SAMPEL PERCUMA

MUET Reading Past Year 2021 (800/3)

Set penuh: MUET 2026

Nota lengkap 4 kemahiran

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800/3 MUET 2021

MALAYSIAN UNIVERSITY ENGLISH TEST

PAPER 3 READING

SESSION 2

MAJLIS PEPERIKSAAN MALAYSIA
(MALAYSIAN EXAMINATIONS COUNCIL)

75 Minutes

Instructions to candidates:

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

There are **forty** *questions in this test.*

Indicate the correct answer on the Multiple-choice Answer Sheet provided.

Answer **all** *the questions.*

8
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3

This question paper consists of 19 printed pages and 1 blank page.

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Part 1

Read three notices about university programmes.

Answer questions **1** *to* **4** *based on the notices about university programmes* (**A** *to* **C**).

Which notice

1 says that you can get free food? _____

2 is about an activity outside a university? _____

3 is about an activity organised by students? _____

4 tells us about an activity that ends before noon? _____

A	**B**	**C**
Go Clean	**Food Sale**	**Study Smart**
The Education Department is going to have a project to clean a school near our university. If you are interested to join the project, come for a meeting.	The Student Society is selling food to collect money for poor students.	Our university is organising a programme on study skills for students. A well-known motivator, Dr Maria Roslan will be speaking to you!
Date : 23 October 2021 (Saturday)	Date : 24 November 2021 (Wednesday)	Date : 8 November 2021 (Monday)
Time : 9 a.m. – 11 a.m.	Time : 8 a.m. – 1 p.m.	Time : 12 p.m. – 1 p.m.
Place : Library	Place : Cempaka Hall	Place : Dahlia Hall
Help us to think clean and go green!	Pizza, *nasi lemak*, curry puff, bubble tea, burger, and lots more are waiting for the foodies!	Join us. The programme is free. Lunch is given.

Part 3

Read a short story about Bee Leng.

Answer questions **10** *to* **14** *based on the short story.*

"Put some powder on your face at least, Bee Leng," I said.

"No need, I'm already married. Who would want to look at me?"

"It's got nothing to do with being married. Your face is shiny with sweat," I said again.

"Who cares? Anyway, I am the way my husband likes me."

"Well then, let's go," I said feeling overdressed and all dolled up in lace and chiffon, a gold chain around my neck, compared to Bee Leng, who wore a faded grey blouse and skirt. I had spent two hours at the hairdresser's, wanting to look my best for my old school friend, Lynette Lum's wedding dinner. We went to the majestic E & O Hotel located in the very heart of Penang's heritage district, I wearing expensive perfume and Bee Leng, an ugly frown on her face.

"I hope this is the last and final wedding dinner for this year," Bee Leng complained loudly.

"What! It's good to be able to celebrate, I love weddings…wish I could find a man," I sighed.

"I am becoming poor giving out *angpows*. I do not like this culture of giving money as a token of good wishes at weddings. This is the third wedding this year," she complained.

"Oh come on, don't complain so much. Let's enjoy ourselves," I said, thinking to myself how stingy she was. This was a woman who asked for discounts for everything.

She was my best friend during secondary school days. We went our separate and different ways after school - she worked as a secretary in a company while I went to university and graduated with a Master in Business Administration from the US. After a decade of living in a foreign land, I went back to Penang to work in an international organisation. By then, I had lost touch with many school friends, and I was delighted when I unexpectedly met Bee Leng one day. It was like old times all over again because we would go out for coffee or a meal whenever we could find the time. It was always easier for her as she had quit her job immediately after marriage, while I had a full-time job and demanding career which was very challenging.

But something has changed. She has become extremely stingy. During school days, it didn't really show as we both didn't have money. But now, I can't understand why the cheap clothes, and those from her sister which hardly fit, the visits to the second-hand shops, and the frequent need to save.

(Adapted from Su Kim Lee's *Sarong Secret: Of love, lost and longing*, 2013)

Part 4

Read two texts about cultural differences.

