

Text 1 :

The Legend of Ndaung Snake

Long ago, on the beautiful island of Bangka, there lived a kind and hardworking young man named Ndaung. He was loved by the villagers because he was always honest, helpful, and brave. Ndaung worked as a fisherman and spent most of his days at sea.

One day, when a strong storm came, he found a small, shining egg entangled in a fishing net. He took it home and cared for it with great kindness. After a few days, the egg hatched into a small snake. Instead of feeling afraid, Ndaung treated the snake like a family member. He gave it food and a safe place to live. The snake grew quickly, and soon it became a large and magical snake with beautiful shining scales.

The villagers were surprised, but they believed that the snake was a gift from the sea. The snake, which was called Ndaung by the villagers, had magical powers. It could bring rain during the dry season, protect the village from danger, and make the sea rich with fish. People respected it and never harmed it.

However, one day, a group of greedy people from another village arrived. They wanted to capture Ndaung and take its magical powers. When Ndaung knew about their plan, it said to his beloved snake, "You have always protected this village. If danger comes, you must return to the sea, where you truly belong."

That night, the greedy people tried to catch the snake, but Ndaung stopped them. "You cannot take what does not belong to you," he said firmly. A fierce storm then appeared, and the sea waves became very high. The snake looked at Ndaung one last time. "Thank you for your kindness. I will always remember you," it said. Then, it slowly moved towards the sea and disappeared into the deep water.

Since that day, the villagers believed that the Ndaung snake still lives in the ocean, protecting Bangka and its people.



Generic Structure of a Legend

- 1 **Orientation** : introduces the characters, setting, and background of the story.
- 2 **Complication** : presents the problem or conflict.
- 3 **Resolution** : shows how the problem is solved.

Language Features

- Use of past tense (e.g., lived, found, cared, appeared).
- Descriptive adjectives (e.g., kind, magical, greedy).
- Time conjunctions (e.g., one day, after a few days, that night).
- Direct and indirect speech (e.g., "You must return ..." → Ndaung told the snake that it must return ...).
- Action verbs and adverbs (e.g., moved, disappeared slowly).
- Expressions of cause and effect (e.g., because, so, therefore).

1 Multiple Choice

Choose the best answer, A, B, C, D, or E.

What is the main idea of the text?

- A. Ndaung became a famous fisherman in Bangka.
- B. The villagers captured a magical snake from the sea.
- C. A young man and a magical snake lived in harmony and protected the village.
- D. The greedy people succeeded in taking the snake's powers.
- E. The snake disappeared because it was weak and tired.

2 Complex Multiple Choice

Choose two correct answers, A, B, C, D, or E.

Which statements are TRUE according to the text?

- A. Ndaung found the egg during a storm.
- B. The snake brought rain and protected the village.
- C. The greedy people succeeded in capturing the snake.
- D. Ndaung told the snake to return to the sea when danger came.
- E. The villagers were afraid of the snake.

3 Fill in the Blank

Complete the sentence with the correct word(s).

- a. The story is set on the island of _____.
- b. Ndaung found a shining _____ in a fishing net.
- c. The snake could bring _____ during the dry season.
- d. "You have always protected this village," Ndaung said to the snake. (Change into indirect speech) Ndaung told the snake that _____.

4 Matching / Category

Match the sentences with the correct category.

No.	Sentence	Category
1.	Ndaung was a kind and hardworking young man.	A. Orientation
2.	A strong storm came, and he found a shining egg.	B. Complication
3.	The greedy people tried to capture the snake.	C. Resolution
4.	The snake brought rain and protected the village.	D. Language Feature (Direct Speech)
5.	"You cannot take what does not belong to you," Ndaung said firmly.	E. Language Feature (Descriptive Adjective)

5 Essay (Uraian)

Write your answer in 80–100 words.

What lesson can we learn from the legend of Ndaung Snake? Use examples from the text to support your answer. In your answer, also identify one example of direct speech and one example of indirect speech from the text, and explain their meaning.

Text 2 :

The Holy Stone

In a small coastal village, there lived a poor but kind-hearted girl named Sari. She lived with her mother and worked hard every day. Although they were not rich, Sari always helped others and never complained.

One day, while collecting firewood on the beach, Sari found a large, smooth stone that looked different from the others. It shone brightly under the sunlight, and she felt that it was special. She brought it home and placed it near the door. That night, she had a dream. In her dream, a beautiful woman appeared and said, "This is a holy stone. As long as you are honest, kind, and grateful, it will bring good fortune to your family." When Sari woke up, she told her mother about the dream, and they believed it was a sign from the sky.

