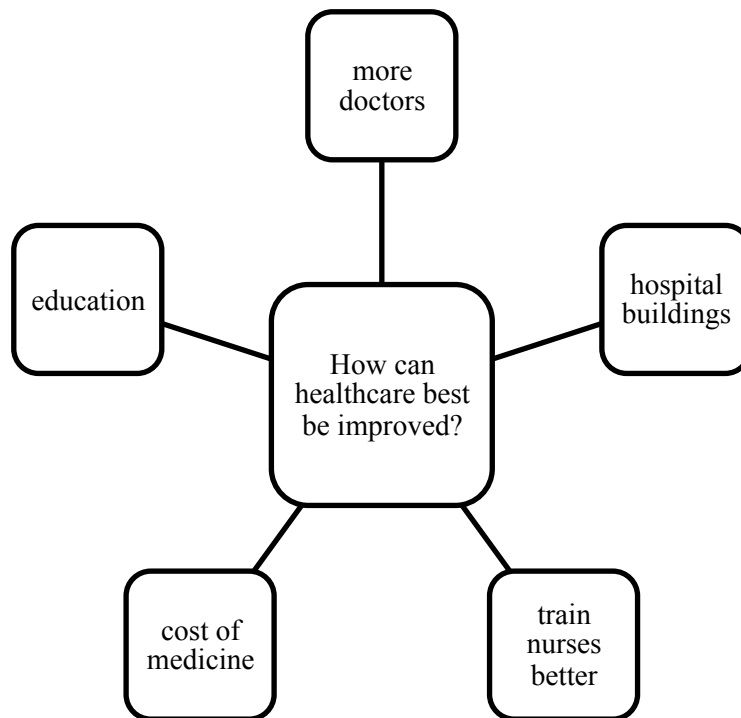
## Candidate A

### PART 2 - Group discussion

- *You have 3 minutes to prepare.*
- *In your discussion, you may support or oppose the other test takers' views.*
- *Some ideas have been provided in the mind map below. You may use these ideas or come up with your own ideas.*
- *At the end of the discussion, try to decide on the best suggestion.*
- *You have 8 to 12 minutes for the discussion.*

### Situation

There is increasing concern about the quality of healthcare in Malaysia. In your group, discuss how healthcare can be improved.



At the end of the discussion, try to **decide the best way to improve healthcare.**

## Candidate B

### PART 1 - Individual Presentation

- *You have 2 minutes to prepare.*
- *You have 2 minutes to talk.*

#### **Situation**

It is important to be healthy. Suggest some ways to keep healthy.

#### **CANDIDATE B**

You have to give a presentation to your class. Talk about **the importance of exercise**.

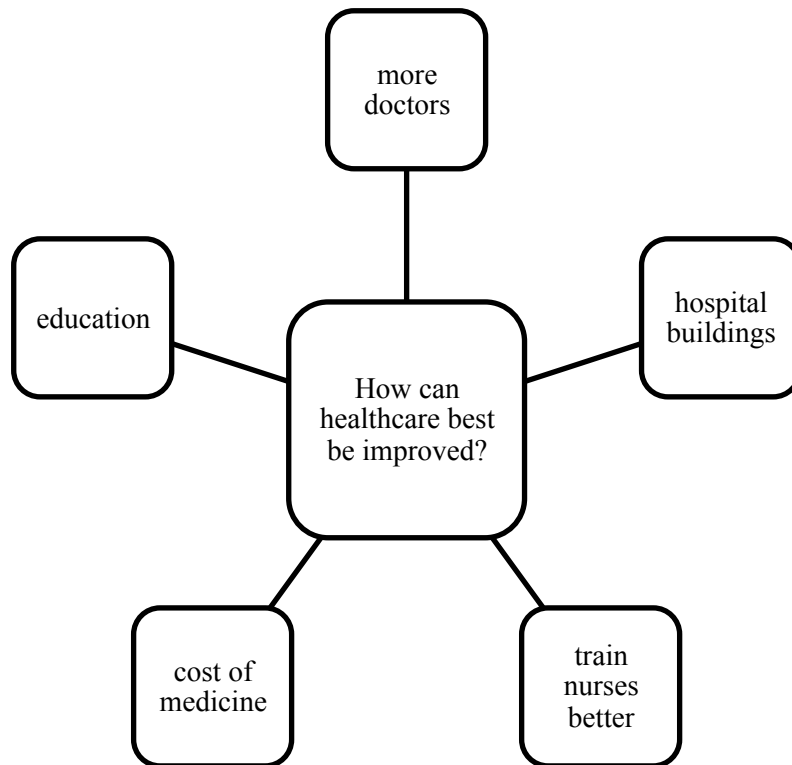
## Candidate B

### PART 2 - Group discussion

- *You have 3 minutes to prepare.*
- *In your discussion, you may support or oppose the other test takers' views.*
- *Some ideas have been provided in the mind map below. You may use these ideas or come up with your own ideas.*
- *At the end of the discussion, try to decide on the best suggestion.*
- *You have 8 to 12 minutes for the discussion.*

### Situation

There is increasing concern about the quality of healthcare in Malaysia. In your group, discuss how healthcare can be improved.



