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NEW! MUET CEFR READING PAPER SET PART 1-PART 5 COMPLETE SET

Part 1

Read three notices about three different stories with three different family themes.

Answer questions 1 to 4 based on the information about three different stories with three different family themes. (A to C).

Which story

1) presents the blended family theme?_____

2) presents the adoptive family theme?_____

3) presents the extended family theme?_____

4) integrates the single-parent family theme?_____

A Connecting All Members	B Everyone Is A Child	C Blend It All
• Every summer, the whole family gets together. • We party at our grandparent's house • All three generations are there-grandparents, aunts, uncles, cousins and everyone. • We have a fantastic time. • For me, it's the best day of the year!	• My mother and dad aren't my parents. • They are not my biological parents. • They couldn't have children of their own. • They love me very much and always do their best to make me happy. • Last year, I lost my dad and now it is just the two of us at home. • Mother and I really get well together and always missed dad.	• My dad remarried a few years ago. • I got a stepmother and a stepsister. • At first, it was strange living with them in the same house. • I got used to it. • It's pretty cool, actually.

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Part 2

Read an email from a university lecture. Answer questions 5 to 9 based on the email.

To:student.mail@uni.my
From:haslin@uni.my
Subject: Complete the story.

Dear students,
I am attaching a story. Please read and understand the story. Next, complete the story . Please make sure your story is creative, has a unique narrative and has a moral value. Moral values add worth to your story. Complete and submit by Monday next week. Good luck!.

Story

"*It was in 1991 that he began to die. He led an active, sometimes hyperactive life as a General Practitioner and there were no signs, other than tiredness, of failing health. But in October he made an appointment at the hospital. In November, an inoperable cancer was found. And by mid-December he was dead. He was seventy-five, an unsurprising age for a man of his generation to die. But nothing had prepared me. To lose a parent had been my biggest childhood dread, and though forty years old, with a wife, a job and children of my own, in terms of emotional maturity I was still a child.*

From time to time (particularly times of upset) I've kept a diary and in the three weeks between diagnosis and death -- as I shuttled by train between London and Yorkshire, or lay unsleeping in the spare bedroom of my parents' home -- keeping a diary kept me going. But after the funeral, and the cold hearth of Christmas, I sank into depression. The only solace came from memories of childhood featuring my father in good health. I began typing them into my computer.

I didn't tell anyone what I was up to. It was done blind, from a black hole without an eye for publication. But at some point I must have let on to Bill Buford, then editor of Granta, who read and printed the extract in his magazine and offered to publish it.

Around the time of publication, terrible things happened to my mother, my sister Gill and Auntie Beaty, my father's close friend. My sister's eyesight, already poor, suffered a deterioration. Then, Beaty's infant grandson was found to have cancer and seemed likely o die. And one night, my mother fell asleep in front of the television, stood up too quickly and fell, breaking her arm. She had to be pinned in several places and left her in a lot pain."

WHAT HAPPENED NEXT??????? NO PLAGIARISM!

Kind regards
Haslin
Lecture
Faculty of English and Literature

Text adapted from : https://www.englishdaily626.com/summary.php?080

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5 Haslin sent the email because she

A wanted to share the storyline with her students

B shared a sample complete story with her students

C wanted to encourage her students to write a story

6) Haslin in the email said "NO PLAGIARISM!" so that

A her students will not copy her sample story

B her students will write an original story

C her students will adapt a story from the internet

7) In the story, the writer aims to

A overcome depression by writing ghost stories

B explain how he suffered without his father

C publish a book about his late father

8) Haslin in the email stress on moral values because

A it creates an impact on the reader

B it makes the storyline longer

C it makes the story more interesting

9) Haslin in the email provided the introduction and conflicts in the story so that

A her students can rewrite and use it in their story

B her students can get the plot of the story and end it appropriately

C her students can change the story into their own

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Part 3

Read an extract from a novel. Answer questions 10 to 14 based on the extract.

Experience 1

I have had my share of trouble in school during my childhood but the most unforgettable one was the time when I decided to drive my school van. It happened when I was in primary four, an age when the young could not wait to grow up in a hurry. However, things follow a natural order and driving, outside of an arcade centre, is certainly not natural for a primary four pupil. Unfortunately, being the child that I was, I wanted to do things that adults did. I can still remember the incident vividly.

The unattended keys had first caught my attention when I was waiting impatiently for the driver to return to the van. One of the primary one pupils had not turned up, so the driver had gone to search for him. A mischievous thought crossed my mind as I decided to frighten my friends in the rear compartment by starting the engine of the van. Looking back, it was a very foolish thing to do since I had absolutely no idea about driving. It was basically a spur-of-the-moment act.

Experience 2

As I started the engine, I was seized by a thrilling sensation and began entertaining ideas about driving the vehicle. As the temptation became too great, I reacted like any child would. I shifted the gear and tried to recall what my father had done to get his car moving. My friends in the rear compartment of the van were shocked when they realized what I was attempting to do. Some primary one students screamed while others cheered me on. Perhaps it is true what people say about characteristics being revealed during a crisis.

The driver must have heard the din we caused because he soon rushed out of the school compound to investigate. When I caught sight of him, I became a nervous wreck and tried in vain to stop the engine. Unfortunately I panicked and accidentally stepped on the accelerator instead, sending the van crashing into the school's side gate while we were thrown backward violently. It was a miracle that nobody was hurt or I would have to carry a heavy conscience for the rest of my life. Except for some bruises, most of us were more stunned than hurt to realize the danger that I had just posed to everyone in the van. I sat motionless in the driver's seat, staring straight ahead of me, too petrified to move.

