SAMPEL PERCUMA

Isu Semasa MUET 2026: Esei Model Writing & Speaking

Set penuh: MUET 2026

Isu semasa · esei model

Sampel ini: 8 muka surat. Set penuh ada:

- 5 petikan Reading + soalan
- 3 set Writing Task 1 dan Task 2 + jawapan model
- Skrip Listening + latihan Speaking
- Panduan Band 1–6 + jawapan penuh

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Sampel bermula di muka surat sebelah

MUET 2026 · SESSION 3

CURRENT ISSUES 2026

Writing Task 1 + Task 2 · Speaking Part 1 + Part 2

AI & Jobs | Online Scams | Haze | PISA 2025 | Budget 2027 | Asian Games 2026 | Visit Malaysia 2026 | Quality Jobs | Fuel Subsidies | Malaysia–China

What's inside

- ✔ 10 current issues, each with a fact box of checked, dated news
- ✔ 10 model essays for Writing Task 2, each with a plan (outline)
- ✔ 10 model replies for Writing Task 1 (email or letter)
- ✔ 10 speaking sets (Part 1 + Part 2), each with a model group decision
- ✔ 10 vocabulary tables (100 words and phrases with example sentences)
- ✔ A phrase bank for writing + a speaking discussion toolkit
- ✔ MUET format at a glance + a day-by-day plan up to the 17 October written test

Sample answers written by our team for practice. Not official MPM material. Facts checked as of 25 Sep 2026.

Name: _____

MUET at a glance

Checked on 25 September 2026 against MPM's *MUET Regulations and Test Specifications* (Session 1 2021 onwards) and the *MUET Session 3 2026 timetable*.

	Listening	Speaking	Reading	Writing
Paper code	800/1	800/2	800/3	800/4
Time	50 minutes	30 minutes	75 minutes	75 minutes
Weighting · max score	25% · 90	25% · 90	25% · 90	25% · 90

Aggregated score out of 360 (you must attempt all four papers to receive a band). **Bands:** 5+ 331–360 (C1+) · 5.0 294–330 (C1) · 4.5 258–293 (B2) · 4.0 211–257 (B2) · 3.5 164–210 (B1) · 3.0 123–163 (B1) · 2.5 82–122 (A2) · 2.0 36–81 (A2) · 1.0 1–35.

Writing (800/4) · 75 minutes

	Task 1 · Guided writing	Task 2 · Extended writing
What you get	An email or letter (100–135 words) plus three or four notes (four words or fewer each) outside it	A statement of 40–80 words setting out an idea or a problem, often naming the reader and purpose
What you write	A reply that uses **all** the notes, "in an appropriate style"	An essay: discursive, argumentative or problem-solution
Length · time	At least **100 words** · about 25 minutes	At least **250 words** · about 50 minutes
Reader · style	Someone you may or may not know (classmate, lecturer, school official): informal to formal	A general reader or a group, such as a committee: generally formal
Typical functions	Thanking, apologising, accepting or declining, requesting, giving information, advice and reasons	Discussing ideas, evaluating arguments or solutions, giving reasons, examples and supporting information

No explicit penalty for shorter or longer answers; each response is read as a whole. Judged on organisation (vocabulary, grammar, spelling, cohesion, paragraphing) and on suitable functions, register and natural expression.

Speaking (800/2) · groups of two to four, two examiners

	Part 1 · Individual presentation	Part 2 · Group discussion
What you get	A situation (two or three sentences) and your own prompt of up to 10 words: "Talk about…"	A situation and one question, with a mind map of five ideas (one to three words each)
Timing	2 minutes to prepare, up to 2 minutes to talk	3 minutes to prepare; 8–12 minutes for four people (6–10 for three, 4–8 for two)
What you do	Give opinions, reasons and examples; elaborate, summarise, conclude	Support or oppose views, add ideas, take turns, negotiate and try to decide on the best suggestion

Parts 1 and 2 share a topic; Part 2 is more abstract. Speaking is judged on accuracy (grammar, pronunciation, stress, intonation), range (varied structures, vocabulary), fluency and language that suits the purpose and audience.

ethical concerns	worries about whether something is right or fair	Deepfake videos raise serious ethical concerns about consent.
lifelong learning	continuing to learn throughout your life	In a fast-changing economy, lifelong learning is no longer optional.

