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Name : _____ Grade : _____
Subject: _____ Teacher : _____

MID-TERM EXAM – ODD SEMESTER
ENGLISH
ACADEMIC YEAR 2026/2027
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I. Reading

Read each passage carefully. Choose the best answer A, B, C, or D. For the cloze section, choose the word or phrase that best completes each sentence.

Passage 1 — The School Garden

When the Grade 6 students at Green Valley School noticed that an empty corner of the schoolyard was often covered with litter, they decided to change it. Their science teacher suggested turning the area into a small garden. The students first collected the rubbish and separated recyclable materials from other waste. Then they planned where to plant vegetables and flowers.

The students worked in teams. One team prepared the soil, another planted seeds, and a third made signs explaining how to care for the plants. They also created a simple watering schedule. Because the students had different responsibilities, everyone had a useful job.

After several weeks, the garden began to grow. The students were proud of their work, but they also noticed something unexpected: fewer pieces of litter were appearing in that part of the schoolyard. The garden had changed not only the empty space but also the way students treated it.

1. What is the main idea of Passage 1?

A. Grade 6 students learned how to separate rubbish.
B. Students transformed an unused area into a garden and learned that it could influence how people treated the space.
C. The science teacher wanted students to plant flowers.
D. The school needed more signs in the schoolyard.

2. Why did the students create a watering schedule?

A. To make sure the garden received regular care.
B. To decide which rubbish could be recycled.
C. To give the science teacher more work.
D. To prevent students from entering the garden.

3. Which detail BEST supports the idea that everyone contributed?

A. The garden was in an empty corner.
B. The students noticed less litter.
C. Students worked in different teams with different responsibilities.
D. The science teacher suggested a garden.

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4. What can the reader infer about the students' attitude toward the garden?

A. They were embarrassed by it.

B. They became proud of what they had created.

C. They thought it was a waste of time.

D. They wanted another teacher to manage it.

5. What most likely caused the decrease in litter?

A. The school removed all rubbish bins.

B. Students began to value and care for the improved space.

C. The garden became too large for students to enter.

D. The teacher gave students extra homework.

6. Which statement is an inference rather than a directly stated fact?

A. Students separated recyclable materials.

B. One team prepared the soil.

C. The garden probably made students feel more responsible for the area.

D. Students created a watering schedule.

7. Which evidence best supports the conclusion that the project changed behavior?

A. The students planted seeds.

B. The garden began to grow.

C. Fewer pieces of litter appeared in the area.

D. The students worked in teams.

8. What is the author's main purpose?

A. To explain how a school garden project improved a space and influenced students.

B. To teach readers how to grow vegetables commercially.

C. To compare flowers and vegetables.

D. To describe a science teacher's daily routine.

9. If the students had not shared responsibilities, what would most likely have happened?

A. The project might have been harder to organize and complete.

B. The garden would certainly have grown faster.

C. The students would have collected more rubbish.

D. The teacher would have cancelled science class.

10. Which sentence best summarizes the passage?

A. Students planted flowers because their teacher told them to.

B. Students cleaned, planned, planted, and cared for a garden, which helped improve the schoolyard and student behavior.

C. Students learned that recycling is more important than gardening.

D. Students discovered that gardens always prevent litter.

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Passage 2 — A Different Way to Learn

Maya used to think that studying meant sitting at a desk and reading the same page several times. She often remembered information for a test but forgot it a few days later. Her teacher showed her a different strategy. Before reading, Maya looked at the title, headings, pictures, and captions. During reading, she wrote short notes and marked important evidence. After reading, she explained the main idea in her own words.

At first, the new method seemed slower. Maya wanted to skip the preview and go directly to the questions. However, after using the strategy for several weeks, she discovered that she understood texts more deeply. She also spent less time looking back through the pages because she knew where important information was located.

Maya realized that effective reading was not simply about reading quickly. It was about knowing what to look for, connecting ideas, and using evidence to support an answer.

11. What is the main idea of Passage 2?

A. Reading quickly is the most important study skill.

B. Maya discovered that active reading strategies helped her understand and remember texts better.

C. Maya disliked her teacher's reading lessons.

D. Previewing pictures is the only useful reading strategy.

12. Which strategy did Maya use BEFORE reading?

A. She wrote a summary.

B. She marked evidence.

C. She looked at the title, headings, pictures, and captions.

D. She answered all the questions.

13. Why did Maya initially think the new method was slower?

A. She had to use several steps before and during reading.

B. She had forgotten how to read.

C. Her texts were much longer.

D. Her teacher gave her fewer questions.

14. What can the reader infer about Maya after several weeks?

A. She became more confident in using reading strategies.

B. She stopped reading textbooks.

C. She preferred memorizing every sentence.

D. She no longer needed evidence.

15. Which evidence shows that Maya's comprehension improved?

A. She wanted to skip the preview.

B. She spent less time searching the pages for important information.

C. She sat at a desk.

D. She read the same page several times.

16. According to the passage, effective reading involves all of the following EXCEPT:

A. knowing what to look for

B. connecting ideas

C. using evidence

D. reading every text as quickly as possible

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17. What does the word 'strategy' most nearly mean in the passage?