At the end of the discussion, try to **decide the best way to improve healthcare.**

## Candidate C

### PART 1 - Individual Presentation

- *You have 2 minutes to prepare.*
- *You have 2 minutes to talk.*

#### **Situation**

It is important to be healthy. Suggest some ways to keep healthy.

#### **CANDIDATE C**

You have to give a presentation to your class. Talk about **the importance of seeing the doctor regularly.**

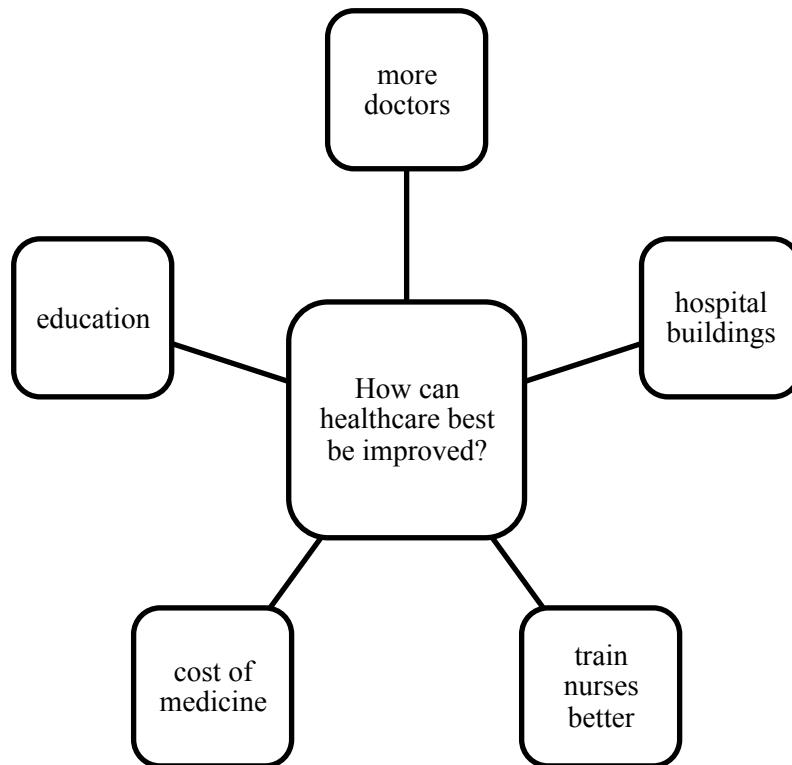
## Candidate C

### PART 2 - Group discussion

- *You have 3 minutes to prepare.*
- *In your discussion, you may support or oppose the other test takers' views.*
- *Some ideas have been provided in the mind map below. You may use these ideas or come up with your own ideas.*
- *At the end of the discussion, try to decide on the best suggestion.*
- *You have 8 to 12 minutes for the discussion.*

### Situation

There is increasing concern about the quality of healthcare in Malaysia. In your group, discuss how healthcare can be improved.



At the end of the discussion, try to **decide the best way to improve healthcare.**

## Candidate D

### PART 1 - Individual Presentation

- *You have 2 minutes to prepare.*
- *You have 2 minutes to talk.*

#### **Situation**

It is important to be healthy. Suggest some ways to keep healthy.

#### **CANDIDATE D**

You have to give a presentation to your class. Talk about **the importance of getting enough rest.**

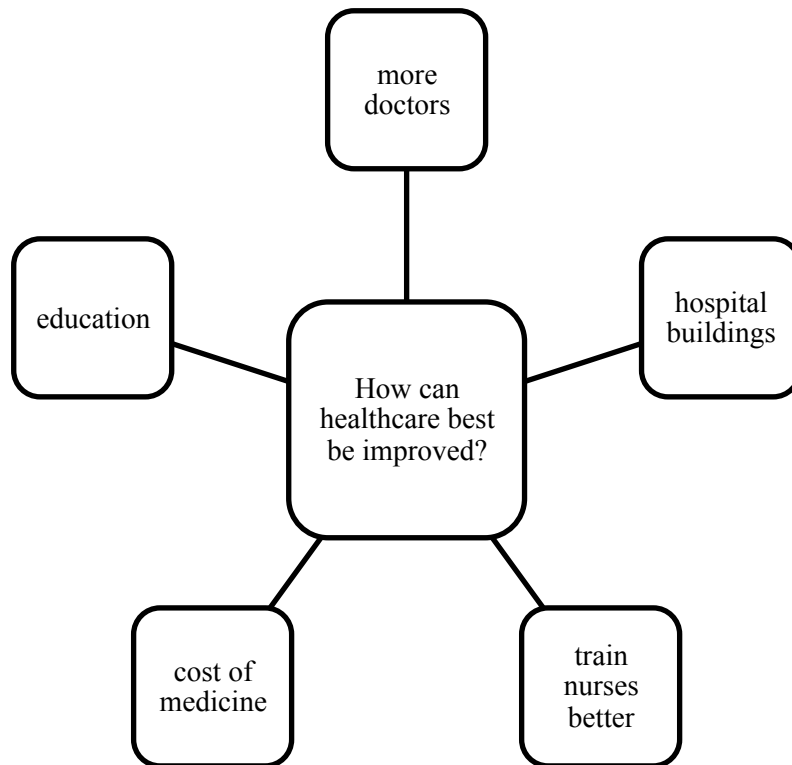
## Candidate D

### PART 2 - Group discussion

- *You have 3 minutes to prepare.*
- *In your discussion, you may support or oppose the other test takers' views.*
- *Some ideas have been provided in the mind map below. You may use these ideas or come up with your own ideas.*
- *At the end of the discussion, try to decide on the best suggestion.*
- *You have 8 to 12 minutes for the discussion.*