Writing Task 1

TASK 1 · QUESTION

You are the class representative of your programme. Your lecturer, Dr Ravi, has sent you the email below. Read it and the notes you have made. Using all the notes given, write a reply of at least 100 words in an appropriate style. (Suggested time: 25 minutes)

Email from Dr Ravi	Your notes
Dear Class Representative, Our faculty will hold a two-hour workshop called "Using AI Wisely for Study" next month, and I would like your class to help plan it. Could you tell me which date suits your classmates better: Saturday, 7 November or Wednesday, 11 November? I also need to know which topic students are most interested in, so that the speaker can prepare. Finally, some lecturers are worried that students will simply let AI write their assignments. What do you think the faculty should do about this? Please reply by Friday so that I can confirm the hall booking. Regards, Dr Ravi	• Saturday – more free • checking AI answers • set clear rules • offer to help

SAMPLE REPLY (written by our team for practice)

Dear Dr Ravi,

Thank you for inviting our class to help plan the workshop. After asking my classmates, I think Saturday, 7 November would be better, as most of us have lectures and lab sessions on Wednesdays, so more students would be free to attend.

As for the topic, many of us would like to learn how to check whether an AI answer is accurate. Several classmates have noticed that chatbots sometimes give confident but wrong information, and we are not sure how to spot it.

Regarding the lecturers' concern, I believe the faculty should set clear rules on how AI may be used in assignments, for example for brainstorming but not for writing final answers.

Finally, I would be happy to help with registration on the day.

Best regards,
Hafiz

± 130 words

In conclusion, AI will certainly replace some jobs, but it will also open new doors for young people who keep learning. Instead of fearing the technology, young job seekers should learn to work alongside it, because the future will belong not to AI itself but to the people who know how to use it wisely.

± 335 words

Speaking

Part 1 · Individual presentation

PART 1 · SITUATION

Your college is holding a forum on how artificial intelligence (AI) is changing study and work. You have to give a presentation to your group members. You have 2 minutes to prepare and 2 minutes to talk.
Candidate A: Talk about how AI can help students learn.

Four ideas you could develop:

- **Instant explanations** – ask for a difficult concept to be explained in simpler words, at any hour, then check it against your notes.
- **Personalised practice** – generate extra quiz questions on your weakest topics instead of re-reading everything.
- **Language support** – get feedback on grammar and word choice, but learn from each correction rather than copying it.
- **Organisation** – build a study timetable or summarise long readings, while remembering that summaries can miss key points.

Practise the other prompts too. B: Talk about the dangers of depending on AI for assignments. C: Talk about jobs that AI cannot easily replace. D: Talk about how workers can prepare for AI.

Part 2 · Group discussion

PART 2 · QUESTION

Many young Malaysians worry that AI will change or reduce the jobs available to them. You have 3 minutes to prepare. Discuss the ideas below, support or oppose each other's views, and try to decide on the best suggestion.
What is the best way to prepare young people for an AI-driven job market?

Idea (mind map)	Point for	Point to weigh
AI lessons in schools	Reaches every student early, including those in rural areas.	Needs trained teachers and devices, which take time and money.
Free online courses	Flexible and free, so learners can study at their own pace.	Finishing depends on self-discipline; some learners give up halfway.
Industry internships	Real experience with real tools, plus useful contacts.	Places are limited and mostly in big cities.
Soft skills training	Critical thinking, teamwork and communication are hard for machines to copy.	Harder to measure, and employers still want technical skills.

Writing Task 2

TASK 2 · QUESTION

Haze returned to Malaysia this year, closing schools and disrupting daily life in several areas. Many people feel the problem keeps coming back because not enough is done to prevent it. Write an essay discussing the causes of the recurring haze and the steps that can be taken to reduce it. Write at least 250 words. (Suggested time: 50 minutes)

OUTLINE

Thesis: The haze returns because its causes are regional, seasonal and partly man-made, so the solutions must work on several fronts.