A. A planned method for achieving a goal

B. A difficult textbook

C. A test score

D. A type of classroom

18. Why is Maya's experience useful evidence for the author's point?

A. It gives a real example of how a reading method affected understanding.

B. It proves every student should study in exactly the same way.

C. It shows that reading is always easy.

D. It explains why pictures are better than words.

19. Which statement is BEST supported by the passage?

A. Active reading can help readers understand texts more deeply.

B. Students should never read questions before a test.

C. Reading slowly always produces better grades.

D. Memorization is the best way to learn.

20. What is the best summary?

A. Maya changed from repeated reading to a more active strategy using previewing, notes, evidence, and summaries.

B. Maya learned that pictures are more important than text.

C. Maya stopped studying because reading was too difficult.

D. Maya's teacher gave her easier books.

Passage 3 — The Community Water Project

A small town had a problem: during the dry season, some families had difficulty getting enough clean water. A group of students decided to investigate. They interviewed residents, measured water use at home, and recorded how much rain fell each week.

Their data showed that many households used more water than they realized. The students did not claim that people were wasting water on purpose. Instead, they suggested several practical changes, such as fixing leaking taps, collecting rainwater for plants, and turning off the tap while brushing teeth.

The students presented their findings at a community meeting. They showed charts of their measurements and explained which recommendations were supported by the data. Several families agreed to try the changes. Two months later, the students collected new data to see whether water use had changed.

21. What is the main problem described in Passage 3?

A. Students could not make charts.

B. Some families had difficulty getting enough clean water during the dry season.

C. The town received too much rain.

D. Students disagreed about science.

22. Which evidence did the students collect?

A. Only interviews

B. Only photographs

C. Interviews, household water-use measurements, and rainfall records

D. School test scores and attendance records

23. What did the students discover from their data?

A. Many households used more water than they realized.

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B. Everyone deliberately wasted water.

C. Rainfall increased every week.

D. No household had a leaking tap.

24. Why did the students avoid saying that people were wasting water 'on purpose'?

A. Their evidence showed water use, but it did not prove people's intentions.

B. They did not know how to interview residents.

C. They wanted to hide their data.

D. They believed water was unlimited.

25. Which recommendation is directly mentioned in the passage?

A. Buy bottled water every day.

B. Collect rainwater for plants.

C. Take shorter showers only.

D. Stop planting gardens.

26. What can the reader infer about the students' approach?

A. They used evidence before suggesting solutions.

B. They made their recommendations without collecting data.

C. They were mainly interested in winning a competition.

D. They ignored residents' experiences.

27. Why did the students collect new data two months later?

A. To see whether water use had changed after the recommendations.

B. To find out how much the school had grown.

C. To replace their original charts.

D. To measure the students' grades.

28. Which piece of evidence would BEST support the claim that the project helped reduce water use?

A. Families said they liked the students.

B. Water-use measurements were lower after families tried the changes.

C. The students made colorful charts.

D. More people attended the community meeting.

29. What is the author's main purpose?

A. To describe how students investigated a local water problem and used data to suggest solutions.

B. To persuade readers to move to the town.

C. To explain how to build a water tank.

D. To compare two schools.

30. Which conclusion is BEST supported by the passage?

A. Data can help people understand a problem and evaluate whether a solution works.

B. Students can solve every community problem immediately.

C. Interviews are always more accurate than measurements.

D. Rainfall is the only factor affecting water use.

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II. CLOZE GRAMMAR

Questions 31–50 • Choose the best answer to complete each passage. Pay attention to tense, subject–verb agreement, pronouns, conjunctions, modals, comparatives, and prepositions.

Cloze Passage 1

Last Saturday, our class (31) _____ a small science fair at school. Everyone (32) _____ to prepare a project before Friday. Lina decided to investigate how sunlight affects plant growth. She (33) _____ three small plants and placed them in different locations. One plant received plenty of sunlight, another received only a little, and the third stayed mostly in the shade. Every day, Lina (34) _____ the height of each plant and recorded the results. By the end of the week, the plant in the sunlight was (35) _____ than the others. Lina concluded that sunlight (36) _____ an important factor in plant growth. She presented her results clearly, (37) _____ she also explained that one week was not enough to prove that sunlight was the only cause. Her teacher praised her because she used evidence (38) _____ making a careful conclusion. Lina hopes (39) _____ the experiment for a longer period. She believes that scientists (40) _____ always test their ideas carefully.

31. A. hold	B. held	C. holds	D. holding
32. A. had	B. has	C. have	D. having
33. A. choose	B. chose	C. chooses	D. choosing
34. A. measure	B. measured	C. measures	D. measuring
35. A. tall	B. taller	C. tallest	D. more tall
36. A. is	B. are	C. were	D. be
37. A. but	B. because	C. so	D. or
38. A. before	B. while	C. instead	D. unless
39. A. repeat	B. repeating	C. to repeat	D. repeated
40. A. should	B. may not	C. cannot	D. would not

Cloze Passage 2

Many students enjoy learning outside the classroom. Last month, our class (41) _____ a local museum. Before the trip, our teacher told us that we (42) _____ take notes because we would use them later. When we arrived, a guide (43) _____ us around the museum. We saw old objects that (44) _____ once used by people in the area. Some objects were much (45) _____ than we expected. I was especially interested in a map (46) _____ showed how the town had changed. I wrote down several details (47) _____ I did not want to forget them. After the visit, our group worked together to make a presentation. Each student had a different role, (48) _____ we finished the project on time. The trip was useful because we learned that history (49) _____ be understood better when we examine real evidence. I hope we (50) _____ visit another museum next term.

41. A. visit	B. visited	C. visits	D. visiting
42. A. should	B. would	C. did	D. were
43. A. take	B. takes	C. took	D. taking

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44. A. were	B. was	C. is	D. be
45. A. old	B. older	C. oldest	D. more old
46. A. which	B. who	C. where	D. when
47. A. because	B. but	C. although	D. unless
48. A. so	B. or	C. but	D. because
49. A. can	B. mustn't	C. cannot	D. never
50. A. can	B. will	C. would	D. are

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