

**MALAYSIAN UNIVERSITY ENGLISH TEST
(MUET)**

**REGULATIONS, TEST SPECIFICATIONS,
TEST FORMAT AND
SAMPLE QUESTIONS**

The information in this booklet applies to the end-2008 MUET and thereafter until further notice.



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NATIONAL EDUCATION PHILOSOPHY

Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a belief in and devotion to God. Such effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving a high level of personal well-being as well as being able to contribute to the betterment of the family, the society and the nation at large.

FOREWORD

The Malaysian Examinations Council, which was established under Act 225, Malaysian Examinations Council Act 1980, is a statutory body under the Ministry of Education Malaysia. The Malaysian Examinations Council is managed by a board of governors comprising vice-chancellors of local universities established under Section 6 of the University and University Colleges Act 1971 and under Section 1A of the University of Technology MARA Act 1976, the Chief Secretary of the Ministry of Education, the Director General of Education, the Director of Examinations of the Malaysian Examinations Syndicate, the Chief Executive of the Malaysian Examinations Council, and five other members appointed by His Majesty the Yang di-Pertuan Agong. The Chairman of the Council is also appointed by His Majesty the Yang di-Pertuan Agong from amongst the vice-chancellors of local universities.

The Malaysian Examinations Council is responsible for the conduct of the Sijil Tinggi Persekolahan Malaysia (STPM) (Malaysia Higher School Certificate) examination effective since the 1982 examination. This examination replaced the Higher School Certificate examination conducted by the University of Cambridge Local Examinations Syndicate in collaboration with Universiti Malaya. With effect from 1999, the Malaysian Examinations Council is also responsible for the management of the Malaysian University English Test (MUET). MUET is conducted thrice a year and is compulsory for students who intend to pursue first degree studies in local public universities.

This is the first time that the MUET syllabus is being revised since its inception in 1999. It is to ensure that MUET maintains its relevancy in testing candidates' English language proficiency. There are minor changes in the test specifications which detail the aspects according to the four components of MUET: listening, speaking, reading and writing.

I would like to take this opportunity to thank the members of the MUET Syllabus Committee chaired by Prof Datin Dr Zubaida S A Alsree from Universiti Teknologi MARA. The committee members are Prof Dr Anie Attan, Dr Harriet Wong, Prof Dr Chan Swee Heng, Dr Mohd Sallehudin bin Abd Aziz, Prof Dr Zuraidah Md Don, Prof Madya Khairi Izwan Abdullah, Prof Madya Dr Fatimah Hashim, Dr Tengku Sepora Tengku Mahadi, Ms Sivagnana Chelvi, Mr Martin Bates, Mdm Vasantha Mallar Menon, Mdm Gita Lam Yean Ling and Mdm Esther Evelyn Jeverajah. I also wish to thank all the schools that have allowed their students to participate as the sample for the verification and validation purposes of the test instruments.

Finally, it is hoped that MUET shall have the desired positive effects on the perceptions of students and enthusiasm of teachers with regard to the teaching and learning of English.

DR. JAMIL BIN ADIMIN

Chief Executive

Malaysian Examinations Council

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INTRODUCTION

In the Malaysian education system, English has always played an important role. The Malaysian University English Test (MUET) serves to give continued emphasis on this role.

The objective of MUET is to measure the English language proficiency of pre-university students for entry into tertiary education. MUET comprises all the four language skills of listening, speaking, reading and writing. It measures and reports candidates' level of proficiency based upon an aggregated score range of zero to 300. The scores correlate with a banding system ranging from Band 1 to Band 6. A results slip is issued to each candidate who completes all four components of the test.

This booklet contains test specifications which detail aspects of each component of MUET. The test specifications list the skills relevant to help equip students with the level of proficiency in English and critical thinking skills for more effective academic study at tertiary level. They may also be used as a valuable guide to MUET for independent learners.

GENERAL REGULATIONS

1 Test Dates

- 1.1 MUET is administered thrice a year, in March, July, and November.
- 1.2 The Listening, Reading and Writing tests are administered on the same day while the Speaking test is administered over a duration of two weeks.
- 1.3 Candidates will be informed of their specific test dates through the MUET registration slip (MUET/D) which can be downloaded from MEC's portal <http://www.mpm.edu.my>.

2 Test Centres

Test centres for candidates will be determined by the respective State Education Departments based on candidates' choice of town in which they wish to take the test.

3 Registration

- 3.1 Registration for MUET is online whether through MEC's portal <http://www.mpm.edu.my>.
- 3.2 Candidates from public and private schools/institutions will register for MUET through their respective schools/institutions.
- 3.3 Private individual candidates can register for MUET online through MEC's portal <http://www.mpm.edu.my>.
- 3.4 Dates for registration will be announced by the Malaysian Examinations Council in local newspapers and through MEC's portal <http://www.mpm.edu.my>.
- 3.5 It is the responsibility of candidates to ensure that their particulars are entered correctly during the online registration.
- 3.6 Payment of registration fee must be made by purchasing Malaysian Examinations Council's PIN (MEC PIN) from Bank Simpanan Nasional (BSN) or through internet banking. Candidates may surf MEC's portal <http://www.mpm.edu.my> for further information on registration and payment mode.

3.7 Candidates may check their registration status through the MEC's portal <http://www.mpm.edu.my> and via SMS.

4 **Test Fees**

The test fee is RM100.00 comprising the registration fee of RM40.00 and a subject fee of RM60.00.

5 **Change of Test Centres**

5.1 Candidates who wish to change their test centre must apply through their respective State Education Departments not later two weeks after the MUET/D uploaded at MEC's portal.

5.2 An administrative fee of RM25.00 will be levied for this purpose.

6 **Withdrawal from Test**

Fees of candidates who withdraw from the test will **not** be refunded. However, a refund of RM60.00 will be paid in the following cases.

- (a) A candidate suffering from a long-term illness
(A copy of the medical certificate from a Government Medical Officer must be forwarded.)
- (b) A candidate who has passed away
(A copy of the death certificate must be forwarded by the next of kin or a representative.)
- (c) A candidate who get the offer to further study in local university.
(A copy of offer letter from university must be submitted.)

7 **Deferment of Test**

7.1 Candidates who wish to defer the test must write in to seek permission from the Malaysian Examinations Council stating reasons supported by evidence before the date of the test.

7.2 Approval to defer the test is at the discretion of the Malaysian Examinations Council.

8 **Contagious Diseases**

Candidates who suffer from contagious diseases are normally not allowed to sit for the test. If permitted, the candidate will be seated in a separate room.

9 **Arrangements for Specific Needs**

9.1 Applications for specific arrangements are allowed for

- (a) candidates adversely affected by illness or other misfortunes,
- (b) candidates with special needs.

9.2 Applications must be made on special forms which can be obtained from the online registration.

9.3 The Malaysian Examinations Council will not consider cases which are not reported prior to the test.

10 **Materials provided by Candidates**

10.1 Candidates are required to write their answers using a pen or ball-point pen in black or blue ink, except for multiple-choice tests in which only BB or 2B pencils are to be used.

10.2 Candidates must bring their own pencils, erasers and other equipment.

11 **MUET Results**

11.1 The MUET results are presented in a results slip which is issued through the State Education Department.

11.2 Candidates from public and private schools/institutions will collect their results from their respective schools/ institutions.

11.3 Private individual candidates will receive their results from the Malaysian Examinations Council by post.

11.4 Candidates are given 12 months to collect their results after the date of release. After this period, the school, institution or State Education Department will return the unclaimed results slips to the Malaysian Examinations Council. Candidates who wish to claim their results slip after that period may request it directly from the Malaysian Examinations Council at a fee of RM20.00.

11.5 Candidates who have lost their results slip may apply for a certified statement of results. The application must be accompanied by information concerning the candidate, i.e. full name and identity card number, session and year of the test, examination centre and index number. A fee of RM20.00 will be levied for the first application, RM30.00 for the second application and RM50.00 for the third application for a certified statement of results.