- **Body 1 (causes):** land and forest fires in Kalimantan and Sumatra; peat burns for weeks; dry season; local open burning adds to it.
- **Body 2 (regional solution):** ASEAN agreement exists since 2002 → needs enforcement; share hotspot data; help fight fires; act against burning to clear land.
- **Body 3 (local and personal):** stricter enforcement on open burning; clear haze-day plans (Serian's home-based learning); check APIMS and follow official advice.

Conclusion: cooperation between countries + enforcement at home + responsible behaviour = clearer skies.

SAMPLE ESSAY (written by our team for practice)

For many Malaysians, September has become known as the haze season. This year, the Serian Division in Sarawak was placed under an emergency, and on 20 September, 32 areas across the country, including Putrajaya and Seremban, recorded unhealthy air. Such scenes are frustratingly familiar. To break this cycle, we must understand why the haze keeps returning and act on several fronts at once.

The main cause lies in land and forest fires, many of them in Indonesia's Kalimantan and Sumatra. During the dry season, fires on peatland can smoulder for weeks, and the wind carries the smoke across borders. Local open burning adds to the problem, while dry weather makes fires easier to start and harder to put out.

Since the haze does not respect national borders, the most important solution is regional cooperation. ASEAN countries signed an agreement on transboundary haze pollution as far back as 2002, but agreements only work when they are enforced. Neighbouring governments could share satellite data on hotspots, help one another to fight fires quickly and act firmly against companies that clear land by burning it. Such cooperation would also build trust, so that the issue is handled calmly rather than through blame.

At home, Malaysia can also do more. Stricter enforcement against open burning, backed by heavier fines, would reduce local contributions. Local councils could also offer proper collection of garden waste, so that residents have less reason to burn it. Meanwhile, schools and employers should have clear plans for haze days, such as the home-based learning used when 108 schools in Serian were closed. Individuals, for their part, can check the Air Pollutant Index on the APIMS portal, follow official advice and avoid burning rubbish.

In conclusion, the haze returns each year because its causes are regional, seasonal and partly man-made. Solving it will require firm cooperation between countries, stronger enforcement at home and responsible behaviour from everyone. Only then will clear September skies become normal again.

± 325 words

Speaking

Part 1 · Individual presentation

PART 1 · SITUATION

The haze has affected many parts of Malaysia this year. You have to give a presentation to your group members. You have 2 minutes to prepare and 2 minutes to talk.
Candidate A: Talk about how the haze affects students' daily lives.

Four ideas you could develop:

- **School closures** – lessons move to home-based learning, which is harder for students without a quiet space or good internet.
- **Cancelled activities** – sports days, co-curricular events and outdoor practice are postponed.
- **Changed routines** – less time outdoors and with friends; parents may change travel plans because of poor visibility.
- **Study disruption** – revision timetables before exams are thrown off, so students need to plan flexibly.

Practise the other prompts too. B: Talk about how schools can prepare for haze days. C: Talk about why the haze returns almost every year. D: Talk about what individuals can do during the haze.

Part 2 · Group discussion

PART 2 · QUESTION

The haze returns to Malaysia almost every year. You have 3 minutes to prepare. Discuss the ideas below, support or oppose each other's views, and try to decide on the best suggestion.
What is the most effective way to reduce the impact of the haze on Malaysians?

Idea (mind map)	Point for	Point to weigh
Regional cooperation	Tackles the main source of the smoke: fires across the border.	Slow, and depends on other governments enforcing their laws.
Ban open burning	Cuts local pollution; the rule is simple to understand.	Hard to enforce in remote areas, and local burning is only part of the problem.
Cloud seeding	Can bring rain and clearer air fairly quickly.	Needs suitable clouds, and the relief is only short-term.
Real-time air alerts	API readings help families and schools plan their day.	They reduce exposure but do nothing about the cause.
Home-based learning	Keeps lessons going when schools close.	Not every student has a device or a stable connection.

Introduction templates

THREE WAYS TO OPEN A TASK 2 ESSAY

- **Current fact:** "In [month/year], [dated fact from the news]. This has renewed the debate over whether [topic]. In my view, [clear position]."
- **Contrast:** "For many years, [old belief]. Today, however, [change]. I [agree/disagree/partly agree] that [statement], because [main reason]."
- **Question:** "Should [question from the statement]? It is a question that affects [who]. I believe that [position], provided that [condition]."

