SAMPEL PERCUMA

Set Latihan MUET 2026 Format Sebenar

Set penuh: MUET 2026

Set latihan + A+ practice pack

Sampel ini: 8 muka surat. Set penuh ada:

- 3 fail PDF
- 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

The MUET A+ Practice & Band Pack

Brand-new practice written in the real MUET paper formats — Reading, Writing, Listening and Speaking — with full answer keys, model answers, and our own band commentary explaining what makes a strong answer strong.

- 4 new Reading passages · 24 questions with reasons · academic word banks
- 5 Writing Task 1 reports and 5 Task 2 essays · model answers + commentary
- A weak-to-strong rewrite and a grammar-trap table
- 5 script-based Listening sets · 25 questions + 25 gap-fill items
- Speaking: a 12-topic Part 1 bank, 6 Part 2 task cards, 4 Part 3 model discussions
- Our own coaching notes on how speaking marks are won and lost

★ PREMIUM ONLY — NOT SOLD SEPARATELY

Two honest notes. Everything in this pack is our own original writing in the MUET paper formats. It is not a past-year paper and it is not published or endorsed by any examination board; the band commentary is our own teaching guidance, not an official descriptor table. There are no audio recordings in this pack: the Listening sets are script-based on purpose — a partner, or your phone's read-aloud, becomes the recording — and the Speaking section is written practice you say aloud and record on your own phone.

Tentang Peperiksaan MUET

MUET (Malaysian University English Test) ialah ujian kecekapan Bahasa Inggeris yang wajib diambil oleh semua pelajar Tingkatan 6, Matrikulasi dan Asasi sebelum melanjutkan pengajian ke universiti awam di Malaysia. Set latihan ini disediakan dalam **format sebenar 4 kertas** supaya anda biasa dengan gaya soalan sebenar sebelum menduduki peperiksaan.

Kertas	Kemahiran	Tempoh	Wajaran Markah
Kertas 1	Listening (Mendengar)	~40 minit	15%
Kertas 2	Speaking (Bertutur)	~30 minit	15%
Kertas 3	Reading (Membaca)	90 minit	40%
Kertas 4	Writing (Menulis)	90 minit	30%

Apa yang ada dalam set ini

☑ 5 set petikan Reading + soalan format sebenar (pemahaman & kosa kata)

☑ 3 set Writing Task 1 (huraian graf/carta) + jawapan model

☑ 3 set Writing Task 2 (esei pendapat) + jawapan model

☑ 4 set skrip latihan Listening + soalan pemahaman

☑ Latihan Speaking (Part 1, 2 & 3) + jawapan model

☑ Panduan Band 1-6 & tip menjawab setiap kertas

☑ Jawapan lengkap di bahagian akhir

> Cara guna: Cetak set ini, cuba jawab dalam masa yang ditetapkan seperti ujian sebenar, kemudian semak jawapan anda dengan kunci jawapan di bahagian belakang.

Petikan 1 — The Rise of Urban Farming

Urban farming has grown rapidly in cities across Southeast Asia over the past decade. Faced with rising food prices and concerns about food security, city dwellers are turning rooftops, balconies and even abandoned lots into productive green spaces. Community gardens in Kuala Lumpur, for instance, now supply fresh vegetables to hundreds of households while also reducing urban heat and improving air quality.

Proponents argue that urban farming shortens the distance food travels from farm to table, which lowers transportation costs and carbon emissions. It also gives city residents, many of whom have never grown food before, a better appreciation of where their meals come from. Schools have begun incorporating small garden plots into the curriculum, teaching children basic agricultural skills alongside science lessons.

However, critics point out that urban farming alone cannot solve a nation's food security problems. Yields from small urban plots are far lower than those from commercial farms, and the initial cost of setting up irrigation and soil systems can be high. Despite these limitations, most experts agree that urban farming plays a valuable supporting role — easing pressure on food supply chains while building healthier, greener cities for the future.