Answer questions **15** *and* **16** *based on* **Text 1**.

Text 1

1 All human beings are in many ways very similar. We share the same physiology and have the same basic needs, such as food, shelter, and safety.

2 How would you describe yourself? Would you list your personal characteristics, such as being intelligent or funny, or would you use preferences, such as "I love pizza"? Instead would you mention social relationships, such as "I am a student"? Social psychologists believe that people are more likely to describe themselves and others in terms of personal characteristics. So what effect does culture really have on the basic aspects of our psyche, such as beliefs, cognition, and personality?

3 One thought experiment suggests the extent to which our mental processes are influenced by the society in which we grow up. In the experiment, individuals were asked which two of the following objects go together – a panda, a monkey, and a banana. Those from the United States of America usually select the monkey and the panda, because both are animals. This indicates an analytic thinking style, in which the objects are independent of their context. In contrast, individuals from Asian countries often select the monkey and the banana, because they belong in the same environment and share a relationship (monkeys eat bananas). This is a holistic thinking style, in which object and context are connected.

4 Many studies have shown that cultural differences in thinking styles are varied. They affect memory, attention, and even how we talk and think. An important 1991 research, conducted by social psychologists Hazel R. Markus and Shinobu Kitayama, showed that culture influences views that individuals have of themselves. Kitayama says, "Individuals in some cultures understand the self as independent, whereas those in other cultures perceive it as interdependent."

5 People who see themselves as independent are mostly from North America. They view themselves as free and unique individuals, and have a set of fixed beliefs which guide their actions. In contrast, people with an interdependent self-perception are usually from Asia and Latin America. They view themselves as more connected with others close to them, such as their family or community, and think of themselves as a part of different social relationships. They are guided by groups in their actions.

6 Clearly culture has a great effect on how we view ourselves and how we are seen by others – we are only just scratching the surface. With more research, we may well find cultural differences in even more areas. Only by knowing about these effects will we ever be able to understand other cultures a little better.

(Adapted from *American Scientist*, 2018)

17 Gelfand and her colleagues believe that societies with relaxed rules

A have more order and control

B allow creative ideas to develop

C are more likely to have low crime rates

18 The writer uses paragraph 5 to make a point that

A social rules are more obvious in some countries

B making sure the law is followed can change behaviour

C different countries have different ideas about being clean

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

19 How are Text 1 and Text 2 similar?

A They both show that the idea of time is different for every culture.

B They both discuss how people from different cultures think.

C They both compare the American and Asian cultures.

20 The two texts suggest that further research on culture can lead to

A more peaceful societies

B closer social relationships

C better knowledge about different societies

Part 6

Read a text on critical reading.

Answer questions **27** *to* **33** *based on the text.*

1 Educated adults exist in a delusional state, thinking we can read. In the most basic sense, we can. After all, we've made it up to this point in the sentence and understand it all, right? And what about all those hundreds of books we read before now? These statements are only partly true; I am here to tell you the opposite. Odds are, some of us can't read, at least not as well as we would like. Too many college students are capable of only "some" types of reading, and that painful lack reveals itself when they read a difficult text and must talk critically about it.

2 For example, the act of reading to extract information and reading critically are vastly different. The current education system in American primary schools (and many colleges) heavily emphasises the first type of reading and de-emphasises the latter. In many ways, this tendency makes sense. Reading to extract information allows a student to absorb the raw materials of factual information as quickly as possible. It is a type of reading we all must engage in frequently. However, each type of reading calls for different mental habits. If we do not learn to adjust from one type of reading to another when necessary, we cripple our intellectual abilities to read critically.

3 But what are the differences between (*i*) reading to extract information and (*ii*) reading critically? Why are the differences between the two skills so important?

4 Firstly, they have different goals. When students read to extract information, usually they seek facts and presume the source is accurate. No argument is required. On the other hand, when students read critically, they try to determine the quality of the argument. The reader must be open-minded and curious all at once. He constantly adjusts the degree of personal belief in relation to the quality of the essay's arguments.