### Situation

There is increasing concern about the quality of healthcare in Malaysia. In your group, discuss how healthcare can be improved.



At the end of the discussion, try to **decide the best way to improve healthcare.**



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# ***SAMPLE QUESTIONS***

**800/3**

**MUET**

**MALAYSIAN UNIVERSITY ENGLISH TEST  
PAPER 3 READING  
(75 minutes)**

**MAJLIS PEPERIKSAAN MALAYSIA  
(MALAYSIAN EXAMINATIONS COUNCIL)**

**Instructions to candidates:**

**DO NOT OPEN THIS QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO.**

*There are 40 questions in this test.*

*For each question, choose the correct answer.*

*Indicate your answers on the Multiple – choice Answer Sheet provided.*

*Answer **all** the questions.*

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**This question paper consists of 18 printed pages.**

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**Part 1**

*Read three notices about houses for rent.*

*Answer questions 1 to 4 based on the notices about houses for rent (A to C).*

Which house

- 1. has easy parking? \_\_\_\_\_
- 2. is the closest to shops? \_\_\_\_\_
- 3. is suitable for nature lovers? \_\_\_\_\_
- 4. has no bedroom furniture? \_\_\_\_\_

<p><b>A. Special for University Students</b></p> <ul style="list-style-type: none"><li>• Two storey house for rent (4 rooms and 3 bathrooms)</li><li>• Fully-furnished</li><li>• No animals allowed</li><li>• Available: September onwards</li><li>• Nearby public transport</li><li>• Short walk to banks, university, and Happy Garden shopping mall</li><li>• The rent is only RM300 per room</li></ul>	<p><b>B. New House for Rent @ Palm Villa</b></p> <ul style="list-style-type: none"><li>• 3-room house. Empty except for cooker and fridge</li><li>• Only 5 minutes by car to university, clinic, local stores and food courts</li><li>• Quiet and comfortable environment (opposite a large park)</li><li>• Safety ensured (door and window grills installed)</li></ul>	<p><b>C. Looking for Female Housemate</b></p> <ul style="list-style-type: none"><li>• Single room at RM350 per month (inclusive of electricity &amp; water bills)</li><li>• Study table, chair, standing fan, wardrobe, single bed, window grill with mosquito net, washing machine and refrigerator</li><li>• Covered garage area for up to 3 cars</li></ul>
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## Part 2

Read an email from a university lecturer.

Answer questions 5 to 9 based on the email.

To: student.mailinglist@university.edu.my  
From: hassanabu@university.edu.my  
Subject: Research Invitation

Dear students,

We are conducting interviews as part of some research for the university's computer science department about how the subject of computer science is seen and experienced by both students and the public.

As a first-year computer science student, you are in an excellent position to give us valuable first-hand information about your own position. The interview takes around 30 minutes and is very informal. We are simply trying to capture your thoughts and views on being a student here in computer science, and learn about your previous use of technology in education. Your responses to questions will be kept confidential, and each interview will be given a number code to make sure that your personal information is not shown during the analysis and in the report.

Your participation will be valuable to our research, and findings could lead to greater public understanding of computer science and the people involved in the field. As a reward, you will receive a RM5 voucher on completion of the interview. This voucher can be used to make purchases at any of the stores in the university, including the bookstore and pharmacy. It is valid for a month from the date of the interview.

If you are willing to participate, please contact my secretary to suggest a day and time that suits you within the next month. I'll do my best to be available though I will be holding seminars and giving lectures at certain times of the day. I will be away for a conference from the end of the month.

If you have any questions about the research, please do not hesitate to get in touch. Thank you for your attention, and I hope that you will be willing to contribute to this valuable study.

Kind regards,  
*Hassan Abu*

Lecturer  
Faculty of Computer Science

(Adapted from [http://www.cs.cmu.edu/~cfrieze/courses/sample\\_invitation.pdf](http://www.cs.cmu.edu/~cfrieze/courses/sample_invitation.pdf))

- 5 Hassan sent the email because he is looking for
- A suitable people to take part in a project
  - B students who want to learn more about his work
  - C people to organise interviews as part of some research
- 6 Hassan says that the interview is informal so that the students feel
- A happy about studying in the computer science department
  - B confident about what they will be learning
  - C comfortable about giving their opinions
- 7 In the research Hassan aims to
- A find out something about technology in schools
  - B learn why the students chose to study at the university
  - C discover what the ambitions of computer science students are
- 8 The purpose of the RM5 voucher is to
- A prove how important scientific research is to the university
  - B encourage students to provide information for the research
  - C allow students to buy materials for use in the research
- 9 Hassan says that he can interview the students
- A only on certain days of the week
  - B before his departure for an event
  - C at a time when they are not attending lectures

### Part 3

*Read an extract from a novel.*

*Answer questions 10 to 14 based on the extract.*

#### ***Tuesday***

Going through the forest is my favourite part of the walk. Benji loves it too. Benji's my dog, by the way, and I'm Grace. I live on a farm with my parents and take Benji for a walk most days after school.