11.6 Results will also be available on the MEC's portal <http://www.mpm.edu.my> and via SMS.

12 **Disqualification of Results and Expulsion of Candidates**

12.1 If the Malaysian Examinations Council is satisfied that a candidate has been involved in any breach of regulation or caution issued for this test or in any irregularity, misconduct or dishonesty whatsoever in connection with the test or any of the papers, the Council may at its sole discretion, bar the candidate from the test and refuse his further admission thereto, cancel his result thereof, and refuse his entry as a candidate in subsequent tests.

12.2 If the Malaysian Examinations Council is satisfied that breaches of regulation or caution or any irregularity, misconduct or dishonesty whatsoever in connection with the test have been widespread at any centre, or that the circumstances in which the test is held at any centre are unsatisfactory, the Council may at its sole discretion, cancel the entire test at that centre or the results thereof, in relation to all the candidates at that centre.

13 **Appeal of Test Results**

Candidates may appeal for rechecking of MUET results within two weeks after the release of result. A fee of RM 70.00 will be charged. Candidates may surf MEC's portal <http://www.mpm.edu.my> for further information on appeals for rechecking of MUET results.

14 **Answer Scripts**

Answer scripts of candidates remain the property of the Malaysian Examinations Council.

15 Conditions of Test Registration

There is no entry requirement to sit for MUET.

16 Validity of MUET

The validity period for MUET results are as follows:

- (a) MUET results released before 2009 are valid until 18 July 2013.
- (b) From 2009, MUET results are valid for five years from the date of the release of results.

17 Test Component

MUET comprises four components: Listening, Speaking, Reading and Writing. The duration and weighting of each component are as follows:

Paper Code	Paper	Duration	Weighting
800/1	Listening	30 minutes	15%
800/2	Speaking	30 minutes	15%
800/3	Reading	90 minutes	40%
800/4	Writing	90 minutes	30%

18 Test Scores

Test scores are reported as follows:

Test Component	Maximum Score	Obtained Score
LISTENING	45	
SPEAKING	45	
READING	120	
WRITING	90	
AGGREGATED SCORE	300	
Band Achieved		

19 **Description of Aggregated Scores**

AGGREGATED SCORE	BAND	USER	COMMUNICATIVE ABILITY	COMPREHENSION	TASK PERFORMANCE
260 – 300	6	Highly proficient user	Very fluent; highly appropriate use of language; hardly any grammatical error	Very good understanding of language and context	Very high ability to function in the language
220 – 259	5	Proficient user	Fluent; appropriate use of language; few grammatical errors	Good understanding of language and context	High ability to function in the language
180 – 219	4	Satisfactory user	Generally fluent; generally appropriate use of language; some grammatical errors	Satisfactory understanding of language and context	Satisfactory ability to function in the language
140 – 179	3	Modest user	Fairly fluent; fairly appropriate use of language; many grammatical errors	Fair understanding of language and context	Fair ability to function in the language
100 – 139	2	Limited user	Not fluent; inappropriate use of language; very frequent grammatical errors	Limited understanding of language and context	Limited ability to function in the language
Below 100	1	Very limited user	Hardly able to use the language	Very limited understanding of language and context	Very limited ability to function in the language

MALAYSIAN UNIVERSITY ENGLISH TEST TEST SPECIFICATIONS

Aim

The Malaysian University English Test (MUET) seeks to measure the English language proficiency of candidates planning to pursue tertiary studies at Malaysian universities.

Implementation in Schools

The MUET programme should involve 240 hours of teaching time spanning three school terms. Instruction should be carried out for 8 periods per week at 40 minutes per period.

Teachers' Guide to MUET

Teachers' Guide to MUET complements the Test Specifications of the MUET. It provides a framework for preparing candidates for MUET.

Assessment Objectives

MUET tests the four language skills of listening, speaking, reading and writing.

Component	Test Specifications
1 Listening	<p>Candidates are assessed on their ability to comprehend various types of oral text of varying length and level of complexity (content and language).</p> <p>Assessment will cover the following:</p> <ul style="list-style-type: none"> (i) knowledge <ul style="list-style-type: none"> • recalling information • recognising main ideas • recognising supporting details (ii) comprehension <ul style="list-style-type: none"> • deriving meaning of words, phrases, sentences from context • paraphrasing (iii) application <ul style="list-style-type: none"> • predicting outcomes • applying a concept to a new situation (iv) analysis <ul style="list-style-type: none"> • understanding language functions • distinguishing the relevant from the irrelevant • distinguishing fact from opinion • drawing inferences • identifying roles and relationships (v) synthesis <ul style="list-style-type: none"> • following the development of a point or an argument • summarising information

Component	Test Specifications
	<p>(vi) evaluation</p> <ul style="list-style-type: none"> • appraising information • making judgements • drawing conclusions • recognising and interpreting speakers' views, attitudes or intentions <p>Possible genres: Lecture, briefing, talk, discussion, interview, telephone conversation, announcement, instructions, advertisement, news, meeting, documentary</p>
<p>2 Speaking</p>	<p>Candidates are assessed on their ability to make individual presentations and to take part in group discussions on a wide range of contemporary issues.</p> <p>Assessment will cover the following:</p> <p>(i) accuracy</p> <ul style="list-style-type: none"> • using grammatically correct language • using correct pronunciation, stress and intonation <p>(ii) fluency</p> <ul style="list-style-type: none"> • speaking with confidence and fluency <p>(iii) appropriacy</p> <ul style="list-style-type: none"> • using language appropriate for the intended purpose and audience • using varied vocabulary and expressions • using varied sentence structures • observing conventions appropriate to a specific situation <p>(iv) coherence and cohesion</p> <ul style="list-style-type: none"> • developing and organising ideas • using appropriate markers and linking devices • using anaphora appropriately together with other cohesive devices <p>(v) use of language functions</p> <ul style="list-style-type: none"> • defining, describing, explaining • comparing and contrasting • classifying • giving reasons • giving opinions • expressing relationships • making suggestions and recommendations • expressing agreement and disagreement • seeking clarification • asking for and giving information • persuading • drawing conclusions • stating and justifying points of view • presenting an argument

Component	Test Specifications
	<ul style="list-style-type: none"> • expressing relationships • making suggestions and recommendations • expressing agreement and disagreement • seeking clarification • asking for and giving information • persuading • drawing conclusions • stating and justifying points of view • presenting an argument <p>(vi) managing a discussion</p> <ul style="list-style-type: none"> • initiating • turn-taking • interrupting • prompting • negotiating • closing <p>(vii) task fulfilment</p> <ul style="list-style-type: none"> • presenting relevant ideas • providing adequate content • showing a mature treatment of topic <p><i>Possible issues:</i> Socio-cultural, economic, science and technology, sports, environment, education, health</p>
3 Reading	<p>Candidates are assessed on their ability to comprehend various types of text of varying length and level of complexity (content and language).</p> <p>Assessment will cover the following:</p> <p>(i) comprehension</p> <ul style="list-style-type: none"> • skimming and scanning • extracting specific information • identifying main ideas • identifying supporting details • deriving the meaning of words, phrases, sentences from the context • understanding linear and non-linear texts • understanding relationships <ul style="list-style-type: none"> – within a sentence – between sentences • recognising a paraphrase <p>(ii) application</p> <ul style="list-style-type: none"> • predicting outcomes • applying a concept to a new situation

Component	Test Specifications
	<p>(iii) analysis</p> <ul style="list-style-type: none"> • understanding language functions • interpreting linear and non-linear texts • distinguishing the relevant from the irrelevant • distinguishing fact from opinion • making inferences <p>(iv) synthesis</p> <ul style="list-style-type: none"> • relating ideas and concepts <ul style="list-style-type: none"> – within a paragraph – between paragraphs • following the development of a point or an argument • summarising information <p>(v) evaluation</p> <ul style="list-style-type: none"> • appraising information • making judgements • drawing conclusions • recognising and interpreting writers' views, attitudes or intentions <p>Possible genres: Articles from journals, newspapers and magazines, academic texts, electronic texts</p>
<p>4 Writing</p>	<p>Candidates are assessed on their ability to write various types of text covering a range of rhetorical styles.</p> <p>Assessment will cover the following:</p> <p>(i) accuracy</p> <ul style="list-style-type: none"> • using correct spelling and mechanics • using correct grammar • using correct sentence structures <p>(ii) appropriacy</p> <ul style="list-style-type: none"> • using varied vocabulary and expressions • using clear varied sentences • using language appropriate for the intended purpose and audience • observing conventions appropriate to a specific situation or text type <p>(iii) coherence and cohesion</p> <ul style="list-style-type: none"> • developing and organising ideas • using appropriate markers and linking devices • using anaphora appropriately together with other cohesive devices

