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MUET Reading Past Year 2022 (800/3)

Set penuh: MUET 2026

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800/3 MUET 2022

MALAYSIAN UNIVERSITY ENGLISH TEST

PAPER 3 READING

SESSION 1

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.*

This question paper consists of 19 printed pages and 1 blank page.
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Part 3

Read a story about Rajkumar and Dolly's journey to Malaya.

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

1 Since John's departure from Rangoon, Rajkumar had spent a great deal of his time travelling between Burma, Malaya, and India. As one of the plantation owners, he had been responsible for making sure that they had enough workers. Many of them were from Madras in southern India. Rajkumar had been informing Dolly of the plantation's progress. But despite his suggestions, she had not accompanied him on any of his trips to Malaya since they got married. She was not a good traveller, she had said. It had been hard enough to leave India for Burma. So, she was not in a hurry to go anywhere else. As a result, Dolly had never met Rajkumar's friends, Matthew and Elsa.

2 Rajkumar showed John's letter to Dolly and said, "If you're ever going to go there, then this is the time."

3 After she'd read the letter Dolly agreed, "All right, let us go."

4 From Rangoon, it was a three-day journey to the island of Penang in northern Malaya. On their last day at sea, Rajkumar showed Dolly a distant blue blur on the horizon. "That's Gunung Jerai," Rajkumar said. "That's where the plantation is." In years past, he said, when the forest was being cleared, the mountain had seemed to come alive. Travelling to Penang, Rajkumar would see great black smoke rising skywards from the mountain. "But that was a long time ago. The place is quite changed now."

5 The ship docked at Georgetown, the main port on the island of Penang. From there it was a journey of several hours to the plantation. They took a ferry to Butterworth, across a narrow channel from Penang. Then they boarded a train that took them northwards through a landscape of lush green paddy fields and coconut plantations.

6 Along the journey, Dolly could see through the windows of the train the soaring mass of Gunung Jerai, its peak hidden by a cloudy haze rising steeply out of the plain. Its western slopes descending directly into the sparkling blue waters of the Andaman Sea. Dolly, now used to the riverine landscapes of southern Burma, was struck by the lush beauty of the paddy fields. She was reminded of India. For the first time in many years, she missed her drawing book.

(Adapted from Amitav Ghosh's *The Glass Palace: A Novel*, 2001)

10 What is true about Rajkumar?

A He has a plantation in India.

B He left Rangoon with John.

C He is Dolly's husband.

11 Why did Dolly visit Malaya?

A She wanted to meet the plantation workers.

B She read what was written in John's letter.

C She needed to leave Burma.

12 What did Dolly see on the last day at sea?

A Rajkumar's plantation

B Gunung Jerai

C Black smoke

13 How did Dolly get from Burma to the plantation?

A Ship → Ferry → Train

B Train → Ship → Ferry

C Ferry → Train → Ship

14 Dolly wanted her drawing book because

A she had not drawn for a long time

B she wanted to remember the beautiful views

C she needed to look at her pictures of southern Burma

Part 4

Read two texts about music.

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

Text 1

I believe that everyone should learn to play a musical instrument, as music has always been a part of human history. From the beginning, there were people singing, banging on drums, and blowing on pipes and horns. Feeling and enjoying the rhythm of music is part of being human and being able to produce the music yourself is something even more fulfilling. There are three different parts of being a musician that I think that everyone should enjoy: Playing by yourself, playing in a group, and playing for an audience.

First, playing by yourself gives you freedom. When I take out my French horn to practise, I can play whatever I want, I can create any rhythm I feel, and I can let my emotions out. In my little practice room, it is just myself and my music. The music that the lone players produce is for themselves and no one else. It is a relaxing and rewarding activity that any person living in this stress filled world could use.

Second, being a part of a group of people who also take pleasure in what you love makes playing music even more fun and enjoyable. I love playing with the community bands in my area and meeting friends who have the same interests as me. Putting the harmonies of a band together adds to what a single musician can create. You are able to play more complex and challenging music because you have other musicians and a director to help. A group of people can accomplish something that one person alone cannot.

Third, playing for an audience lets you bring pleasure to others. There are many people who do not play an instrument but still love music. Concerts and recitals are ways to bring music to these people. The final product of putting together the complexities within the song, orchestrating the little details, and practising that then come together into a wonderful piece of music can be a great gift to many people. I love getting a piece of music and after weeks of practice and rehearsal to bring the journey to an end and perform for an audience. The encouragement and thanks from these people show me that music is still important.

In the long run, learning to play a musical instrument brings benefits not only to yourself but others in your community. Music is a universal language that can help people learn about themselves and bring people closer together. As such, music can create better understanding within communities and with this comes awareness and compassion for others. I believe learning to play a musical instrument is an experience everyone should have.

(Adapted from *This I Believe*, 2009)

Answer questions **17** *and* **18** *based on* **Text 2.**

Text 2

"Music helps the mind develop and grow," my dad often says, and I have found this to be very true. It is a proven fact that participating in a music program in school will help develop your brain to a higher level and faster than other students. Music actually improves communication between the right and left sides of the brain, allowing you to gain better comprehension and memorisation skills.