5 They also require different types of discipline. If students read for the purpose of learning raw data, the most efficient way to learn is repetition. For instance, in primary school, when youngsters memorise the multiplication and division tables, they read and recite them over and over again. On the other hand, if students read critically, the most effective technique may be to break the essay up into logical subdivisions and analyse each section's argument, to restate the argument in other words, and then to expand upon or question the findings.

6 Next, they require different types of mental activity. If a student reads to gain information, a certain degree of absorption, memorisation, and passivity is necessary. (We can't memorise the multiplication charts effectively if we waste time questioning whether eight times three really does equal twenty-four). He also needs to consider writers' styles. If a student is engaged in reading critically, however, that student must be totally active. He or she must be prepared to pre-read the essay, then read it closely for content, and reread it if it isn't clear how the author reached the conclusion to the argument. The critical reader must take the time to consider the argument from numerous angles including logical, rhetorical, historical, ethical, social, and personal perspectives.

Part 7

Read a text about happiness.

Answer questions **34** *to* **40** *based on the text.*

1 Who is the world's happiest person? It may be Alejando Zuniga, a healthy, middle-aged father who socialises at least six hours a day and has a few good friends he can count on. He sleeps at least seven hours most nights, walks to work, and eats six servings of fruits and vegetables most days. He works no more than 40 hours a week at a job he loves with co-workers he enjoys. He spends a few hours a week volunteering with his wife; on the weekends he worships God and indulges in his passion for soccer. In short he makes daily choices that favour happiness, choices made easier because he lives among like-minded people in the temperate Central Valley of Costa Rica.

2 Douglas Foo is another possible candidate. A successful entrepreneur, he drives a USD750 000 BMW and lives in a USD10 million house. He is married, with four well-behaved children who excel at school. He put himself through school, working four jobs, and started a company that eventually grew into a USD60 million multinational enterprise. He works about 60 hours a week between his business and his philanthropic pursuits. He has worked hard to achieve his success, but as Foo readily admits, he probably could not have created this life anywhere other than Singapore.

3 Zuniga represents a brand of happiness which scientists call happiness or positive affect. Surveys measure it by asking people how often they smiled, laughed, or felt joy during the past 24 hours. His country is not only Latin America's happiest; it is also where people report feeling more day-to-day positive emotions than just about any other place in the world.

4 And true to Singapore's reputation for having a semi-fanatical drive for success, Foo – with all his ambition and accomplishments – represents the "life satisfaction" strand of happiness. Social scientists often measure this type of happiness by asking people to rate their lives on a scale of zero to 10. Experts also call this evaluative happiness. Internationally it is considered the gold standard metric of well-being. Singapore has most dependably ranked number one in Asia for life satisfaction.

5 The researchers who publish the annual World Happiness Report found that about three-quarters of human happiness is driven by six factors: Strong economic growth, healthy life expectancy, quality social relationships, generosity, trust, and freedom to live the life that is right for you. These factors do not materialise by chance; they are intimately related to a country's government and its cultural values. To illustrate the power of place, John Helliwell, one of the report's editors, analysed 500 000 surveys completed by immigrants who had moved to Canada from 100 countries over the previous 40 years, many from countries considerably less happy. Remarkably Helliwell and his colleagues discovered that, within a few years of arriving, immigrants who came from unhappy places began to report the increased happiness level of their adoptive home. Seemingly, their environment alone accounted for their increased happiness.

6 Singapore's story, like that of Costa Rica, illustrates how a relatively small (about six million people), prosperous nation can achieve a high level of well-being. And yet what works for such societies might not easily translate into solutions for a sprawling, diverse, argumentative, freedom-loving nation like the United States (US). Could the US really emulate the day-to-day joy of Costa Rica? Or the values-driven security of Singapore?

TAMAT SAMPEL

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