Component	Test Specifications
	<p>(iv) use of language functions</p> <ul style="list-style-type: none"> • defining, describing, explaining • comparing and contrasting • classifying • giving reasons • giving opinions • expressing relationships • making suggestions and recommendations • expressing agreement and disagreement • persuading • interpreting information from non-linear texts • drawing conclusions • stating and justifying points of view • presenting an argument <p>(v) task fulfilment</p> <ul style="list-style-type: none"> • presenting relevant ideas • providing adequate content • showing a mature treatment of topic <p>Possible genres: Report, article, letter, essay</p>

Paper 1: Listening (800/1)

No	Item	Description
1	Weighting	15%
2	Duration	30 minutes
3	Number of texts	5
4	Basic criteria for text selection	Length, level of complexity (content and language), text type
5	Possible genres	Lecture, briefing, talk, discussion, interview, telephone conversation, announcement, instructions, advertisement, news, meeting, documentary
6	Number of questions	20
7	Possible question types	(i) Information transfer (ii) Short-answer questions (iii) 3-option multiple-choice questions
8	Skills tested	As in the test specifications

Paper 2: Speaking (800/2)

No	Item	Description
1	Weighting	15%
2	Duration	30 minutes
3	Number of tasks	2
4	Topic	Contemporary issues
5	Task format	Task A: Individual presentation Preparation : 2 minutes Presentation : 2 minutes Task B: Group interaction (4 candidates to a group) Preparation : 2 minutes Discussion : 10 minutes
6	Skills tested	As in the test specifications

Paper 3: Reading (800/3)

No	Item	Description
1	Weighting	40%
2	Duration	90 minutes
3	Number of texts	6 (at least one text with graphics)
4	Basic criteria for text selection	Length (200 – 700 words), level of complexity (content and language), text type
5	Possible genres	Articles from journals, newspapers and magazines, academic texts, electronic texts
6	Rhetorical style	Analytical, descriptive, persuasive, argumentative, narrative
7	Number of questions	45
8	Possible question-type	(i) 3-option multiple-choice questions (ii) 4-option multiple-choice questions
9	Skills tested	As in the test specifications

Paper 4: Writing (800/4)

No	Item	Description
1	Weighting	30%
2	Duration	90 minutes
3	Number of questions	2
4	Possible genres	Report, article, letter, essay
5	Rhetorical style	Analytical, descriptive, persuasive, argumentative
6	Task	Question 1: Interpretation of information based on specific stimuli provided (no less than 150 words) Question 2: Extended writing based on a given topic (no less than 350 words)
7	Skills tested	As in the test specifications

TEST FORMAT

MUET comprises **four** papers. Candidates are required to sit for all the four papers.

Details of the four components are as follows.

Paper 1: Listening (30 minutes)

Candidates will be required to listen to recorded texts twice and answer questions on them.

There is a total of 20 questions consisting of information transfer, short-answer questions and 3-option multiple-choice questions.

Paper 2: Speaking (30 minutes)

Candidates will be required to perform two tasks: individual presentation and group interaction.

For the individual presentation, candidates will be given 2 minutes to prepare for the given task and 2 minutes to present. Candidates will also listen to the other candidates while they are making their presentations and take down notes for the group interaction.

For the group interaction (4 to a group), candidates will be given 2 minutes to prepare points to support or oppose the other candidates' views. After listening to everyone in the group, candidates will try to come to a consensus. The group will be given 10 minutes for the group interaction.

Paper 3: Reading (90 minutes)

This paper comprises 45 multiple-choice questions based on passages from texts which may be taken from journals, newspapers, magazines, and academic and electronic sources. Questions are in the form of 3-option multiple-choice and 4-option multiple-choice questions.

Paper 4: Writing (90 minutes)

This paper comprises two writing tasks: transferring information from a non-linear source to a linear text and a piece of extended writing. The stimulus may take the form of linear and/or non-linear texts.

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SAMPLE QUESTIONS

Identity card number:

Centre number/index number:

800/1

MUET

MALAYSIAN UNIVERSITY ENGLISH TEST

PAPER 1 LISTENING

(30 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 **three** parts: Part I, Part II and Part III. Each part comprises a recording. You will listen to each recording twice.*

Answer the questions as you listen. Circle or write your answers on the question paper.

Answers which consists of more than the specified number of words will be marked as incorrect.

*You are given **one** minute to read all the questions when the test begins.*

For examiner's use	
Part I	
Part II	
Part III	
Total	

This question paper consists of 11 printed pages.

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MUET 800/1

[Turn over

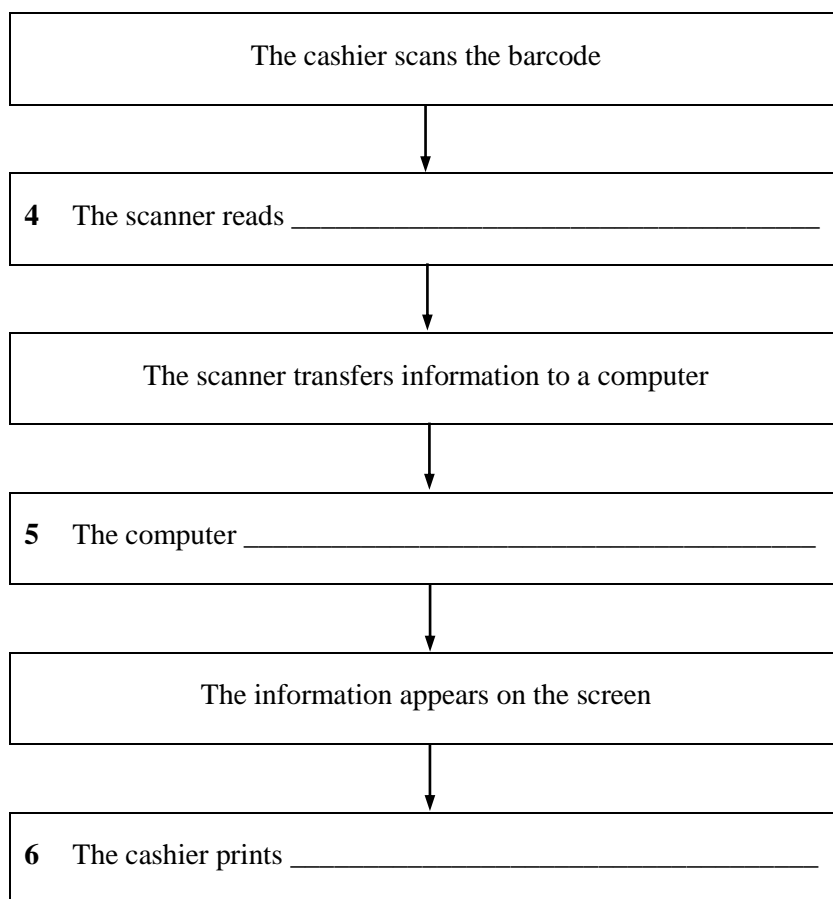
For questions 1 to 3, write your answer in NOT MORE THAN THREE WORDS.

- 1 A barcode scan sheet is used for items _____
- 2 Compared to old-fashioned price tags, barcodes are better because they _____

- 3 In a supermarket, when many items are purchased, scanning helps in _____

For questions 4 to 6, write your answers in NOT MORE THAN FIVE WORDS.

How A Barcode Is Used



For questions 7 and 8, circle the correct answer.