Soon after, their life began to change. Their small house was filled with food, and their garden became fertile. Many people in the village also received help from Sari's kindness. However, news about the holy stone spread, and a greedy man from another village came to steal it. At midnight, he tried to take the stone, but suddenly a strong wind blew, and the stone became too heavy to move. The man was terrified and ran away.

The next morning, the villagers found out what had happened. They thanked Sari for her goodness and promised to always protect the stone. From that day on, the holy stone remained in the village as a symbol of kindness, honesty, and harmony. It reminds people that true wealth comes not from material things, but from a good heart and positive actions.



Generic Structure of a Legend

- 1 **Orientation** : introduces the characters, setting, and background of the story.
- 2 **Complication** : presents the problem or conflict.
- 3 **Resolution** : shows how the problem is solved.



Language Features

- Use of past tense (e.g., lived, found, brought, appeared).
- Descriptive adjectives (e.g., smooth, special, greedy).
- Time conjunctions (e.g., one day, soon after, that night).
- Direct and indirect speech (e.g., "This is a holy stone." → the woman said that it was a holy stone).
- Action verbs and adverbs (e.g., collected, shone, ran away).
- Expressions of cause and effect (e.g., because, so, therefore).

1 Multiple Choice

Choose the best answer, A, B, C, D, or E.

What is the main idea of the text?

- A. Sari found a magical stone and became a rich girl.
- B. The holy stone brought good fortune because of Sari's kindness.
- C. A greedy man stole the stone and was punished by the villagers.
- D. Sari's mother had a dream about a golden stone.
- E. The villagers became rich after finding the holy stone.



2 Complex Multiple Choice

Choose two correct answers, A, B, C, D, or E.

Which statements are TRUE according to the text?

- A. Sari found the stone while collecting firewood on the beach.
- B. The stone became heavy when the greedy man tried to take it.
- C. Sari's family became rich immediately.
- D. The beautiful woman warned Sari to sell the stone to the greedy man.
- E. The villagers promised to protect the stone after the incident.



3 Fill in the Blank

Complete the sentence with the correct word(s).

- a. Sari found a large, _____ stone on the beach.
- b. In her dream, a beautiful woman _____ and said that the stone was a holy stone.
- c. The greedy man tried to take the stone, but a strong _____ blew and the stone became too heavy to move.
- d. The holy stone reminds people to always be _____, kind, and grateful.

4 Matching / Category

Match the sentences with the correct category.

No.	Sentence	Category
1.	One day, Sari found a large, smooth stone on the beach.	A. Orientation
2.	"This is a holy stone," the woman said.	B. Complication
3.	Sari was honest, kind, and grateful.	C. Resolution
4.	The greedy man tried to steal the stone.	D. Language Feature (Direct Speech)
5.	The villagers protected the stone.	E. Language Feature (Descriptive Adjective)

5 Essay (Uraian)

Write your answer in 80–100 words.

What lesson can we learn from the story of the Holy Stone? Use examples from the text to support your answer. In your answer, also identify one example of direct speech and one example of indirect speech from the text, and explain their meaning.



Text 3 : Yew Story

In a quiet English village, there stood a very old yew tree. The villagers believed the tree was more than just a tree. It had been there for centuries, witnessing births, weddings, and even times of war. People often said that the yew tree had a special power: it could listen to their worries and keep their secrets.

One day, a young girl named Emily moved to the village with her family. She felt lonely and found it difficult to make friends. After school, she often went to the yew tree and sat under its wide branches. She talked about her dreams, her fears, and the challenges she faced at her new school. "I wish I could be brave like other students," she whispered one afternoon.

As weeks passed, Emily began to notice changes. She felt stronger and more confident. She also became kinder and started helping other students who felt left out. One day, her classmate, Oliver, said, "You have changed, Emily. You seem happier and more confident now." Emily smiled and replied, "I think the yew tree has helped me. It listens without judging."

Years later, the village planned to cut down the tree to make space for a new parking area. The villagers argued, but many young people, including Emily, protested. Emily gave a speech at the village meeting. "This tree is part of our history," she said. "It has given comfort and hope to so many people. We should protect it for future generations."

In the end, the villagers decided to keep the yew tree. They built a small garden around it and placed a wooden sign that read, "The Yew Tree – A Symbol of Hope, Friendship, and Strength." From that day on, the yew tree continued to stand, reminding everyone that nature can be a source of courage and kindness.



Generic Structure of a Legend

- 1 **Orientation** : introduces the characters, setting, and background of the story.
- 2 **Complication** : presents the problem or conflict.
- 3 **Resolution** : shows how the problem is solved.