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10 Why the writer did such an action?

A the writer wanted to do things that adults did

B the writer wanted to grow up in a hurry

C the writer wanted to do what his father did

11 What trigged the writer to drive the van?

A the delay caused by a primary one pupil

B the mischievous thought and the unattended keys

C the van driver who forgotten to switch of the engine

12) How did the others in the van reacted towards the writer's actions?

A they happily cheered

B they joined in and encouraged the writer

C some were afraid, shocked , screamed while some cheered

13) What made the writer accidently stepped on the accelerator?

A the writer saw the van driver heading towards the van and panicked

B the writer reacted like any child would

C the writer wanted to frighten the others

14) What will probably happen next?

A the van driver will call the police

B everybody will rush to help us out of the van

C the writer's parents will be punished

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Part 4

Read two reviews about a book. Answer questions 15 and 16 based on review 1.

Review 1

This is an amazing book. The review is about the plot of the story.Each part of the review is supported by evidences from the original storyline. True evidences make the review worth reading. It is about a director's real life story which includes two or three interesting incidents. The story begins in a very unique style like this. *"Contrary to what many people believe about lives that are written in autobiographies, my life story is not one full of adventure or fraught with bitterness and disaster. Instead, it is a common life - one that offers a few particularly memorable events in a timeline of ordinariness. Out of these events, there are two that are immeasurably pertinent to my development as a director."*

The beautiful technique of plotting, allowed the director to further carve his story. This is how he developed the storyline "*I had always been an apathetic student in school. School was nothing to me but a daily grind of boring lectures, mundane relationships and fruitless homework. I could never understand how knowing logarithms would enhance the quality of my life, or learning the workings of a weather station was going to make me a more scintillating person socially. In all, I felt that school life was merely a stage of interminable monotony that everyone had to go through to justify the existence of the Ministry of Education, administrative staff and teachers*."

The director has explicitly shown his writing talent by continuously expending his storyline by introducing the conflict like this. "*But this was to change with the entrance of Miss Kulip in my life. She practically bulldozed her way into my consciousness with her booming voice and intolerable sarcasm. I was merely an average achiever in my tests and examinations, which to her was nothing short of a cardinal sin. With each test paper that she returned to me, she taunted me loudly with comments like "Looks like your usual miserable marks" and "What a terrible waste of paper and ink." Everyone in school knew her to be an unhappy lady who found tremendous pleasure in pulverizing our self-esteem. Gradually, her jeering tone and snide remarks penetrated my lackadaisical attitude. I began to feel particularly irked by her very presence and resolved to show her that I was definitely worth more than the slug that she had compared me to once in her tirade. better."* This approach keeps the readers engaged.

text adapted from : https://www.englishdaily626.com/lower_secondary_english_essays.php?571

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15 What do we learn about the reviewer's reviewing technique?

A integrates real evidences to make the review longer

B only copying back the real evidences without own perspectives

C trying to review the storyline by integrating real evidences from the book.

16 How are the contents of this review organised?

A introduction- own perspectives- real evidences-own perspective

B real evidences- own perspectives- introduction-own perspective

C own perspectives- introduction- real evidences-own perspective

Answer questions 17 and 18 based on Review 2

Review 2

I really become a fan of this director as he used perfect language styles in his writing.To me as a reader, language style is vital because it creates the atmosphere and shows how the director is communicating. As he describes further in his story like this "*Soon, I found that I was getting to her merely by doing well in my studies. It was sweet victory! After she had left the school, I realized that I actually enjoyed doing well in school. It was a revelation that spurred me on to greater heights of achievement in my examinations. I began to top the class consistently and made my family very proud. Now that my ego was boosted, I found school a delight!"*I assume it as a friendly tone and in a positive atmosphere.

Furthermore the transitions between storylines are perfectly done with connectors. Such as like this, "*The other noteworthy incident was the day the entire school was called into the hall for an assembly when I was in my final year. At the assembly, my school principal announced that a student had won the prestigious "Young Writer's Award", which was given annually to outstanding young writers. He said that the class teacher of this student had been impressed by the quality of wit and depth of his class assignments and had sent them in for the competition. He then called me up to receive the school's congratulations!"*

Additionally, the director finally tied the knot and kept the reader at edge to know why he becomes a writer. I as a reader loved this approach. The ending goes like this "*I was elated! I had never thought of myself as a good writer as I was only enjoying the outlet to express myself after my skirmishes with Miss Kulip. In fact, a lot of my compositions were hilariously biting essays on a fictitious Miss K. who was obviously modeled on her! I went up to the stage to shake the Principal's hand Amid thunderous applause. He looked at me with a straight face and then said, "May you find other sources of inspiration just as sidesplitting as the inimitable Miss Kulip!"Imagine my surprise at the Principal's joke! But I recovered in no time, pleasantly warmed by the realization that even the usually laconic Principal had a sense of humor. That was the beginning of my interest in writing."*This way of writing style is awesome.

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17 Why the reviewer's included the information about language style ?

A the reviewer highlights the atmosphere and communication style in the storyline
B the reviewer points how the director communicates with readers
C the reviewer explains the importance of language stlye

18 What do we learn about the storyline?

A the storyline was not great
B the storyline had many good aspects
C the storyline is overrated

Answer questions 19 and 20 based on Review 1 and Review 2

19 Which of the following is true of both reviews?

A both reviews describes the storyline briefly
B both reviews focused on only one part of the storyline
C both reviews describes the storyline in-depth

20 The two reviews suggest that a successful storyline requires

A good characters
B a good title
C a convincing writing style

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