- 7** If a scanner fails to read the barcode, the cashier will
- A** print the items sold
 - B** type in the numbers manually
 - C** obtain the details of the purchase
- 8** The speaker's intention is to
- A** discuss the benefits of barcodes
 - B** compare barcodes with price tags
 - C** promote the use of barcodes in shops

Part II

[6 marks]

For questions 9 and 10, choose one letter A to F from the box below to complete each sentence.

- A headaches
- B temporary blindness
- C disorientation
- D fatigue
- E sleep disruption
- F anxiety

9 Staring at neon signs can cause _____

10 Intrusion of street lights into homes can lead to _____

For questions 11 to 14, circle the correct answer.

11 According to Dr. Yeoh, the problem of excessive lighting in Malaysia is

- A critical
- B exaggerated
- C under control

12 In what way are night hunters affected by artificial lights?

- A They lose their way.
- B They lose their prey.
- C They lose their vision.

13 What is Dr. Yeoh's recommendation?

- A Countries should use less oil.
- B Countries should use less electricity.
- C Countries should use less artificial lights.

14 Dr. Yeoh's talk is mainly on

- A the effects of excessive lighting
- B the types of excessive lighting indoors
- C the differences between interior and exterior lighting

Part III

[6 marks]

For questions 15 to 20, write your answer in NOT MORE THAN FIVE WORDS.

15 Poorer health is experienced by those who commuted by car or public transport compared to those who _____

16 Drivers who commuted more than an hour had better health because they _____

17 The risk of large earthquakes a century ago and today _____

18 Researchers in the University of California found that the earthquakes in South America and Japan _____

19 The news item is interesting because the couple _____

20 The phrase 'can't stand the sight of each other' means _____

SAMPLE QUESTIONS

800/2

MUET

MALAYSIAN UNIVERSITY ENGLISH TEST

PAPER 2 SPEAKING

(30 minutes)

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

NOTES

- *This booklet consists of one set of questions.*
- *The set comprises **four** situations.*
- *Each situation has to be detached from the question booklet and placed accordingly on the candidate's table.*
- *Candidates are not allowed to write on the question paper.*
- *This question paper will be used by the next group of candidates in the same session.*

This question paper consists of 9 printed pages.

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Candidate A

Instructions to candidates:

This test consists of two tasks, Task A and Task B.

Task A is carried out first followed by Task B.

*You are given **one** minute to read the instructions and the tasks given.*

Task A: Individual Presentation (2 minutes)

- *You have **two** minutes to prepare your response.*
- *You have **two** minutes to present.*
- *Listen to the others while they are making their presentations and take down notes for the group interaction in Task B.*

Situation

Hosting an international sporting event like the Commonwealth Games or the Formula One Series is good for the country. In what way do you think Malaysia can benefit from such events?

Task A: In your opinion, one benefit for the country is that **Malaysia will be internationally-known**. Elaborate on this.

Candidate A

Task B: Group Interaction (10 minutes)

- You have **two** minutes to prepare for the discussion.
- You may maintain or change your view presented in Task A.
- In your discussion, you may support or oppose the other candidates' views.
- At the end of the discussion, try to come to a group decision.
- You are given **ten** minutes for the discussion.

Situation

Hosting an international sporting event like the Commonwealth Games or the Formula One Series is good for the country. In what way do you think Malaysia can benefit from such events?

Task B: Discuss which one of the following will **benefit the country most**:

- (i) Malaysia will be internationally-known.
- (ii) Malaysia will earn more income due to the event.
- (iii) Malaysians will get the opportunity to attend an international event.
- (iv) Malaysian sportsmen and sportswomen will get the support of the home crowd.

Candidate B

Instructions to candidates:

This test consists of two tasks, Task A and Task B.

Task A is carried out first followed by Task B.

*You are given **one** minute to read the instructions and the tasks given.*

Task A: Individual Presentation (2 minutes)

- *You have **two** minutes to prepare your response.*
- *You have **two** minutes to present.*
- *Listen to the others while they are making their presentations and take down notes for the group interaction in Task B.*

Situation

Hosting an international sporting event like the Commonwealth Games or the Formula One Series is good for the country. In what way do you think Malaysia can benefit from such events?

Task A: In your opinion, one benefit for the country is that **Malaysia will earn more income due to the event.** Elaborate on this.

Candidate B

Task B: Group Interaction (10 minutes)

- You have **two** minutes to prepare for the discussion.
- You may maintain or change your view presented in Task A.
- In your discussion, you may support or oppose the other candidates' views.
- At the end of the discussion, try to come to a group decision.
- You are given **ten** minutes for the discussion.

Situation

Hosting an international sporting event like the Commonwealth Games or the Formula One Series is good for the country. In what way do you think Malaysia can benefit from such events?

Task B: Discuss which one of the following will **benefit the country most**:

- (i) Malaysia will be internationally-known.
- (ii) Malaysia will earn more income due to the event.
- (iii) Malaysians will get the opportunity to attend an international event.
- (iv) Malaysian sportsmen and sportswomen will get the support of the home crowd.

Candidate C

Instructions to candidates:

This test consists of two tasks, Task A and Task B.

Task A is carried out first followed by Task B.

*You are given **one** minute to read the instructions and the tasks given.*

Task A: Individual Presentation (2 minutes)

- *You have **two** minutes to prepare your response.*
- *You have **two** minutes to present.*
- *Listen to the others while they are making their presentations and take down notes for the group interaction in Task B.*

Situation

Hosting an international sporting event like the Commonwealth Games or the Formula One Series is good for the country. In what way do you think Malaysia can benefit from such events?

Task A: In your opinion, one benefit for the country is that **Malaysians will get the opportunity to attend an international event.** Elaborate on this.

Candidate C

Task B: Group Interaction (10 minutes)

- You have **two** minutes to prepare for the discussion.
- You may maintain or change your view presented in Task A.
- In your discussion, you may support or oppose the other candidates' views.
- At the end of the discussion, try to come to a group decision.
- You are given **ten** minutes for the discussion.

Situation

Hosting an international sporting event like the Commonwealth Games or the Formula One Series is good for the country. In what way do you think Malaysia can benefit from such events?

Task B: Discuss which one of the following will **benefit the country most**:

- (i) Malaysia will be internationally-known.
- (ii) Malaysia will earn more income due to the event.
- (iii) Malaysians will get the opportunity to attend an international event.
- (iv) Malaysian sportsmen and sportswomen will get the support of the home crowd.

Candidate D

Instructions to candidates:

This test consists of two tasks, Task A and Task B.

Task A is carried out first followed by Task B.

*You are given **one** minute to read the instructions and the tasks given.*

Task A: Individual Presentation (2 minutes)

- *You have **two** minutes to prepare your response.*
- *You have **two** minutes to present.*
- *Listen to the others while they are making their presentations and take down notes for the group interaction in Task B.*

Situation

Hosting an international sporting event like the Commonwealth Games or the Formula One Series is good for the country. In what way do you think Malaysia can benefit from such events?

Task A: In your opinion, one benefit for the country is that **Malaysian sportsmen and sportswomen will get the support of the home crowd**. Elaborate on this.

Candidate D

Task B: Group Interaction (10 minutes)

- You have **two** minutes to prepare for the discussion.
- You may maintain or change your view presented in Task A.
- In your discussion, you may support or oppose the other candidates' views.
- At the end of the discussion, try to come to a group decision.
- You are given **ten** minutes for the discussion.

Situation

Hosting an international sporting event like the Commonwealth Games or the Formula One Series is good for the country. In what way do you think Malaysia can benefit from such events?

Task B: Discuss which one of the following will **benefit the country most**:

- (i) Malaysia will be internationally-known.
- (ii) Malaysia will earn more income due to the event.
- (iii) Malaysians will get the opportunity to attend an international event.
- (iv) Malaysian sportsmen and sportswomen will get the support of the home crowd.