Language Features

- Use of past tense (e.g., lived, moved, believed, decided).
- Descriptive adjectives (e.g., old, special, lonely, brave).
- Direct and indirect speech (e.g., "I wish ..." → Emily whispered that she wished ...).
- Action verbs and adverbs (e.g., listened, argued, stood, continued).
- Expressions of cause and effect (e.g., because, so, therefore).
- Time conjunctions (e.g., one day, as weeks passed, in the end).

1 Multiple Choice

Choose the best answer, A, B, C, D, or E.

What is the main idea of the text?

- A. The villagers decided to build a new parking area in the village.
- B. Emily made many friends at her new school because of Oliver.
- C. The yew tree helped Emily become braver and kinder.
- D. The villagers cut down the yew tree to create a garden.
- E. Emily moved to the village to protect the yew tree from being cut down.

2 Complex Multiple Choice

Choose two correct answers, A, B, C, D, or E.

Which statements are TRUE according to the text?

- A. Emily often talked about her worries under the yew tree.
- B. The villagers immediately agreed to keep the tree.
- C. Oliver noticed that Emily had changed.
- D. The yew tree was cut down to make a parking area.
- E. A garden and a wooden sign were built around the yew tree.

3 Fill in the Blank

Complete the sentence with the correct word(s).

- a. Emily felt _____ and found it difficult to make friends at her new school.
- b. She often went to the yew tree and talked about her _____ and fears.
- c. The villagers decided to keep the yew tree and built a small _____ around it.
- d. "This tree is part of our _____," Emily said at the village meeting. (Change into indirect speech)
Emily said that the tree was part of their _____.

4 Matching / Category

Match the sentences with the correct category.

No.	Sentence	Category
1.	Emily moved to the village with her family.	A. Orientation
2.	"I wish I could be brave," she whispered.	B. Complication
3.	The villagers argued about cutting down the tree.	C. Resolution
4.	The yew tree has a special power.	D. Language Feature (Descriptive Adjective)
5.	In the end, the villagers decided to keep the tree.	E. Language Feature (Direct Speech)

5 Essay (Uraian)

Write your answer in 80–100 words.

What lesson can we learn from the Yew Story? Use examples from the text to support your answer. In your answer, also identify one example of direct speech and one example of indirect speech from the text, and explain their meaning.

Text 4 :

The Library of Babel

In a distant future, there existed a magnificent library known as the Library of Babel. It was an enormous, almost endless building made up of countless hexagonal rooms filled with books. Each room contained shelves that held every possible combination of letters. It was said that within this library, all knowledge, all stories, and even the future could be found.

A young scholar named Adrian had always been curious about the library. He traveled for many years until he finally found the entrance. As he stepped inside, he was amazed by the countless books that surrounded him. "This is incredible," Adrian said to himself. "If all knowledge is here, I can find the answers to every question in the world."

For months, Adrian explored the endless rooms. He read books about history, science, and philosophy. He also found books that described different versions of his own life. Some were happy, some were sad, and some were completely strange. One day, he found a book that seemed to describe the future of his village. Excited, he said, "I will bring this book back and help my people prepare."

However, as he read more, Adrian began to realize that not all the books made sense. Many were just random combinations of letters without meaning. "I cannot believe that so many books are nonsense," he thought. He also realized that even if the library contained every possible story, it did not always give clear answers. Knowledge was valuable, but it still needed wisdom to understand.

After many years, Adrian decided to leave the library. He told his friend, "I have learned that knowledge is not only about finding answers, but also about asking the right questions." He returned to his village and shared his experience. The library taught him an important lesson: there is no limit to knowledge, but what truly matters is how we use it to make a better life.



Generic Structure of a Narrative

- 1 **Orientation** : introduces the characters, setting, and background of the story.
- 2 **Complication** : presents the problem or conflict.
- 3 **Resolution** : shows how the problem is solved.



Language Features

- Use of past tense (e.g., existed, traveled, found, realized).
- Descriptive adjectives (e.g., magnificent, endless, valuable).
- Time conjunctions (e.g., one day, for many years, after, as he read).
- Direct and indirect speech (e.g., "This is incredible," Adrian said → Adrian said that it was incredible).
- Action verbs and adverbs (e.g., stepped, explored, returned).
- Expressions of cause and effect (e.g., because, so, therefore).

1 Multiple Choice

Choose the best answer, A, B, C, D, or E.

What is the main idea of the text?

- A. Adrian found a book that changed the future of his village.
- B. The Library of Babel contains every possible combination of letters.
- C. Knowledge is more important than wisdom.
- D. Adrian spent many years reading meaningless books.
- E. The villagers did not believe Adrian's story.