So, why do we need music in our schools? Well, because music is everything.

Music is science. It is exact and demands acoustics. The conductor's score is a graph that contains volume changes, melody and harmony, all the while keeping the group at a constant pace.

Music is math. It is based on the rhythmic subdivisions of time, done in a split second.

Music is history. The music you hear or play is usually an indication of the time and environment in which it was created.

Music is physical education. It requires an immense amount of coordination of fingers, hands, arms, lips, cheeks and facial muscles. Not to mention control of your diaphragm, back, stomach, and chest muscles to make sure every note comes out clearly and in pitch.

Music is a foreign language. Its terms are usually in Italian and the music is not in any language known to man. It is its own language and uses symbols to represent ideas.

Music is the universal language that everyone understands and can relate to. Music is what brings everything together. It is something that everyone knows.

Most of all, music is art. It is the greatest form of art that allows a human to take boring notes on a page, and transform them into an emotion and feeling you cannot measure.

Music is just as important as all the classes you are required to take, and it is critical that music classes remain in schools. Not only to provide a place for students to belong, but also something that will help their minds develop and grow like no other class. Music is a very important part of our life, and if we take it away, who knows what the world would be like.

(Adapted from *Teen Ink*, 2008)

Part 5

Read a text about the partnership between Rolls-Royce and Cambridge. **Six** *sentences have been removed from the text. 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.*

1 Getting planes in the air and keeping them there is a complex and expensive business. It is also responsible for more than two percent of the world's fossil fuel-based CO_2 emissions.

2 For world-leading aeroengine manufacturer, Rolls-Royce, reducing CO_2 emissions by making its planes more efficient is a critical task. **21** _____. Year on year, Rolls-Royce continues to push the design of its engines and the materials they are made from to the limits of possibility.

3 Cambridge has been playing an important part in this process for more than 40 years. From the moment the Whittle Laboratory first opened its doors in 1973, it became an invaluable research partner for Rolls-Royce. They embark on a shared quest to improve the efficiency of turbomachinery.

4 Rolls-Royce was quick to see the advantages of this way of working, and the relationship between it. The Whittle team helped to define a model for the University Technology Centre (UTC) network that Rolls-Royce went on to establish in the 1990s. **22** _____. This gives Rolls-Royce access to new thinking, state-of-the-art laboratory equipment and, critically, to a steady supply of young engineering talent.

5 **23** _____. The University Gas Turbine Partnership is based at the Whittle and Hopkinson Laboratories, and the Materials UTC is based at the Department of Materials Science and Metallurgy. In 2009, the relationship with the Materials Department was further cemented when it became the lead partner in the Rolls-Royce University Technology Partnership (UTP) in materials research, combining its expertise with that of the Universities of Swansea and Birmingham.

6 Over the years, the Whittle Lab has contributed to many breakthroughs in Rolls-Royce engines. This includes switching from a "two-dimensional" (2D) to a "three-dimensional" (3D) compressor blade. Now the industry standard, the design reduces fuel consumption by nearly one percent. **24** _____.

7 For each aircraft, that could equate to a reduction in CO_2 emissions of up to 765 tonnes annually. **25** _____. Director of the Whittle, Professor Rob Miller together with Dr James Taylor, Rolls-Royce Fellow in Compressor Aerodynamics, is developing the next generation of 3D blade designs to lower cost.

8 What is it about the UTC model that makes these kinds of game-changing achievements possible? Malcolm Hillel of Rolls-Royce believes that it is the ability to look beyond the immediate pressures faced by all organisations. Then Rolls-Royce can come up with completely new ways of doing things. For Miller, the longevity of the relationship and having a framework in place for sharing IP are also critical factors in its success.

9 "We've been working with Rolls-Royce for more than 50 years and that gives both parties a whole host of benefits. It means Rolls-Royce can be completely open with us about its plans. We will always be ahead of the curve in researching the areas that industry is most interested in." **26** _____.

10 In the end, a successful partnership is all about the people. The UTC structure creates the conditions in which long-term, open working relationships between Cambridge and Rolls-Royce can flourish to achieve real technological breakthrough.

(Adapted from Sarah Fell's *Strategic Partner: Rolls-Royce reaching for the skies*, 2019)

Part 6

Read a text about gig work.

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

1 Before the coronavirus pandemic started to hit the United States (US), on-demand companies were grappling with how to provide more benefits for workers. Now, as more people adjust to staying indoors to reduce the spread of coronavirus, demand for delivery services has started to rise and with it – opportunities for gig work.

2 Amazon announced this week that it will hire another 100 000 workers in the US and raise pay for workers in the US, Canada, and Europe. Delivery food services Postmates, Grubhub, Uber Eats, and DoorDash are seeing higher demand for their services. A banner atop DoorDash's site reads: "We appreciate your patience as we are experiencing long-wait times due to COVID-19."