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SAMPLE QUESTIONS

800/3

MUET

MALAYSIAN UNIVERSITY ENGLISH TEST

PAPER 3 READING

(90 minutes)

MAJLIS PEPERIKSAAN MALAYSIA
(MALAYSIAN EXAMINATIONS COUNCIL)

Instructions to candidates:

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

NOTES

- *There are **forty-five** questions in this test. For each question, choose the most appropriate answer. Indicate your answer on the separate answer sheet given.*
- *Read the instructions on the answer sheet carefully.*
- *Attempt **all** questions.*

This question paper consists of 16 printed pages.

© Majlis Peperiksaan Malaysia

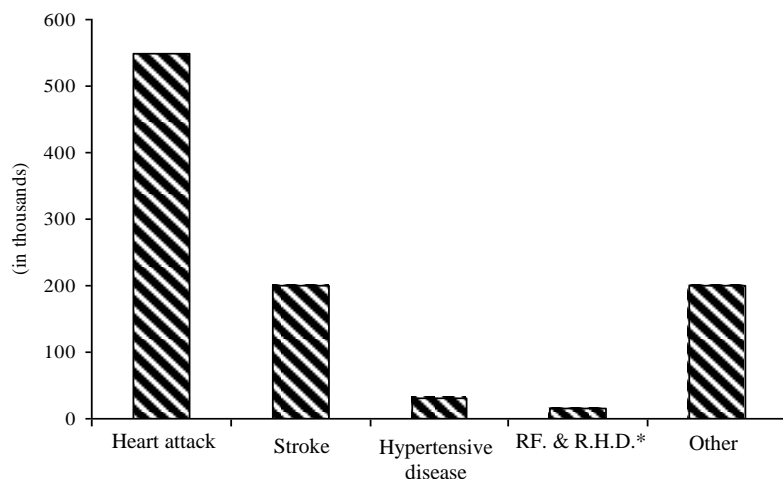
Questions 1 to 7 are based on the following text.

HEART DISEASES

<i>Symptoms of Heart Attack</i>	<i>Symptoms of Stroke</i>
<ul style="list-style-type: none"> • Prolonged, oppressive pain or unusual discomfort in the centre of the heart • Pain may radiate to the shoulder, arm, neck or jaw • Sweating may accompany pain or discomfort • Nausea and vomiting may also occur • Shortness of breath may accompany other signs <p>The American Heart Association advises immediate action at the onset of these symptoms. The Association points out that over half of heart victims die before they reach the hospital. The average victim waits 3 hours before seeking help.</p>	<ul style="list-style-type: none"> • Sudden temporary weakness or numbness of face or limbs on one side of the body • Temporary loss of speech, or trouble speaking or understanding speech • Temporary dimness or loss of vision, particularly in one eye • An episode of double vision • Unexplained dizziness or unsteadiness • Change in personality, mental ability • New or unusual pattern of headaches

Major Risk Factors	
<p>Blood pressure – systolic pressure under 120 is normal; systolic pressure over 150 = 2 times the risk of heart attack = 4 times the risk of stroke</p>	<p>Cholesterol – level under 194 is normal; level of 250 or over = 3 times the risk of heart attack or stroke</p>
<p>Cigarettes – with non-smoking considered normal; smoking one pack a day = 2 times the risk of heart attack = 4 times the risk of stroke</p>	

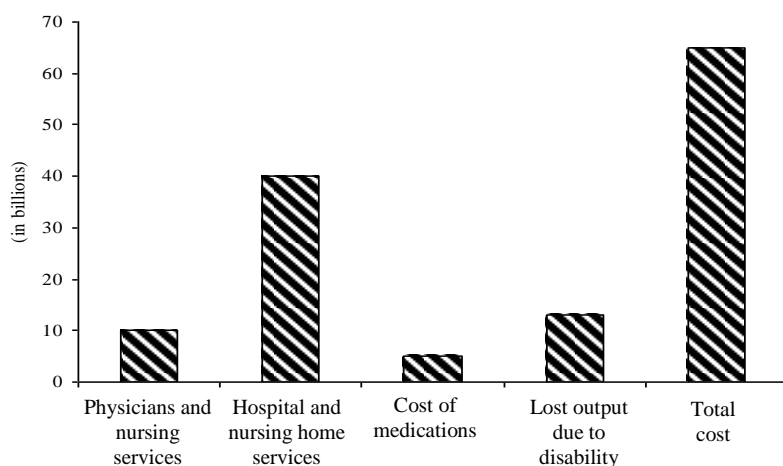
Figure 1: U.S. DEATHS DUE TO CARDIOVASCULAR DISEASES BY MAJOR TYPE OF DISORDER, 2001



* Rheumatic Fever and Rheumatic Heart Disease

Source: National Center for Health Statistics, US Department of Health and Human Services

Figure 2: ESTIMATED ECONOMIC COSTS IN BILLIONS OF DOLLARS OF CARDIOVASCULAR DISEASES



Source: American Heart Association

1 More than half of all heart attack victims die because they wait for more than 3 hours before going to a hospital.

- A True
- B False
- C Not stated

2 Individuals who have a cholesterol level of 250 or higher are as much at risk of suffering heart attacks as strokes.

- A True
- B False
- C Not stated

- 3** Encik Ahmad has a systolic pressure of 160 and a cholesterol level of 270. He is more likely to suffer a heart attack than a stroke.
- A** True
 - B** False
 - C** Not stated
- 4** A high cholesterol level is the leading cause of strokes and heart attacks.
- A** True
 - B** False
 - C** Not stated
- 5** Figure 1 indicates that more Americans die from heart attacks than all other cardiovascular diseases combined.
- A** True
 - B** False
 - C** Not stated
- 6** Figure 2 is intended to convince Americans to adopt healthy lifestyles to reduce cardiovascular diseases because treatment incurs high economic costs.
- A** True
 - B** False
 - C** Not stated
- 7** From Figure 1 and Figure 2, it can be concluded that the largest proportion of medical costs is incurred by heart attack patients.
- A** True
 - B** False
 - C** Not stated

Questions 8 to 14 are based on the following passage.

Common Learning Disabilities in Children

- 1 Learning disabilities vary in severity. They include dyslexia, dyscalculia, and dysgraphia, and are often associated with Attention Deficit Hyperactivity Disorder or ADHD. Some children may appear to have learning disabilities but instead only have learning gaps in a few fundamental skills which hinder their learning progress and cause severe frustration. Tutoring programmes and special education are proven methods for helping these children overcome learning gaps and learning disabilities alike. 5
- 2 **Dyscalculia** is a common mathematical learning disability. Some of the signs of dyscalculia include: difficulty with place values, difficulty in distinguishing positive and negative values, difficulty in carrying and borrowing in basic mathematics, difficulty in understanding fractions, difficulty in handling money and calculating change, and difficulty in understanding how time is related to days, weeks, months and years. 10
- 3 **Dysgraphia** is a disability related to writing. Some of the signs of dysgraphia include: the inability to write legibly, mixing cursive and print and mixing upper and lower case letters, showing inconsistent spacing of letters and words, and displaying poor spatial planning on a piece of paper. 15
- 4 **Dyslexia** is commonly referred to as a reading or language disability and it is among the most common of all learning disabilities. Some of the signs and symptoms of dyslexia include: extremely slow reading, difficulty placing letters in the correct order, extreme difficulty in spelling, and difficulty with written language and reading comprehension. 20
- 5 **ADHD** has several symptoms including:
Hyperactivity – where a child is often fidgety, has difficulty sitting still, and often talks excessively and rambles. 25
Impulsivity – where a child may blurt out answers or interrupt others excessively.
Organisation difficulty – where a child has difficulty in organising a particular task and staying focused.
Inattention – where a child often fails to pay close attention to details, acts carelessly, or makes careless mistakes. 30
- 6 No one understands children better than their parents, but as a teacher, you need to trust your intuitions too. So, if something does not seem right with your students and they display several of the signs and symptoms above, you may want to consider seeking professional help for them.
- 7 It is important to identify learning disabilities among children. When learning disabilities in children go undiagnosed, the stress and frustration they experience can make them feel as if they are stupid or worthless. If these feelings go on for too long, the children may take out their frustrations in destructive ways like drug use or violence. Children with learning disabilities need to know that they are not stupid but rather that their neural networking is simply configured in a different fashion than most children. They need to know that they are just as bright as every other child. 40

