



Name : _____ Grade : _____

Subject: _____ Teacher : _____

**MID-TERM EXAM – ODD SEMESTER
ENGLISH
ACADEMIC YEAR 2026/2027
September, 2027**

I. Reading

Read the following passage and answer the following questions.

Passage 1

When Naya learned that her school had selected her to represent the district in a public-speaking competition, she felt both honoured and apprehensive. She had performed well in class, but speaking in front of hundreds of unfamiliar people seemed considerably more demanding. Her English teacher encouraged her to focus on communicating her message rather than trying to sound perfect. Naya practised every afternoon, recorded herself, and carefully analysed the recordings to identify unclear pronunciation and awkward pauses. On competition day, she delivered her speech confidently. She did not win first place, but she received a special award for originality. More importantly, she discovered that constructive feedback and persistent practice could transform nervousness into confidence.

1. What is the main idea of the passage?

- A. Naya learns that practice and constructive feedback can build confidence.
- B. Naya wins first place in a public-speaking competition.
- C. Naya decides that public speaking is too difficult.
- D. Naya's teacher writes her entire competition speech.

2. Why was Naya apprehensive about the competition?

- A. She had never studied English before.
- B. She expected to speak before many unfamiliar people.
- C. She did not want to represent her school.
- D. She had no interest in public speaking.

3. What can the reader infer about Naya's attitude toward improvement?

- A. She is willing to examine her weaknesses and work on them.
- B. She believes natural talent is more important than practice.
- C. She avoids criticism whenever possible.
- D. She prefers not to change her speaking style.

4. Which detail BEST supports the answer to Question 3?

- A. She recorded herself and analysed the recordings.
- B. She was selected by her school.
- C. She received a special award.
- D. She felt honoured to represent the district.

5. What does "apprehensive" most nearly mean?
- A. Uneasy or nervous
 - B. Extremely excited
 - C. Completely uninterested
 - D. Proud and satisfied
6. Why did Naya's teacher tell her to focus on communicating her message?
- A. To help her concentrate on meaning rather than perfection
 - B. To persuade her to change the topic
 - C. To make her speak more quickly
 - D. To prevent her from practising
7. What was the result of Naya's participation?
- A. She received an award for originality and gained confidence.
 - B. She won the district competition easily.
 - C. She decided never to speak publicly again.
 - D. She received no recognition at all.
8. What does the final sentence suggest?
- A. The experience changed how Naya viewed challenges.
 - B. Naya became less interested in learning English.
 - C. The competition was more important than practice.
 - D. Feedback made Naya more nervous.

Passage 2

Before buying a new energy drink, Faris carefully examined the label. The front of the bottle claimed that the drink could "boost your performance," but Faris did not immediately accept the claim. He checked the nutrition information and noticed that one bottle contained two servings. The label also listed a considerable amount of added sugar. In small print, it recommended that the product be consumed as part of a balanced diet and not as a substitute for regular meals. Faris decided that the attractive advertisement did not provide enough information by itself. He compared the label with two other products before making a decision.

9. What is the main idea of the passage?
- A. Faris evaluates a product carefully instead of relying only on its advertising.
 - B. Faris believes all energy drinks are unhealthy.
 - C. The energy drink contains no useful information.
 - D. Faris buys the first product he sees.
10. Why did Faris examine the label carefully?
- A. He wanted to check whether the advertising claim was supported by useful information.
 - B. He wanted to memorise the ingredients.
 - C. He was asked to design a new label.
 - D. He disliked the colour of the bottle.
11. What can the reader infer about Faris?

- A. He is a critical and cautious consumer.
- B. He believes advertisements are always truthful.
- C. He makes decisions without comparing information.
- D. He is mainly interested in attractive packaging.

12. Which detail BEST supports the answer to Question 11?

- A. He compared the label with two other products before deciding.
- B. He noticed the bottle was attractive.
- C. He read the claim on the front.
- D. He saw the product in a shop.

13. What does "considerable" most nearly mean?

- A. Relatively large or significant
- B. Very small
- C. Unnecessary
- D. Unexpected

14. Why is the information about two servings important?

- A. The nutritional values may apply to only half of the bottle's contents.
- B. It proves that the drink is healthy.
- C. It means the bottle must be shared.
- D. It explains why the bottle is expensive.

15. What is the contrast between the advertisement and Faris's approach?

- A. The advertisement emphasizes a benefit, while Faris looks for fuller evidence.
- B. The advertisement gives nutritional details, while Faris ignores them.
- C. The advertisement warns consumers, while Faris buys immediately.
- D. The advertisement compares products, while Faris refuses to read labels.

16. What is the author's likely purpose?

- A. To show why consumers should examine product information critically
- B. To persuade readers to buy energy drinks
- C. To explain how advertisements are designed
- D. To compare different bottle shapes.

Passage 3

Last semester, students at Merdeka Junior High noticed that an unused area beside the science laboratory had become neglected. Weeds covered the ground, and rubbish had accumulated near the wall. Rather than simply complaining, a group of students proposed turning the area into a small learning garden. They contacted the school administration, researched suitable plants, and created a schedule for maintaining the garden. At first, participation was inconsistent because several students underestimated the amount of work involved. The group revised the schedule and divided the responsibilities more fairly. Within two months, the

neglected space had become a productive garden where students could observe insects, measure plant growth, and conduct simple experiments.

17. What is the main idea of the passage?

- A. Students transform a neglected school area into a useful learning garden through planning and cooperation.
- B. Students complain about the science laboratory.
- C. The school administration refuses to support student projects.
- D. Students spend two months studying insects only.