Soalan Pemahaman (Comprehension Questions)

1. What is one reason city dwellers are turning to urban farming?

A. Rising food prices and food security concerns
B. Government subsidies for land
C. A new law requiring green rooftops
D. Lack of commercial farms in Malaysia

2. According to the passage, what additional benefit do community gardens provide besides food?

A. They replace the need for schools
B. They increase property prices
C. They reduce urban heat and improve air quality
D. They eliminate transportation entirely

3. Why do proponents say urban farming lowers carbon emissions?

A. It uses only electric vehicles
B. It is funded by carbon credits
C. It bans the use of fertiliser
D. Food travels a shorter distance from farm to table

4. What is a limitation of urban farming mentioned by critics?

A. It requires too many workers
B. Yields are lower than commercial farms and setup costs can be high
C. It is illegal in most cities
D. It only works in rural areas

5. What is the overall tone of the passage towards urban farming?

A. Completely negative
B. Purely promotional with no criticism
C. Balanced, acknowledging benefits and limitations
D. Dismissive of all evidence

Writing Task 1 - Set 2/5

THE TASK

The table below shows student enrolment, in thousands, in five technical and vocational (TVET) fields at Malaysian public institutions in 2023 and 2025. Write a report of at least 150 words describing the main features of the data and making relevant comparisons. Do not give your own opinion.

TVET enrolment by field of study, 2023 and 2025 (thousands of students)

Field of study	2023	2025
Engineering technology	48.5	56.2
Information and communications technology	31.0	44.8
Automotive technology	23.9	17.3
Hospitality and culinary arts	22.4	24.1
Agricultural technology	9.2	12.6

Plan it first (2 minutes)

- Overview: enrolment rose in four fields out of five.
- Overview: ICT grew fastest, automotive was the only decline.
- Body 1: the two big fields, engineering and ICT, and the closing gap between them.
- Body 2: the three smaller fields, including the automotive fall and the overtaking.
- Use thousands consistently and keep one decimal place.

> Write your own report before you turn the page. The model answer is on the next page and it is worth nothing to you if you read it first.

Writing Task 2 - Set 2/5

THE TASK

In Malaysia, some people argue that Science and Mathematics should be taught in English at all secondary schools, while others insist that these subjects are better learned in the national language. Discuss both sides and give your own opinion. Write an essay of at least 250 words.

Plan it first (5 minutes)

- Position: teach the subject in the strongest language, but build English through the subject.
- Argument 1: understanding comes first - a concept lost in translation is lost twice.
- Argument 2: but university and industry run in English, so avoidance postpones the problem.
- Argument 3: a bilingual middle path - vocabulary, texts and labs in English, explanation in the stronger language.
- Counter-argument: full immersion works - answer with the rural teacher-supply reality.
- Conclusion: gradual, well-staffed bilingual approach.

Model Essay

Few education debates in Malaysia return as often as the question of which language should carry Science and Mathematics. Both sides are arguing about something real, and both are partly right. My own position is that the language of explanation should be whichever language the students actually understand, while English should be built deliberately into the subject itself.

Those who defend the national language begin from a simple fact: a concept that is not understood cannot be memorised, only copied. When a Form Two student meets photosynthesis and the word for chlorophyll in the same minute, two difficulties are stacked on top of each other, and the weaker student abandons both. Teaching the idea in the stronger language allows the science to be learned once, properly, instead of half-learned twice.

The opposing view is equally grounded. Almost every Malaysian degree in engineering, medicine or computing is delivered in English, and so is nearly every research paper and technical manual a graduate will ever open. A student who has never met the word velocity before matriculation is not protected by that gap; the difficulty has merely been postponed to the year when it is most expensive.

The practical answer lies between the two. Technical vocabulary, textbook readings and laboratory instructions can be in English while classroom explanation and questioning happen in the language the class commands best. Supporters of full immersion object that this is too slow, but immersion depends on having enough teachers who are confident in English, and in many rural schools that condition simply does not hold.

A school in Kuala Lumpur and a school in rural Kelantan do not start from the same place, and a single national instruction ignores that difference.

In conclusion, the choice should not be treated as a switch to be flipped nationwide. A gradual bilingual approach, supported by proper teacher training and by textbooks written for it, protects understanding today without leaving graduates unprepared tomorrow.

Part 1 — Individual Question Bank

Studies

QUESTION	MODEL ANSWER
What subjects are you studying now?	I'm taking English, Mathematics, Economics and General Paper this term. English is the one I enjoy most, mainly because we discuss real issues instead of memorising notes. Maths takes the most time; I have to redo questions until the method sticks. Economics surprised me because it explains things I see in the news every day.
How do you usually prepare for an exam?	I start about a month ahead and break the syllabus into small chunks, one topic a day. I rewrite my notes in my own words, because copying doesn't help me remember anything. Then I do past-year questions under timed conditions. The night before, I don't cram; I just skim my summaries and get a proper sleep.
What is the hardest part about being a student?	Managing time, without a doubt. There's always another assignment, another test, and somehow the days disappear. I also find it hard to switch off, because even when I'm resting I feel guilty about not studying. Learning to plan my week properly has helped, but I still get overwhelmed near deadlines.
Do you prefer studying alone or in a group?	Mostly alone, because I concentrate better in silence and I can move at my own speed. That said, group study is brilliant for subjects I'm weak in. When a friend explains something in simple words, it clicks faster than reading a textbook. So I revise alone first, then meet friends to check my understanding.