(Adapted from *Pendidik*, January/February 2005)

- 8 Dyslexia, dyscalculia and dysgraphia are examples of learning disabilities.
- A True
 - B False
 - C Not stated
- 9 Children with learning gaps have the same problems as those with learning disabilities.
- A True
 - B False
 - C Not stated
- 10 Special education programmes are more effective than tutoring programmes in helping children overcome learning disabilities.
- A True
 - B False
 - C Not stated
- 11 Tom is four years old. He copies the word “Mommy” like this: “momMY”. His learning disability is most likely to be
- A dyslexia
 - B dyscalculia
 - C dysgraphia
- 12 A child suffering from ADHD or Attention Deficit Hyperactivity Disorder would have the following symptoms **except**
- A difficulty in keeping still
 - B difficulty in concentrating
 - C difficulty in accepting mistakes
- 13 It is important that children with learning disabilities be treated so that
- A they will not have low esteem
 - B they will be as bright as other children
 - C they think in the same way as other children
- 14 Which of the following statements is true?
- A Some learning disabilities are more serious than others.
 - B Most children with learning disabilities suffer from dyscalculia.
 - C Professionals understand children better than parents and teachers do.

Questions 15 to 21 are based on the following passage.

No Sweat: Campaigners against clothing sweatshops go to the Olympics

- 1 *ADIDAS may be upset that the star Australian Olympic swimmer whom it sponsors, Ian “the Thorpedo” Thorpe, has cast doubt on the firm’s claims that its new swimsuits “help you swim faster”. Mr Thorpe reckons that most of the recent advances in swimsuits have been “visual”. But several other top sporting-goods brands have a different reason to be worried. The shirts and shoes they make for athletes are the target of perhaps the biggest-ever crusade against sweatshops. The Play Fair at the Olympics Campaign was launched jointly in March by Oxfam, Global Unions, an international confederation of trade unions, and the Clean Clothes Campaign. It juxtaposes the ideals of the Olympics with the realities of the sportswear industry. And big brands such as Puma and Umbro are starting to sweat.* 5
10
- 2 A report by the campaigners describes labour problems allegedly arising from the industry’s long and winding supply chains. Big companies outsource manufacturing through contractors, then subcontractors, and fierce retail competition translates into a squeeze on factories in Bulgaria, China, Indonesia or wherever. Deadlines are tighter, and sportswear retail prices have slid by 5 – 10 percent in the past five years. Yet the big-brand companies still claim to have proper codes of conduct for labour practices. Seven-day weeks and 18-hour days? Oh, those are the suppliers’ fault. 15
- 3 In the general sweat of the clothing industry, why target sportswear? Because it has a few globally known companies with big market shares. The biggest, Nike, Adidas and Reebok, which together have nearly 15 percent of the \$58 billion market, have already been “named and shamed”. After the anti-sweatshop campaigns of the late 1990s, all three joined the Fair Labour Association, which sends inspectors, unannounced, to check on working conditions in factories. But, in an interesting illustration of how modern campaigns by activists against companies can gather momentum, the top-tier companies now complain that lesser ones get away with poor labour practices, and so impede progress in the whole sector. The Olympic campaigners are therefore targeting second-tier brands such as Puma, Mizuno, Umbro and Asics. Several of these have begun talks with the campaign and with the International Labour Organisation, an arm of the United Nations. 20
25
- 4 The campaigners sent the International Olympic Committee a petition that it said had over 500 000 signatories, calling on the IOC to ensure that products displaying its five-ring logo are made by companies that observe “fair labour standards”. The IOC has ducked, but the European Parliament has passed a resolution supporting this aim, and a bill before the United States Congress seeks to compel that country’s Olympics committee to do so. How much consumers care, if at all, remains unclear. 30
35

(Adapted from *The Economist*, August 19 2004)

- 15** Ian Thorpe believes that the new swimsuits
- A look very attractive
 - B will enable you to swim faster
 - C only appear to help you swim faster
- 16** Why are the companies producing top sporting-goods brands worried?
- A They are threatened by the setting up of trade unions.
 - B They are the target of a campaign against sweatshops.
 - C They are accused of not supporting the Olympic ideals.
- 17** The purpose of the second paragraph is to
- A justify the need for workers in sporting-goods factories to work long hours
 - B list the factors that account for a 5 – 10 percent drop in sportswear retail prices
 - C explain why companies producing sporting-goods are experiencing labour problems
- 18** *Oh, those are the suppliers' fault* (line 17). This statement implies that the writer
- A believes that the suppliers are responsible for the problem
 - B does not trust the suppliers who supply products to the big companies
 - C does not accept the claim that the problems are caused by the suppliers
- 19** Companies that have been *named and shamed* (line 21) are those that
- A have been publicly identified as the culprits
 - B have built up the greatest market share but are now gradually losing it
 - C have gained international status at the cost of the welfare of their workers
- 20** Campaigns by activists against a particular industry gain momentum when
- A smaller companies impede progress in the whole industry
 - B bigger companies reveal the poor practices of the smaller companies
 - C companies send inspectors to check on the working conditions in the factories
- 21** Which of the following is the best description of a sweatshop?
- A A small factory manufacturing products for designer labels.
 - B A small factory that has proper codes of conduct for labour practices.
 - C A small factory with many workers working in poor conditions for low pay.

Questions 22 to 29 are based on the following passage.

- 1 ... And over the grass at the roadside a land turtle crawled, turning aside for nothing, dragging his high-domed shell over the grass. His hard legs and yellow-nailed feet threshed slowly through the grass, not really walking, but boosting and dragging his shell along. The barley beards slid off his shell, and the clover burrs fell on him and rolled to the ground. His horny beak was partly open, and his fierce, humorous eyes, under brows like fingernails, stared straight ahead. He came over the grass leaving a beaten trail behind him, and the hill, which was the highway embankment, reared up ahead of him. For a moment he stopped, his head held high. He blinked and looked up and down. At last he started to climb the embankment. Front clawed feet reached forward but did not touch. The hind feet kicked his shell along, and it scraped on the grass, and in the gravel. As the embankment grew steeper and steeper, the more frantic were the efforts of the land turtle. Pushing hind legs strained and slipped, boosting the shell along, and the horny head protruded as far as the neck could stretch. Little by little the shell slid up the embankment until at last a parapet cut straight across its line of march, the shoulder of the road, a concrete wall four inches high. As though they worked independently the hind legs pushed the shell against the wall. The head upraised and peered over the wall to the broad smooth plain of cement. Now the hands, braced on top of the wall, strained and lifted, and the shell came slowly up and rested its front end on the wall. For a moment the turtle rested. A red ant ran into the shell, into the soft skin inside the shell, and suddenly head and legs snapped in, and the armored tail clamped in sideways. The red ant was crushed between body and legs. And one head of wild oats was clamped into the shell by a front leg. For a long moment the turtle lay still, and then the neck crept out and the old humorous frowning eyes looked about and the legs and tail came out. The back legs went to work, straining like elephant legs, and the shell tipped to an angle so that the front legs could not reach the level cement plain. But higher and higher the hind legs boosted it, until at last the center of balance was reached, the front tipped down, the front legs scratched at the pavement, and it was up. But the head of wild oats was held by its stem around the front legs. 5 10 15 20 25
- 2 Now the going was easy, and all the legs worked, and the shell boosted along, wagging from side to side. A sedan driven by a forty-year old woman approached. She saw the turtle and swung to the right, off the highway, the wheels screamed and a cloud of dust boiled up. Two wheels lifted for a moment and then settled. The car skidded back onto the road, and went on, but more slowly. The turtle had jerked into its shell, but now it hurried on, for the highway was burning hot. 30 35
- 3 And now a light truck approached, and as it came near, the driver saw the turtle and swerved to hit it. His front wheel struck the edge of the shell, flipped the turtle like a tiddly-wink, spun it like a coin, and rolled it off the highway. The truck went back to its course along the right side. Lying in its back, the turtle was tight in its shell for a long time. But at last its legs waved in the air, reaching for something to pull it over. Its front foot caught a piece of quartz and little by little the shell pulled over and flopped upright. The wild oat head fell out and three of the spearhead seeds stuck in the ground. And as the turtle crawled on down the embankment, its shell dragged dirt over the seeds. The turtle entered a dust road and jerked itself along, drawing a wavy shallow trench in the dust with its shell. The old humorous eyes looked ahead, and the horny beak opened a little. His yellow toe nails slipped a fraction in the dust. 40 45