While Benji runs ahead, I stop and take a photo of a butterfly. A new Facebook photo? Maybe, but my friends on there already call me 'Nature Girl', so perhaps not. Suddenly, I hear Benji's bark. I look up and see Benji jumping and running round a boy. The boy's about my age and looks worried. 'Benji, stop! Come here!' I call and reach into my pocket for the ball. I'm about to apologise to the boy, but he's gone, disappeared between the trees.

#### ***Wednesday***

I'm out with Benji again. It's cold and rainy today, so we're going fast. As I'm coming through the forest, it starts raining hard, so I run. Suddenly, I'm slipping and falling and, before I know it, I'm lying on my back. Ouch! That hurts.

Then there's someone there and a voice says,

"Are you all right? That was a bad fall." I look up and see the boy from yesterday.

"I'm OK, I think," I say slowly and the boy helps me up. Benji arrives and the boy pats his head.

"I haven't seen you at school. Do you live near here?" I ask.

"No, I'm from Manchester," he says. "Listen! I have to go. Are you OK to walk home? Do you need help?"

"No, I'm fine. Thanks!" I say, as the boy walks away.

"Hey, I'm Grace. What's your name?" I call, but he's already gone.

Back home, Mum's watching the news.

"Hi Grace. Have you heard about this boy, Mark?" she asks. "No, what boy?" I say.

"A boy from Manchester. He's run away from home. Look! This is his dad." There's a man on TV sitting next to a policeman. He's crying and looks as if he hasn't slept for days. Then they show a photo of the missing boy. I know him. It's the boy from the forest. He's Mark. Should I tell Mum?

"Poor man," says Mum. "I just hope they find his son soon."

No, I mustn't say anything. If I tell Mum, the police will come and find Mark. What if he's run away for a good reason? I have to talk to him first.

- 10** During her walk on Tuesday, Grace felt unsure about whether to
- A** talk to a stranger she met
  - B** put something on social media
  - C** control the behaviour of her dog
- 11** Why did the boy speak to Grace on Wednesday?
- A** He had found her dog.
  - B** She had had an accident.
  - C** They both wanted to get out of the rain.
- 12** What does Grace's mum tell her about the boy on the news?
- A** He had had problems with his father.
  - B** He had recently left his family's house.
  - C** He had done something against the law.
- 13** When Grace saw the news on TV, she was
- A** sure the facts reported were not correct
  - B** upset by the appearance of the man shown
  - C** surprised to recognise the person in the photo
- 14** What will probably happen next?
- A** Grace will go looking for the boy.
  - B** Grace will ask her mother for advice.
  - C** Grace will contact the police for information.

## Part 4

Read two reviews about a film.

Answer questions 15 and 16 based on Review 1.

### Review 1

This enchanting Hollywood musical will have you purring with pleasure, the film is the follow-up to *Whiplash*, Damien Chazelle's 2014 film about the tough love between a jazz drummer and his teacher. At the Oscars, *Whiplash* was nominated for five Academy Awards, winning three – for best supporting actor, film editing and sound mixing. Success like this can go to a filmmaker's head. Or, it can make them anxious or suspicious. But sometimes it warms a director up like the sun, and the result is as gorgeous a splash of sound and colour as Damien Chazelle's *La La Land*.

The film begins with a traffic jam on a Los Angeles freeway. Suddenly, the commuters leap from their cars and onto their roofs for a daring dance sequence. The song finishes, and everyone climbs back into the car to resume leaning on the horn. This marks the start of the grand romance between the two main leads, a boy (Ryan Gosling) in a red sports car and a girl (Emma Stone) in a Prius.

The delay between writing the script and filming allowed Chazelle to get acclaimed stars, Gosling and Stone, to act in the movie. Stone plays an actress named Mia who works as a barista on the Warner Bros. premises. Gosling plays a fussy jazz pianist named Sebastian, who owns a piano stool once sat on by Hoagy Carmichael and wishes one day to open his own jazz joint. "They always say, 'Let it die.' Not on my watch." The film's guiding principle is thus laid down.

The plot about how her artistic career competes with his artistic career is an old one, *A Star Is Born* for the current generation. In the end, *La La Land* succeeds because it realises that being a musical is not enough. It needs a talented group of performers to make it work. What keeps the film from being just another musical is the same advantage that drove *Whiplash* to its astonishing conclusion. There can be no compromise. You can have the fantasy or you can have the reality, Chazelle suggests, but you cannot, even after a couple of hours of the rarest enchantment, have both.