Food

QUESTION	MODEL ANSWER
What is your favourite Malaysian food?	Nasi lemak, easily. I love how the coconut rice, the sambal and the crispy anchovies work together; every mouthful is a bit different. My mum makes it on weekends, and hers is spicier than the ones sold outside. I could eat it for breakfast, lunch or supper and never get bored of it.
Do you cook at home?	I do, though nothing fancy. I can manage fried rice, simple curries and anything involving eggs. I started learning during the school holidays because I got tired of instant noodles. Cooking relaxes me, oddly enough. My brothers are honest critics, so I know straight away whether a dish is worth making again.
Has the way young people eat changed?	Yes, a lot. My friends order food through apps far more than they cook, and everything arrives within half an hour. It's convenient, but it's expensive and usually less healthy. On the other hand, more young people are aware of what they eat now, so some of them are choosing lighter meals and drinking less sugar.
Would you try food from another country?	Definitely. I've already tried Korean and Japanese food, and I'd love to taste proper Middle Eastern dishes one day. Food is the easiest way to understand a culture, I think. You learn what people grow, what they celebrate and how they eat together. I'm not fussy, so I'll try almost anything once.

DAY	MIN	DO THIS	✓
Day 16	**20**	**Reading** — A+ Passage 4, timed at 18 minutes. Then read the reasons for every answer, right and wrong.	☐
Day 17	**25**	**Listening** — A+ Set 3. Watch for the speaker correcting themselves; that line is almost always a question.	☐
Day 18	**25**	**Speaking** — Task Card 2, recorded. Listen back and count your fillers. Write the number down.	☐
Day 19	**30**	**Writing Task 1** — A+ Set 3. Copy the six data phrases from the model into Bonus 4's spare lines.	☐
Day 20	**25**	**Reading** — redo Passage 1 with the key hidden. Second pass on a paper you have already checked is where the jump happens.	☐
Day 21 °	**15**	Rest / catch up. Read every “mark-costing mistake” in Bonus 2 out loud.	☐
Day 22	**30**	**Writing Task 2** — A+ Set 3. Then run the weak-vs-strong upgrade page on your own paragraph.	☐
Day 23	**25**	**Listening** — A+ Sets 4 and 5, MCQs only. Gap-fill tomorrow.	☐
Day 24 °	**15**	Careless-marks day. Redo only the questions you tagged **C**. Slowly.	☐
Day 25	**25**	**Speaking** — Task Cards 3 and 4, back to back, recorded. Two minutes each, no restarts.	☐
Day 26	**30**	**Writing** — one Task 1 and one Task 2 in one sitting, timed. This is the real Paper 4 shape.	☐
Day 27 °	**15**	Bonus 4 review. Circle every mistake that appeared more than once in 26 days.	☐
Day 28	**20**	Read all of Bonus 2 again. Plan tomorrow: place, time, clock, phone away.	☐
Day 29	**90**	**Full mock** — Reading passages plus one Writing Task 1 and one Task 2, exam conditions. Do not check today.	☐
Day 30	**40**	Mark yesterday against the keys and models. Full post-mortem in Bonus 4. Compare with Day 1.	☐

ONLY TWO WEEKS LEFT?

Double up Days 1–10 (two lines a day), skip the ° rest days, and sit the full mock on your last free morning. The plan can bend. The exam date cannot.

AFTER DAY 30

Run Days 1–13 again a month later using the same papers with the keys hidden. The same paper feels completely different the second time — and the second pass is where bands actually move.

Jawapan Lengkap — Reading

Reading — Kertas 3

Petikan 1: 1=A, 2=C, 3=D, 4=B, 5=C

Petikan 2: 1=D, 2=A, 3=B, 4=C, 5=D

Petikan 3: 1=C, 2=D, 3=A, 4=D, 5=B

Petikan 4: 1=A, 2=D, 3=C, 4=B, 5=D

Petikan 5: 1=B, 2=A, 3=D, 4=C, 5=C

TAMAT SAMPEL

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