(Extract from John Steinbeck, *The Grapes of Wrath*, 1939)

- 22 *frantic* (line 11) implies that climbing a steep embankment is _____ for the turtle.
- A a great struggle
 - B an impossible task
 - C an exciting experience
- 23 How did the turtle kill the red ant that went inside his shell?
- A by stamping on it with its front legs
 - B by crushing it with its legs and body
 - C by clamping it against the inside of its shell
- 24 ...*the wheels screamed and a cloud of dust boiled up* (lines 32-33) suggests that the driver was
- A driving too fast
 - B driving recklessly
 - C trying to stop suddenly
- 25 The writer includes the incident about the turtle, the truck driver and the lady in order to
- A highlight the high incidence of turtles being killed on the road
 - B illustrate the different reactions of people to animals on the road
 - C warn drivers to be more careful when driving along a lonely road
- 26 *The wild oat head fell out and three of the spearhead seeds stuck in the ground. And as the turtle crawled on down the embankment, its shell dragged dirt over the seeds* (lines 42-44). The writer includes these details to suggest that
- A the turtle is a survivor
 - B seeds can grow even in harsh conditions
 - C there is hope even in difficult circumstances
- 27 The details in paragraph 3 appeal to our sense of
- A sight
 - B touch
 - C hearing
- 28 From the extract, we can conclude that the turtle
- A is aware of the dangers in its surroundings
 - B finds it difficult to adapt to its surroundings
 - C seems to be able to cope with the obstacles in its path
- 29 The tone of the passage can best be described as
- A sad and nostalgic
 - B sarcastic and mocking
 - C sympathetic and admiring

Questions 30 to 37 are based on the following passage.

- 1 In general, it is not against the law to steal someone else's ideas. If a man I meet in a restaurant tells me how people can become rich, and I publish a best-selling book based on his ideas, I do not have to pay him any money or even mention his name in the book. But most countries do place legal limits on copying the exact words someone has written, the art or music they have created, or the technology they have invented. Such work is known as intellectual property. The main legal instruments for protecting it are patents, copyrights and trademarks. 5
- 2 In order to prevent a new discovery or scientific process from being copied, it is necessary to apply for a patent. If granted, a patent makes it illegal for others to manufacture or use the invention without permission. However, a patent will only be granted if the invention has not yet been shown in public and if it has industrial application. Ideas – mathematical and scientific theories, for example, – cannot be patented. The patent must be carefully worded because it may be possible for someone to copy any part of the process or invention not mentioned in the patent. 10
- 3 Literature, artistic works, computer programs, movies and radio and television broadcasts cannot be patented, but they can be protected by copyright. In most countries, such work is automatically protected when it is created; there is no need to apply for or to register copyright. It is usual to record the date of creation and mark it with the international copyright symbol ©, but this is not essential. 15
- 4 As with other kinds of property, intellectual property can only be protected if ownership is clear. The holder of a patent is often a company rather than the individual scientists inventing something in the course of their work. A copyright is usually owned by the creator of the work – the writer, painter or musician – but like other property, it might be passed to someone else. If a journalist is employed by a newspaper, then the articles he writes are usually the copyright of the newspaper owner. The copyright on a movie is owned by the film maker, not by the individual writers or performers. 25
- 5 Another kind of intellectual property is a trademark. Companies often use a certain name or description to help sell their products, or sometimes a symbol which everyone comes to associate with that company, such as the M design of McDonald's or the shell design of Shell Oil. To prevent other businesses from using their trademarks, companies often register them. 30
- 6 The law provides some help for companies that want to keep trade secrets confidential. In some countries, it is a criminal offence to pass information about an employer's production methods, business techniques and customer lists. In others, it is legal for a contract of employment to include restrictions about giving away or using such secrets, and the restrictions may continue to apply even after the employee has left the company. Some contracts enable a company to take legal action against an ex-employee who tries to work for a competitor. 35
- 7 Enforcement is a major problem in intellectual property law. In some cases, infringing copyright can be a criminal offence. For example, filming or recording a live performance without permission and for commercial purposes can result in imprisonment and a fine. But if the filming or recording is made for private purposes, the performer will have to take out a civil action in order to obtain an injunction or compensation. However, it would be a waste of time and money to sue every individual who makes a private recording of music. 45

(Richard Powell, 1993. *Law Today*, Harlow: Longman.)

- 30 One requirement for obtaining a patent for an invention is that it must
- A be carefully described
 - B be a scientific invention
 - C not be created by an individual
 - D not have been displayed to the public
- 31 Which of the following statements is true of literary works?
- A They can be patented to prevent copying.
 - B It is copyrighted without having to apply for the copyright.
 - C It is necessary to show the date of creation in the copyright.
 - D They do not count as intellectual property and can therefore be copied.
- 32 The following statements are true about copyrighted property **except**
- A it cannot be transferred
 - B it is difficult to enforce copyright laws
 - C it is not necessary to pay a fee for a copyright
 - D it needs not be marked with a copyright symbol
- 33 The main difference between a copyright and a patent is that
- A it is easier to apply for a patent
 - B a copyright must be carefully worded
 - C a patent can only belong to a company
 - D it is not necessary to apply for a copyright
- 34 Which of the following cannot claim rights to the works they produced?
- I A newspaper journalist
 - II A scientist employed by a company
 - III An actor
 - IV A poet
- A I and IV
 - B I, II and III
 - C II, III and IV
 - D I, II, III and IV
- 35 The main idea of paragraph 6 is
- A a person is bound by contract not to pass on trade secrets
 - B all countries apply the same rules for the protection of trade secrets
 - C a person can be prosecuted for giving information about trade secrets
 - D there are different ways of protecting trade secrets in different countries

36 The extract has most likely been taken from

- A** a textbook
- B** a magazine
- C** a newspaper
- D** an encyclopaedia

37 The most suitable title for the passage is

- A** Inventors' Rights
- B** What is Intellectual Property?
- C** The Law and Intellectual Property
- D** Infringement of Intellectual Property

Questions 38 to 45 are based on the following passage.