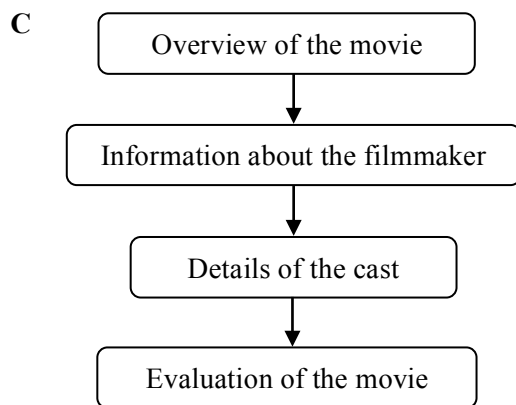
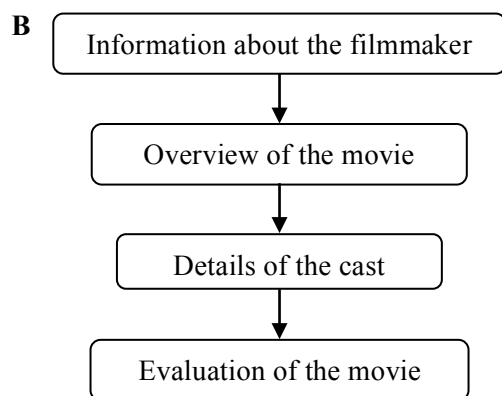
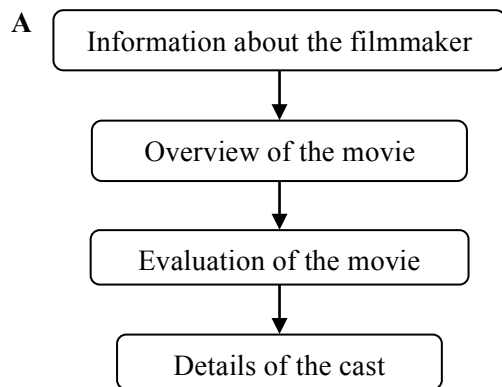
(Adapted from <http://europe.newsweek.com>)

15 What do we learn about the reviewer's impression of the movie?

- A He felt moved by the love story.
- B He was amazed by the opening scene.
- C He appreciated the message the film put forward.



16 How are the contents of this review organised?



Answer questions 17 and 18 based on Review 2.

## Review 2

Hollywood is singing the praises for the hit movie *La La Land*, which has received 14 Oscar nominations. One of the nominations is for 32-year-old Damien Chazelle as Best Director. It's his second commercial feature and a box-office smash he describes as one he had to make.

"I'd been a movie fan my whole life and have loved everything about music since young. But ironically, musicals – I was one of the people who got a little uncomfortable when people break into song," Chazelle said. That all changed for the young director after he saw the daring dance sequences in films like *An American in Paris* and *Singin' in the Rain*.

"I think there's something very unusual about them in a really wonderful and liberating way that you don't see as much of in Hollywood anymore," Chazelle said.

*La La Land* is a modern romance between a jazz musician played by Ryan Gosling and an actress played by Emma Stone. Chazelle calls it a love letter to the kind of dreams society often laughs at.

When asked when he knew he wanted to make movies, Chazelle replies, "I've never wanted to do anything else. I can't remember ever wanting to do anything else." When Chazelle was 10 years old, his father was his first cameraman.

"But I was very unhappy with the footage because the camera was never pointed the way it should be," Chazelle said. "So, I had to learn how to use the camera myself. And from then on, that was my camera."

When he first took *La La Land* to people out in Hollywood in 2010, Chazelle says, "Interest was nowhere to be found, to be frank, for quite a while." So he wrote a screenplay based on his years studying to be a jazz drummer. The film, *Whiplash*, which he also directed, would win three Oscars. And suddenly Hollywood was interested in *La La Land*.

"It took *Whiplash* to open the door although it's a low-budget film," Chazelle said. It was a pretty big risk on his second film to want to make a musical, as musicals either work or they don't and the film will succeed or fail depending on the actors you have. There's not a lot of middle ground. "Yeah, there's nothing quite as bad as a bad musical," Chazelle said.

17 Why does the writer include information about Chazelle's childhood?

- A To describe mistakes Chazelle made learning to use a movie camera
- B To highlight Chazelle's passion for the whole idea of making movies
- C To show how Chazelle's father helped him understand how to shoot scenes

18 What do we learn about the making of *La La Land*?

- A Chazelle was aware that it could go seriously wrong.
- B Chazelle was anxious that it might fail to be a box-office hit.
- C Chazelle was inspired by his own previous experience in life.

Answer questions **19** and **20** based on **Review 1** and **Review 2**.

**19** Which of the following is true of both reviews?

- A Both reviews describe *La La Land*'s storyline in detail.
- B Both reviews suggest that *La La Land* is better made than *Whiplash*.
- C Both reviews mention the importance of Chazelle's success with *Whiplash*.

**20** The two reviews suggest that a successful musical requires

- A a strong cast
- B huge investment
- C a convincing plot

## Part 5

Read an article about the problems of antibiotic use. **Six** sentences have been removed from the article. Choose from the sentences **A** to **G** the one which fits each gap (**21** to **26**). There is **one extra** sentence which you do **not** need to use.