2 Complex Multiple Choice

Choose two correct answers, A, B, C, D, or E.

Which statements are TRUE according to the text?

- A. The library contained every possible story and knowledge.
- B. Adrian found only useful and meaningful books.
- C. Adrian discovered different versions of his own life.
- D. Adrian decided to stay in the library forever.
- E. The library taught Adrian that wisdom is needed to use knowledge.



3 Fill in the Blank

Complete the sentence with the correct word(s).

- a. The Library of Babel contained every possible _____ of letters.
- b. Adrian was amazed by the countless books that _____ him.
- c. "I will bring this book back," Adrian said. (Change into indirect speech) Adrian said that he _____ the book back.
- d. Adrian realized that knowledge was valuable, but it still needed _____ to understand.



4 Matching / Category

Match the sentences with the correct category.

No.	Sentence	Category
1.	In a distant future, there existed a magnificent library.	A. Orientation
2.	Adrian traveled for many years to find the library.	B. Complication
3.	"This is incredible," Adrian said to himself.	C. Resolution
4.	Many books were just random combinations of letters without meaning.	D. Language Feature (Direct Speech)
5.	Adrian returned to his village and shared his experience.	E. Language Feature (Descriptive Adjective)

5 Essay (Uraian)

Write your answer in 80–100 words.

What lesson can we learn from the story of The Library of Babel? Use examples from the text to support your answer. In your answer, also identify one example of direct speech and one example of indirect speech from the text, and explain their meaning.



Text 5 : The Goose Girl

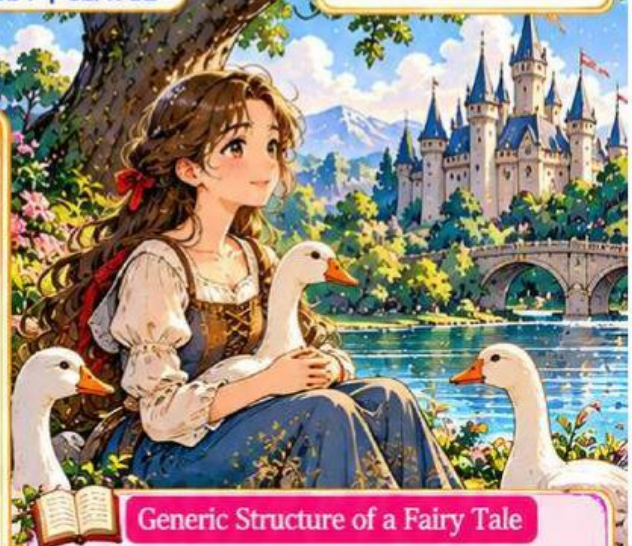
Once upon a time, there lived a kind and beautiful princess in a kingdom far away. She was loved by her family and everyone in the palace. One day, she had to travel to a neighbouring kingdom to marry a prince. She was excited but also a little nervous, so her father gave her a loyal maid named Anilda to accompany her.

During the journey, they met a mysterious woman who looked friendly. She offered to exchange clothes with the princess and asked Anilda to switch places with her for a while. The princess, who trusted the woman, agreed without hesitation.

However, the woman was actually a wicked lady-in-waiting who wanted to take the princess's place. After they exchanged clothes, the wicked woman ordered the real princess to become a goose girl and take care of her geese. The princess was very sad, but she stayed brave and worked hard.

Every day, the princess sang while looking after the geese. Her beautiful songs caught the attention of the young prince, who often passed by the lake. He wondered who the girl with the lovely voice was. One day, he hid behind a tree and listened carefully. When he saw the goose girl, he realized that she was not a common girl. He began to talk to her, and they became friends.

Later, the prince organized a grand festival and invited many people, including the wicked woman. During the celebration, the goose girl sang again, and the prince recognized her as the true princess. The wicked woman's lies were exposed, and she was punished for her bad deeds. The princess was finally reunited with her family and married the prince. They lived happily ever after, and the princess never forgot the lesson: always stay kind, honest, and brave, no matter what happens.



Generic Structure of a Fairy Tale

- 1 **Orientation** : introduces the characters, setting, and background of the story.
- 2 **Complication** : presents the problem or conflict.
- 3 **Resolution** : shows how the problem is solved.



Language Features

- Use of past tense (e.g., lived, traveled, exchanged, was).
- Descriptive adjectives (e.g., kind, beautiful, mysterious).
- Time conjunctions (e.g., one day, later, finally, during).
- Direct and indirect speech (e.g., "I will help you," → the woman said that she would help her).
- Action verbs and adverbs (e.g., sang, realized, exposed).
- Expressions of cause and effect (e.g., because, so, therefore).