Sex Education in Our Schools

- 1 *Even though sex education courses have been taught in many public schools since 1967, the debate still rages over whether it is appropriate to teach sex in the schools. Now that the AIDS epidemic is upon us, we have no choice. As Surgeon General C. Everett Koop said in a report on AIDS: "You can't talk of the dangers of snake poisoning and not mention snakes" (Leo 1987:138).* 5
- 2 *Everyone agrees that ideally sex education ought to be taught at home by parents. But apparently it is either not taught at all or taught ineffectively. The Sorenson report found, for example, that over 70 percent of the adolescents studied do not talk freely about sex with their parents (Gordon 1973:5). They complain that while their parents tend to lecture them on morality and speak in abstractions, what they need is to learn specific facts about sex and contraception. A study done on 1,873 youths found that 67 percent of the boys and 29 percent of the girls had never been given any advice on sex by their parents and, moreover, "of those who were 'advised' more than two-thirds of the boys and one-fourth of the girls felt that neither of their parents had helped them to deal effectively with the problem of sex" (Gordon 1973:8).* 10
15
- 3 *Many people oppose sex education courses because they assume that students are more likely to have sex after taking a course in it. Phyllis Schlafly, for example, claims that "the way sex education is taught in the schools encourages experimentation" (Leo 1987:138). A study by Laurie Schwab Zabin comparing sexually inexperienced female high-school students with access to sex education and those without access found, however, that those with sex education tended to postpone their first sexual experience until they were an average of seven months older than those without sex education (Leo 1987:140).* 20
- 4 *According to the statistics, teenagers have sex, and nothing their parents or anyone else says is going to stop them. "Of the 29 million teenagers between the ages of thirteen and nineteen," according to Madelon Lubin Finkel and Steven Finkel, "12 million (41.1 percent) are estimated to have had sexual intercourse" (1985:49). Moreover, they estimate that "more than one-fifth of first premarital pregnancies among teenagers occurred within the first month of initiating sex."* 25
- 5 *Surely it is preferable for sexually active adolescents to have accurate information about sex and contraception than to live in ignorance. And they are amazingly ignorant. Takey Crist administered a questionnaire on sexual anatomy to 600 female students at the University of North Carolina at Chapel Hill, and found that among sexually active women, over one-fourth could not answer any of the questions (Gordon 1973:19). In a nationwide study, 41 percent of the pregnant unmarried teenagers polled said that they had thought they could not get pregnant because, as they put it, "it was the wrong time of the month" (Finkel and Finkel 1985:49). A study of unwed pregnant teenagers in Baltimore found that less than half could name three kinds of birth control and that one-third of those who did not use contraceptives were unaware that they could have used them (Gordon 1973:19). An astonishing 91 percent of those questioned felt that they lacked adequate knowledge about how to use birth control.* 30
35
40
- 6 *Sex education courses dispel myths and misconceptions about sexual behaviour in general and birth control in particular. A course taught in twenty-three Atlanta public schools entitled 'Postponing Sexual Involvement' was developed specifically in answer to students' requests for help in learning how to say no without hurting anyone's feelings (Leo 1987:142). Adrienne Davis, a health educator at UCLA, makes self-esteem the central issue in her sex education teaching (Leo 1987:141).* 45

Although as Marilyn Hurwitz explains, adolescent sex tends to be “spontaneous, based on passion and the moment, not thought and reason,” a Johns Hopkins University study of sexually active teenagers concluded that teaching about birth control “significantly increases the likelihood” that they will use contraceptives (Leo 1987:140). 50

(Adapted from Kuhn, Jill. “Sex Education in our schools in Axelrod”, Rise B. & Cooper, Charles R. 1990. *Reading Critically, Writing Well: A Reader and Guide*, 2nd Edition. New York: St Martin’s Press)

38 *You can’t talk of the dangers of snake poisoning and not mention snakes* (lines 4-5). The writer uses this quotation to

- A show that the issue of sex education in schools is controversial
- B emphasise the dangers of the lack of sex education in schools
- C impress upon readers the seriousness of the issue of AIDS
- D illustrate the need to be explicit when teaching about sex

39 The Sorenson report found that

- A parents were not interested in discussing sex with their children
- B adolescents were embarrassed to talk to their parents about sex
- C adolescents were keen to listen to their parents’ advice on sex
- D parents’ advice on sex tended to focus on moral issues

40 In paragraph 2 the writer develops his ideas through

- A problem and solution
- B example and illustration
- C comparison and contrast
- D cause and effect relationship

41 Many people argue against the teaching of sex education because

- A it does not help students understand the consequences of having sex
- B they think that it does not affect teenagers’ sexual behaviour
- C it does not instil fear in teenagers of premarital pregnancies
- D they think that it encourages premarital sex

42 The study by Laurie Schwab Zabin found that

- A sex education encouraged experimentation
- B sex education delayed the first sexual experience
- C older female students had limited access to sex education
- D older female students tended to postpone their first sexual experience

- 43** The writer cites the findings from the University of North Carolina study to
- A** emphasise the seriousness of the issue of premarital pregnancies
 - B** highlight how ignorant students were about sex and birth control
 - C** provide evidence that sex education was not effectively taught in the schools
 - D** show that it was difficult to convince students of the consequences of premarital sex
- 44** *Sex education courses dispel myths and misconceptions about sexual behaviour in general and birth control in particular* (lines 42-43). This means that
- A** it is a myth that sex education can prevent premarital pregnancies
 - B** it is a misconception that birth control is effective in preventing pregnancies
 - C** sex education will delay sexual involvement especially among sexually-active teenagers
 - D** sex education provides more accurate information about sexual behaviour and especially birth control
- 45** We can infer from paragraph 6 that the writer _____ sex education courses.
- A** is supportive of
 - B** has reservations about
 - C** questions the relevance of
 - D** encourages schools to offer

SAMPLE QUESTIONS

800/4

MUET

MALAYSIAN UNIVERSITY ENGLISH TEST

PAPER 4 WRITING

(90 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 Questions 1 and 2.

You will be assessed on task fulfillment, language and organisation.

This question paper consists of 3 printed pages.

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MUET 800/4

[Turn over

Question 1

You are advised to spend about **40 minutes** on this task.

Study the chart and table below. Using only the information given, write about the frequency of visits to the three music websites by teenagers. In your writing, you are to link the data presented in both visuals. You should write 150 to 200 words. [40 marks]

Figure 1: Visits To Three Music Websites by Teenagers

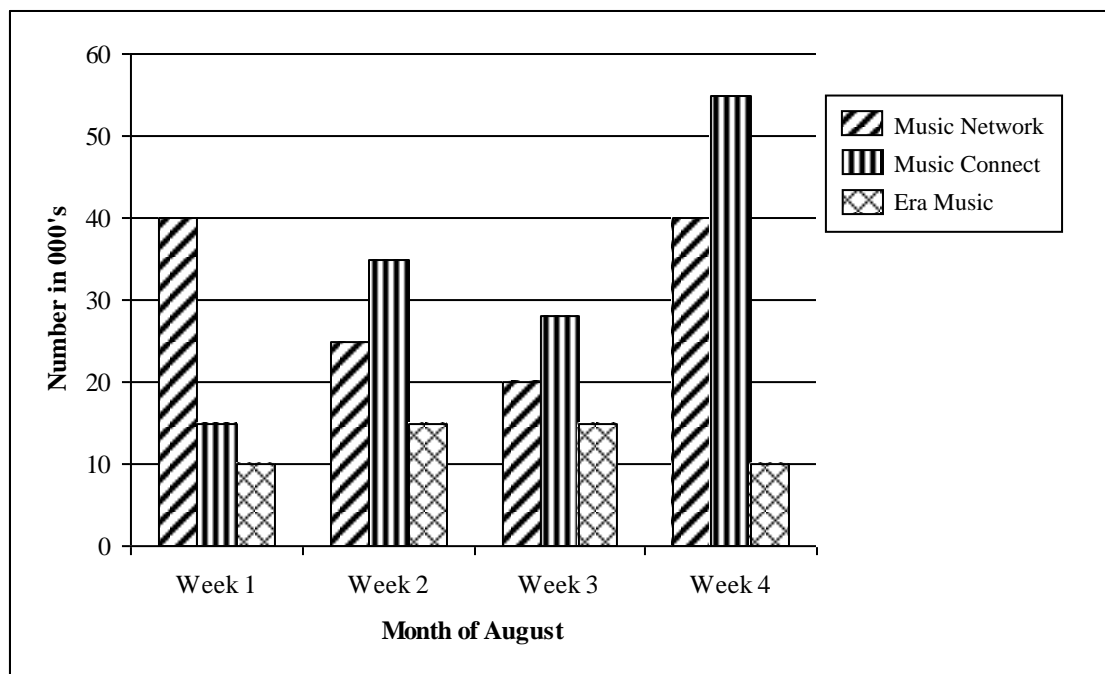


Table 1: Promotional Activities of Three Music Websites in August

<i>August</i>	<i>Promotional activities</i>		
	<i>Music Network</i>	<i>Music Connect</i>	<i>Era Music</i>
Week 1	Name that tune	–	–
Week 2	Name the singer	Free music CD	Name the movie
Week 3	–	–	–
Week 4	Whose line is it?	Free concert ticket	–

Question 2

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

“Education is the most important factor in the development of a country.” Discuss. You should write **at least 350 words**. [60 marks]