It's a stunning statistic. Three-fourths of emergency room patients who are given antibiotics for certain infections don't actually need them because they don't have the infection doctors think they have. That finding, presented at a conference last summer by researchers from the St. John Hospital and Medical Center in Detroit, is one of several recent reports that say antibiotics are being used far more than necessary in medicine.

In fact, a third of antibiotic prescriptions written in medical offices are unnecessary, given for things such as viral infections that antibiotics can't cure, according to a May report by physicians from the Centers for Disease Control and Prevention (CDC). **21.** \_\_\_\_\_. The reason why not is that they're "broad spectrum", which means capable of killing many organisms and thus more likely than infection-specific "narrow spectrum" drugs to stimulate antibiotic resistance.

While a slew of health organisations and national governments are all ringing the alarm about antibiotic resistance, the excessive prescribing by doctors that fuel its development just keeps happening. **22.** \_\_\_\_\_. Since prescriptions are written by physicians, it seems fair to ask: Why can't they stop?

"That is the million-dollar question," says Lauri Hicks, a physician who leads the CDC's Office of Antibiotic Stewardship. "This is really about behaviour change, and behaviour change is notoriously difficult." **23.** \_\_\_\_\_. Other CDC researchers just reported that antibiotic use in U.S. hospitals didn't change from 2006 to 2012. In fact, use of last-resort antibiotics for those that need the most protection from resistance went up.

There's no shortage of information telling doctors about the issue. World Antibiotic Awareness Week recently highlighted the problem of resistance. **24.** \_\_\_\_\_. The CDC has been running its "Get Smart About Antibiotics" programme for much longer, starting back in the 1990s. Yet inappropriate prescribing has barely budged.

Patients who believe they have an illness go to the doctor expecting a cure. **25.** \_\_\_\_\_. When one isn't given, they feel the visit didn't go as planned. That realisation turns the medical encounter around; instead of the doctor being the person with the power, it's the patient, wielding the moral suasion of disappointment.

Are there solutions? The CDC backs medical offices putting up posters and "commitment letters" that emphasise reducing use. **26.** \_\_\_\_\_. These are not just the remote threat of antibiotic resistance but also the immediate risk of developing life-threatening infections when antibiotics kill off bacteria in the gut.

(Adapted from *National Geographic*, November 2016)

- A** The agency is also asking doctors to stress to their patients that antibiotics have various downsides.
- B** They imagine that fix will be an antibiotic.
- C** This situation is somehow out of control and this overuse in the medical profession continues.
- D** That's true in doctor's offices and, according to newer research, seems to be true in most medical institutions too.
- E** 700,000 people around the world, therefore, die as a result of it each year.
- F** Medical and health-care organisations were recruited to make public commitments to solve this issue.
- G** The same organisation found that half of the antibiotics prescribed to treat very common problems, such as sore throats and ear infections, shouldn't be used.

## Part 6

Read an article on a condition known as hyperlexia.

Answer questions 27 to 33 based on the article.

- 1 There is a small corner of the mysterious world of autism where children silently sit and read dictionaries at age two, but do not say their first word until, say, three or four. Reading is such an obsession that these children may read every license plate and sign in a parking lot as they walk through it. They can decode and pronounce words and sentences far beyond the ability of their contemporaries, though they often struggle to comprehend the passages they read. 5
- 2 This is the world of hyperlexia, a disorder whose definition is still in dispute among researchers but which encompasses children with autistic characteristics, who are also stunningly precocious readers. Like other children on the autistic spectrum, they have great trouble with social interactions, including difficulty looking others in the eye or understanding the emotional states of others. One estimate is that they comprise only two in 10 000 in the general population. 10
- 3 Researchers are beginning to study these unusual people to learn more about both autism and reading, hoping to find clues that will help autistic people and those with dyslexia and other reading disabilities. A study in the journal *Neuron* is the first to peek inside the brain of a hyperlexic child using functional magnetic resonance imaging, a way of looking at the brain at work. The researchers suspected they might find some unusual places being used in the brain of the child, a nine-year-old boy who learned to read before he could speak. Instead, they found that the boy for the most part used the same places in the brain that normal and above average readers use. But he used them in a more intense way. The places were in the left side of the brain, in an area that in other studies appeared underused by children with dyslexia. Because hyperlexic children can read well despite significant language delays and because they largely seem to use the same brain wiring as regular readers - the study suggests that reading can be learned visually, without relying on spoken language. 15  
20  
25
- 4 This conclusion bolsters the practice of training dyslexic children to associate “sounds with visual information.” says Dr. Eden, director of the Center for the Study of Learning at Georgetown University, in Washington, and senior author of the study. In such training, dyslexic children are taught to decode writing by tapping out the sounds of a word or using blocks of different colours to represent word sounds. 30
- 5 “I say it with hesitation,” Dr. Eden says, but “it argues that good spoken language is not crucial to developing good reading skills.” The notion challenges current dogma that considers the ability to read words on a page to be inseparable from the ability to speak words. 35
- 6 Little research has been done on hyperlexic children, in large part because there is little money available for research into a rare condition that is not life-threatening. And there is no official diagnosis of hyperlexia. But some researchers say that studying the disorder makes sense as a way of finding treatments for reading disabilities. “To be great at basketball,” says Daniel Geschwind, a neurologist at the University of California, Los Angeles, “you don’t study people who can’t shoot.” 40