3 With restaurant workers finding themselves with fewer hours and lost wages, DoorDash stated yesterday that it will be creating a Priority Access Program (PAP) to help workers at their restaurant partners sign up as delivery workers, "enabling them to make ends meet until their jobs return to normal."

4 "This crisis is really a breakout moment for gig companies and for delivery companies in particular," says Julia Pollak, an economist at ZipRecruiter. "That shift to e-commerce, which was already happening very rapidly, is just going to accelerate."

5 Demand for workers in transportation and storage in the US appears to be holding strong so far amid the pandemic. Food delivery and package delivery driver jobs rose in the second week of March and are likely to rise further as people shift more of their shopping online, according to Pollak. Job postings in the US related to food delivery have risen 78% from 2017, and for transportation and storage 36%, ZipRecruiter data shows. Overall, the largest share of the gig economy is in the transportation industry.

6 Gig work, with its lack of benefits like health insurance, is often perceived as being precarious. But this public health crisis has forced companies to address the well-being of workers across its ranks. Amazon has established a relief fund to provide its Flex drivers with two weeks of pay if they're quarantined or diagnosed with COVID-19. Uber has expanded sick pay to drivers who are diagnosed or quarantined. Similar policies have been announced by DoorDash. Postmates, DoorDash, and Uber Eats are offering "contactless" delivery to help mitigate the spread of coronavirus, about a month after KFC and Pizza Hut launched contactless delivery service in China. "In short, gig jobs are becoming relatively more attractive and secure in some ways," says Pollak.

7 About a third of roughly 200 drivers surveyed by the Rideshare Guy blog found that drivers are considering shifting to driving for a food delivery service, as demand for food delivery continues to rise. Still, unemployment is already starting to rise. The left-leaning Economic Policy Institute estimates that at least three million US jobs may be lost by summer. The US Travel Association estimates that the US economy is projected to lose 4.5 million jobs due to travel declines this year, pushing the unemployment rate to 6.3% in the second quarter.

Part 7

Read a text about the use of beauty and personal care products by American teenagers.

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

1 In 2016's Mintel report, it is found that across the United States (US), American tweens – those who aged 9 to 11 and teens – those who aged 12 to 17 are indulging in makeup. More than half of the US 12 to 14 year olds use mascara, as well as eye shadow, eye liner, and eyebrow pencils (54%). Meanwhile, some 45% use foundation/concealer, 30% use blush/bronzer, and 10% use hair colouring products.

2 Surprisingly, beauty isn't just the preserve of young girls; while 90% of girls aged 9 to 17 are beauty product users, today, seven in 10 (69%) boys of the same age enjoy a touch of beauty. Indeed, product usage among the American boys is high, with more than two in five boys aged 12 to 17 using facial cleansing products (44%), perfume/cologne (42%) and lip care products (41%), while three in 10 (29%) use hair styling mousse, gels, and creams.

3 It seems you are never too young for a beauty regimen, as Mintel research indicates that a love of beauty starts early. One quarter (25%) of boys and two in five (39%) girls aged 6 to 8 use body spray/perfume/cologne, while 27% of boys and 35% of girls use hair styling creams, gels, lotions, spritz, and tonic. And another one in 20 (5%) boys and 45% of girls aged 6 to 8 use lipstick/lip gloss. Although more than half (56%) of the American teens say they use makeup to express themselves and their style, confidence is the major driver behind beauty and personal care product usage. Some 42% of the American teens aged 12 to 14 who use beauty and personal care products do so because it makes them feel more confident, rising to well over half (56%) of those aged 15 to 17. One in seven (16%) of the American teens aged 12 to 14 use personal care products to look older or more grown up, with young boys (19%) more likely than girls (14%) to feel the pressure to look good. "Beauty awareness starts at an early age, and, both tweens and teens are becoming increasingly savvy due to the popularity of YouTube beauty tutorials. But it is certainly not just girls looking to express themselves through the use of beauty and personal care products as our research reveals that boys show a strong interest in male grooming products. Although self-expression is key to makeup usage, it's evident that half of teens use makeup to feel more confident," said Margie Nanninga, Beauty Analyst at Mintel.

4 Mintel research further indicates that teen girls in particular are looking for relatable spokespeople as, overall, more than one third (36%) of all 12 to 17 year old beauty product users are eager to see people who are not photoshopped or airbrushed in beauty and personal care advertisements, with girls (41%) twice as likely as boys (21%) to say this. What's more, half (51%) of teens are looking for a spokesperson who is "like them." It is clear that in beauty and personal care advertising, different spokespeople appeal to different genders, as teen boys are particularly interested in seeing celebrities (40%) and athletes (33%); however, teen girls are considerably less moved by the use of celebrities (26%) and athletes (17%) than their male counterparts. Meanwhile, Hispanic American teens are largely influenced by the use of famous people (43%), and as many as 71% use products with celebrities in their ads compared to 54% of the American teens overall. Additionally, two thirds (65%) of Hispanic American teens use products with celebrity names on the packaging compared to 45% of all the American teens.

TAMAT SAMPEL

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