Conclusion templates

THREE WAYS TO CLOSE

- **Restate + condition:** "In conclusion, [position restated in new words]. However, this will only work if [condition]."
- **Restate + recommendation:** "To sum up, [position]. [Who] should therefore [specific action] so that [benefit]."
- **Restate + future:** "All things considered, [position]. If [action] is taken now, [positive picture of the future]."

Email reply starters and sign-offs (Task 1)

- Thanks for your email. It was great to hear from you!
- Congratulations on … You must be thrilled!
- As for your question about …, I think …
- If I were you, I would …
- Unfortunately, I can't … because …
- How about … instead?
- Let me know what you decide. / Keep me posted!
- Take care, / Best wishes, / Warm regards, / See you soon,

15 "upgrade" swaps

Plain word	Stronger choice	Example
very important	crucial / vital	Transport links are crucial for rural tourism.
very big	enormous / substantial	The subsidy bill has become enormous.
very bad	severe / serious	The flight cancellations had a serious impact on arrivals from some markets.
good	beneficial / worthwhile	Internships are beneficial for both students and employers.
bad effect	adverse effect / drawback	One drawback of overtourism is rising rent.
show	demonstrate / reveal	The figures reveal a wide skills gap.
help	support / facilitate	Digital payments facilitate spending by visitors.
get	obtain / secure	Graduates need experience to secure quality jobs.

Speaking discussion toolkit

In Part 2 you have 3 minutes to prepare and 8–12 minutes to discuss. Examiners listen for how well you **interact**: responding to others, building on their ideas, disagreeing politely and steering the group towards a decision. These phrases help you do exactly that.

Purpose	Useful phrases
Starting the discussion	"Shall I start? We've been asked to decide the best way to …" · "Perhaps we could look at each idea in turn." · "Let me begin with …, because …"
Agreeing	"That's a fair point, and I'd add that …" · "I couldn't agree more." · "Exactly, and a good example of that is …"
Disagreeing politely	"I see what you mean, but have you considered …?" · "I'm not entirely convinced, because …" · "That's true to some extent; however, …"
Bringing others in	"What's your view on this, [name]?" · "We haven't heard from you yet. What do you think?" · "Would you agree with that?"
Asking for clarification	"Sorry, could you explain what you mean by …?" · "So are you saying that …?"
Keeping on track	"Let's move on to the next idea." · "Coming back to the question, …" · "We're running short of time, so …"
Summarising	"So far, we've agreed that … but we're divided on …" · "To sum up what we've said, …"
Reaching a decision	"So, are we all agreed that … is the best option?" · "It seems most of us prefer … because …" · "Let's settle on …, although … is a close second."

Sample group discussion (Issue 9 mind map)

Question: "How can we best reduce the use of private cars?" Options: cheaper public transport · more bus routes · carpooling apps · cycling lanes · working from home.

SAMPLE TRANSCRIPT · written by our team for practice (4 candidates)

Candidate A: Shall I start? Petrol prices went up again this week, so reducing car use matters to everyone. I think cheaper public transport is the obvious answer, because lower fares would attract people quickly.

Candidate B: That's a fair point, but have you considered people who live far from any station? In my neighbourhood, the nearest LRT station is a twenty-minute drive away, so cheap fares wouldn't change anything for us.

Candidate C: I agree with B. That's why I'd choose more bus routes. Feeder buses connect housing areas to stations and solve the last-mile problem.

Candidate D: I see what you mean, but buses get stuck in traffic too. What about carpooling apps? They cost the government almost nothing.

Candidate A: True, although some people worry about safety when they share rides with strangers. D, would you use one yourself?

Candidate D: Probably only with colleagues I know, so perhaps it's not the best option.

TAMAT SAMPEL

Suka sampel ini?

Set penuh: MUET 2026

Isu semasa · esei model

Sampel ini: 8 muka surat. Set penuh ada:

- 5 petikan Reading + soalan
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