- 7 Typically, hyperlexic children are not diagnosed as classically autistic, but rather on a different part of the autistic continuum. Most often they are boys, although girls can be hyperlexic too. Like classically autistic children, those with hyperlexia often have great difficulty fitting in. But their precocious reading skills provide an avenue for interaction with the world. Often, parents and therapists say, such children respond to written directions - “stop jumping on the couch,” “please use a yellow crayon” - after apparently failing to comprehend spoken instructions. 45 50

(Adapted from *The Herald Tribune*, 2004)

- 27 In paragraph 1, the writer’s main intention is to highlight the
- A adult-like behaviour of certain autistic children
  - B advanced reading abilities of some autistic children
  - C severe speaking impairments found in autistic children
  - D connection between the reading and speaking skills of autistic children
- 28 Which of the following is true of hyperlexia?
- A It has a detrimental effect on reading ability.
  - B It affects a small but growing minority of children.
  - C Its defining features are not fully agreed on by experts.
  - D It has less impact on social skills than other forms of autism.
- 29 The conclusion of the study in the journal *Neuron* is that
- A reading can be learned through visual information
  - B the ability to read is inseparable from good speaking skills
  - C hyperlexic children use the brain as intensely as dyslexic children
  - D hyperlexic children use different places in the brain from regular readers
- 30 What is the word *dogma* being used to refer to in line 35?
- A Proven facts about the subject
  - B Mistaken opinions on the subject
  - C Previous research findings on the subject
  - D Beliefs about the subject that are generally accepted
- 31 Why is there limited research on hyperlexia?
- A It is difficult to diagnose hyperlexia.
  - B Research on hyperlexia is very costly.
  - C Hyperlexia is not a common and serious disorder.
  - D Hyperlexia is less apparent than other forms of autism.

- 32** Daniel Geschwind refers to basketball to support the idea that
- A** any skill can only be improved through regular practice
  - B** neurological studies can be used to improve sports performance
  - C** understanding successful reading can help in the treatment of reading disorders
  - D** studying physical aspects of autism can advance understanding of speech difficulties
- 33** The examples of instructions in lines 49 and 50 are used to illustrate the point that hyperlexic children
- A** respond best when instructions are repeated
  - B** have trouble interacting with parents and therapists
  - C** need constant direction about appropriate behaviour
  - D** are able to follow instructions delivered in a certain form



## Part 7

Read an article entitled *The World's Lungs*.

Answer questions 34 to 40 based on the article.

- 1 The summer dry-season, now drawing to an end, is when the Amazon rainforest gets cut and burned. The smoke can often be seen from space. But not this year. Brazil's deforestation rate has dropped astoundingly fast. In 2004 some 2.8 million hectares of the Amazon were razed; last year only around 750 000 hectares were affected. This progress is not isolated. Many of the world's biggest clearers of trees have started to hug and save them. Over the past decade, the United Nations (UN) records, nearly eight million hectares of forest a year were allowed to re-grow or were planted anew. This was mostly in richer places, such as North America and in Europe, where rapidly falling rural populations have taken the pressure off forestland. But a couple of big poorer countries have launched huge tree-planting schemes in a bid to prevent deforestation-related environmental disasters. "Even in tropical countries, where most deforestation takes place, Brazil is not alone in becoming more reluctant to chop down trees." 5
- 2 The progress made in recent years shows that mankind is not doomed to strip the planet of its forest cover. But the transition from tree-chopper to tree-hugger is not happening fast enough. Over the past decade, according to UN figures, around 13 million hectares of forestland - an area the size of England - was converted each year to other uses, mostly agriculture. If the world is to keep the protective covering that helps it breathe, waters its crops, keeps it cool and nurtures its biodiversity, it is going to have to move fast. 15
- 3 In most rich countries, the pressure on forests has eased; but in many tropical ones - home to around half the remaining forest, including the planet's green rainforest girdle - the demand for land is increasing as populations rise. In the Congo, which has more rainforest than any country except Brazil, the clearance is mostly driven by smallholders whose number is about to double. Rising global demand for food and biofuels adds even more to the heat. So will climate change. That may already be happening in Australia, where forests have been devastated by drought and forest fires. 25
- 4 Clearing forest may enrich those who are doing it, but over the long run it impoverishes the planet as a whole. Rainforests are an important prop to continental water-cycles. Losing the Amazon forest could reduce rainfall across many countries. By regulating run-offs, trees help guarantee water-supplies and prevent landslides and floods. Moreover, losing the rainforest would mean losing 80 per cent of terrestrial biodiversity. 30
- 5 "Economic development both causes deforestation and slows it." In the early stages of development, people destroy forests to make a living out of the forest produce. Globalisation is speeding up the process by boosting the demand for agricultural goods produced in tropical countries. At the same time, as people in emerging economies become more prosperous, they start thinking about issues beyond their family's welfare; their governments begin to pass and slowly enforce laws to conserve the environment. Trade can also allow the greener concerns of rich-world consumers to influence developing-world producers. 35