18. Why did the students contact the school administration?

- A. They needed approval and support for their proposed project.
- B. They wanted to cancel science lessons.
- C. They wanted the school to remove the garden.
- D. They needed permission to leave school.

19. What can the reader infer from the students' revised schedule?

- A. They recognised a problem and adapted their plan instead of abandoning the project.
- B. They were no longer interested in the garden.
- C. They wanted one student to do all the work.
- D. They believed the original plan was perfect.

20. Which detail BEST supports the answer to Question 19?

- A. They divided the responsibilities more fairly.
- B. They researched suitable plants.
- C. They contacted the administration.
- D. They observed insects in the garden.

21. What does "neglected" most nearly mean?

- A. Not properly cared for
- B. Recently completed
- C. Carefully protected
- D. Frequently visited

22. Why was participation inconsistent at first?

- A. Some students underestimated how much work the project required.
- B. The school refused to provide plants.
- C. The garden was already complete.
- D. Students were not interested in science.

23. What was one important result of the project?

- A. The area became a place for observation and scientific investigation.
- B. The science laboratory became larger.
- C. Students stopped studying plants.
- D. The school removed the rubbish but kept the weeds.

24. Which statement is NOT supported by the passage?

- A. The students changed their plan when they identified a practical problem.
- B. The project involved research and scheduled maintenance.
- C. The garden was completed immediately after the proposal.
- D. The garden provided opportunities for scientific activities.

Passage 4

When Raka received a message from his friend Amir saying, "I can't believe you did that!", he immediately assumed that Amir was angry. Raka had recently posted a photograph from their class project, and he worried that Amir thought the photograph was embarrassing. Instead of asking what Amir meant, Raka avoided him at school. The next afternoon, Amir approached Raka and explained that he had actually been impressed by the photograph because it showed how creative their project had become. Raka realised that he had interpreted the message according to his own fears rather than the evidence available. The experience taught him that written messages can sometimes be ambiguous and that asking for clarification is better than making an assumption.

25. What is the main idea of the passage?

- A. Raka learns that assumptions can cause misunderstandings and that clarification is important.
- B. Amir becomes angry because Raka posts photographs online.
- C. Raka decides never to work with Amir again.
- D. The class project is unsuccessful.

26. Why did Raka think Amir was angry?

- A. He interpreted Amir's message according to his own fears.
- B. Amir clearly said that he disliked the photograph.
- C. The teacher told Raka that Amir was upset.
- D. Amir refused to speak to Raka.

27. What can the reader infer about the message "I can't believe you did that!"?

- A. Its meaning was unclear without additional context.
- B. It could only express anger.
- C. It clearly showed that Amir disliked Raka.
- D. It was a formal congratulatory message.

28. Which detail BEST supports the answer to Question 27?

- A. Amir later explained that he had been impressed by the photograph.
- B. Raka avoided Amir at school.
- C. Raka had posted a photograph.
- D. Amir approached Raka the next afternoon.

29. What lesson did Raka learn?

- A. When a message is ambiguous, it is better to ask for clarification than assume its meaning.
- B. Friends should never communicate by message.
- C. Photographs always cause misunderstandings.
- D. People should avoid discussing problems.

30. What does “ambiguous” most nearly mean?

- A. Open to more than one possible interpretation
- B. Extremely detailed
- C. Easy to understand
- D. Completely inaccurate

II. Cloze Grammar

Choose the best answer to complete each sentence.

31. I _____ the competition last Saturday, and I was proud of my performance.

- A. enter
- B. entered
- C. have entered
- D. am entering

32. She _____ her speech for three weeks before the competition began.

- A. practices
- B. has practiced
- C. had practiced
- D. is practising

33. By the time the teacher arrived, the students _____ the posters.

- A. had finished
- B. finish
- C. have finished
- D. are finishing

34. Rina _____ her friend since they joined the same club.

- A. knows
- B. knew
- C. has known
- D. is knowing

35. We _____ this product before, so we decided to compare its label with another one.

- A. have bought
- B. buy
- C. were buying
- D. had buy

36. If consumers _____ labels carefully, they can make more informed choices.

- A. read
- B. will read
- C. are reading
- D. readed

37. The advertisement _____ to attract teenagers with its colourful design.

- A. was created
- B. created
- C. has creating
- D. is create

38. The students _____ the neglected area into a garden by the end of the semester.

- A. had transformed
- B. transform
- C. have transform
- D. were transform

39. This explanation is _____ convincing than the first one because it includes evidence.

- A. more
- B. most
- C. much
- D. many

40. Of the three proposals, the students considered this one the _____ practical.
A. more B. most C. much D. many
41. The teacher suggested _____ the evidence before reaching a conclusion.
A. examine B. examining C. to examining D. examined
42. Naya is interested in _____ her public-speaking skills.
A. improve B. improving C. improved D. improves
43. The students decided _____ the responsibilities more fairly.
A. divide B. dividing C. to divide D. divided
44. You _____ accept an advertisement's claim without checking the evidence.
A. should B. shouldn't C. must to D. are
45. The product label says that the drink _____ be consumed as part of a balanced diet.
A. should B. shouldn't to C. must to D. is
46. When Amir explained the message, Raka realised that he _____ the situation incorrectly.
A. had interpreted B. interprets C. has interpret D. is interpreting
47. The garden _____ by students every afternoon.
A. maintains B. is maintained C. maintained D. is maintaining
48. The research findings _____ carefully before the students presented their conclusion.
A. were analysed B. analysed C. are analysing D. have analyse
49. If I _____ unsure about the meaning of a message, I would ask for clarification.
A. am B. was C. were D. have been
50. By next month, the class _____ the project and will present the results.
A. will have completed B. completed C. has completed D. is completing