- 6 The transition from clearing to protecting, however, is occurring too slowly. The main international effort to speed it up is an idea known as Reducing Emissions from Deforestation and Forest Degradation (REDD), which pays people in developing countries to leave trees standing. This is not an outlandish concept. It is increasingly common for governments and companies to pay for forest and other ecosystem services. Half a dozen rich countries, including Norway, America and Britain, have promised US\$4.5 billion for starters. 45
- 7 Nevertheless, the difficulties are immense. REDD projects will be effective only in places where the government sort of works. Even in countries with functioning states, some of the money is bound to be stolen. Yet with sufficient attention to monitoring and making sure the cash goes to people who can actually protect the forest, REDD could work. This will cost much more than has so far been promised. The most obvious source of extra cash is the carbon market, or preferably a carbon tax. Since saving forests is often the cheapest way to tackle carbon emissions, funding it this way makes sense. However, with global climate-change negotiations floundering, the prospects of raising cash for REDD even that way look poor. But the money must be found from somewhere. Without a serious effort to solve this problem, the planet will lose one of its most valuable, and most beautiful assets. 55 60

(Adapted from “The World’s Lungs”, *The Economist*, September 25, 2010)

- 34 The main idea in paragraph 1 is that
- A poorer countries have started tree-planting schemes
  - B tropical countries are leading the way in reducing deforestation
  - C countries which used to destroy forest are now more hesitant to do so
  - D the world is concerned about deforestation-related environmental disasters
- 35 What does the phrase *This progress* (line 5) refer to?
- A The replanting of forests in Brazil
  - B The reduction of smoke over the Amazon
  - C An increase in tree-planting schemes in Brazil
  - D Less cutting and burning of the Amazon rainforest
- 36 In paragraph 2, the writer cites UN figures to support the fact that
- A the world will gradually lose its forest cover
  - B man does not destroy the forest unnecessarily
  - C there has been a significant reduction in deforestation
  - D mankind is not working quickly enough to conserve forest
- 37 *the heat* (line 26) refers to
- A forest fires
  - B climate change
  - C pressure to cut down forests
  - D rising global demand for food

- 38 In paragraph 5, what is the main point made by the writer?
- A Globalisation increases the rate of deforestation.
  - B Rich countries determine the rate of deforestation.
  - C Deforestation decreases with a rise in economic status.
  - D Emerging economies are concerned about forest conservation.
- 39 The following are obstacles to the success of REDD **except**
- A corruption
  - B inadequate financial support
  - C poor implementation of carbon tax
  - D poor supervision by the governments concerned
- 40 Which of the following best summarises the text?
- A The threat of deforestation has been overstated.
  - B The needs of agriculture must be our primary concern.
  - C If significant action is not taken now we will all suffer.
  - D It is the responsibility of developing economies to conserve resources.

# ***SAMPLE QUESTIONS***

**800/4**

**MUET**

**MALAYSIAN UNIVERSITY ENGLISH TEST  
PAPER 4 WRITING  
(75 minutes)**

**MAJLIS PEPERIKSAAN MALAYSIA  
(MALAYSIAN EXAMINATIONS COUNCIL)**

**Instructions to candidates:**

**DO NOT OPEN THIS QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO.**

*Answer both Tasks 1 and 2.*

*You will be assessed on task fulfilment, organisation, structure and lexis.*

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**This question paper consists of 3 printed pages and 1 blank page.**

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**MUET 800/4**



## **Task 2**

*You are advised to spend about **50 minutes** on this task.*

You attended a talk by a famous fashion designer, which was recently organised during your school's Career Week. The following comment was made by the guest speaker:

*Fashion defines a person's character.*

Write an **essay** expressing your opinion on the statement. Write **at least 250 words**.

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Majlis Peperiksaan Malaysia (MPM) merupakan Badan Berkanun Persekutuan di bawah Kementerian Pendidikan Malaysia. Ia ditubuhkan di bawah Akta Parlimen, Akta Majlis Peperiksaan Malaysia 1980 [Akta 225]. MPM merupakan sebuah badan pentaksiran yang diiktiraf di Malaysia untuk mengelolakan peperiksaan Sijil Tinggi Persekolahan Malaysia (STPM), ujian *Malaysian University English Test* (MUET) mengikut sesi dan mengikut kaedah *MUET on Demand* (MoD), dan Ujian Sijil Kecekapan Bahasa Melayu bagi Warganegara Asing (SKBMW). Sijil STPM telah diiktiraf pada peringkat antarabangsa, dan MPM telah berkolaborasi dengan *Cambridge Assessment, United Kingdom* sejak tahun 1980. Di samping itu, MUET telah disejajarkan dengan *The Common European Framework of Reference for Language* (CEFR) dan diiktiraf serta diterima oleh beberapa universiti terkemuka di luar negara.



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