1 Multiple Choice

Choose the best answer, A, B, C, D, or E.

What is the main idea of the text?

- A. The princess became a goose girl because she was lazy.
- B. The wicked woman helped the princess during the journey.
- C. The princess was punished for her bad deeds.
- D. The wicked woman took the princess's place, but the truth was revealed in the end.
- E. The prince fell in love with the wicked woman.



2 Complex Multiple Choice

Choose two correct answers, A, B, C, D, or E.

Which statements are TRUE according to the text?

- A. The princess felt nervous before the journey.
- B. The wicked woman asked Anilda to exchange clothes.
- C. The prince recognized the princess from her singing.
- D. The goose girl was very unhappy and refused to work.
- E. The wicked woman was punished at the end of the story.

3 Fill in the Blank

Complete the sentence with the correct word(s).

- a. The princess exchanged _____ with the mysterious woman.
- b. Every day, the goose girl sang while looking after the _____.
- c. "I will help you," the woman said. (Change into indirect speech)
The woman said that she _____ the princess.
- d. The prince realized that the goose girl was not a common girl because of her _____.



4 Matching / Category

Match the sentences with the correct category.

No.	Sentence	Category
1.	The princess lived in a kingdom far away.	A. Orientation
2.	The wicked woman exchanged clothes with the princess.	B. Complication
3.	The prince recognized the princess from her song.	C. Resolution
4.	"I will help you," the woman said.	D. Language Feature (Direct Speech)
5.	The princess lived happily ever after with the prince.	E. Language Feature (Descriptive Adjective)

5 Essay (Uraian)

Write your answer in 80–100 words.

What lesson can we learn from the story of The Goose Girl? Use examples from the text to support your answer. In your answer, also identify one example of direct speech and one example of indirect speech from the text, and explain their meaning.



Text 6 : The Monkey's Paw

Mr. and Mrs. White lived in a quiet house in England. One evening, their son, Herbert, came home with a strange object: a dried monkey's paw. He got it from a friend, Sergeant-Major Morris, who had served in India.

Morris told them that the paw was magical. "This paw can grant three wishes," he said seriously. "But be careful. Every wish has a terrible price." The Whites laughed at first, thinking it was just a story. However, Morris looked very serious and warned them not to use it.

That night, after Morris left, the Whites began to talk about the wishes they could make. They decided to try it. Mr. White wished for two hundred pounds to pay off their debts. Suddenly, they heard a loud knock at the door. A man from the company came to inform them that Herbert had died in a factory accident. As a result, they would receive a compensation of two hundred pounds. Mr. White realized that the first wish had come true, but at a great cost.

Desperate and heartbroken, Mrs. White made a second wish: "Bring Herbert back to us." Late at night, they heard a slow and heavy knock at the door. It sounded like Herbert, but there was something wrong. The figure that entered the house was not the same. It looked pale, with sunken eyes and a terrifying appearance. Mrs. White screamed, "Go away! You are not my son!"

Mr. White, terrified, made the third and final wish: "We wish Herbert to rest in peace." The strange figure disappeared, and the house became quiet again. The Whites learned a painful lesson: be careful what you wish for, because sometimes wishes can bring more sadness than happiness.



Generic Structure of a Short Story

- 1 **Orientation** : introduces the characters, setting, and background of the story.
- 2 **Complication** : presents the problem or conflict.
- 3 **Resolution** : shows how the problem is solved.

Language Features

- Use of past tense (e.g., lived, came, told, wished, heard).
- Descriptive adjectives (e.g., strange, magical, terrifying).
- Time conjunctions (e.g., one evening, that night, suddenly, after that).
- Direct and indirect speech (e.g., "This paw can grant three wishes," he said → Morris told them that the paw could grant three wishes).
- Action verbs and adverbs (e.g., knocked, disappeared, screamed).
- Expressions of cause and effect (e.g., because, as a result, therefore).

1 Multiple Choice

Choose the best answer, A, B, C, D, or E.

What is the main idea of the text?

- A. The Whites became rich and happy because of the monkey's paw.
- B. The monkey's paw brought luck to the White family.
- C. The Whites lost their son and learned a painful lesson about wishes.
- D. The monkey's paw was just a harmless object from India.
- E. The Whites used all three wishes and lived happily ever after.

2 Complex Multiple Choice

Choose two correct answers, A, B, C, D, or E.

Which statements are TRUE according to the text?

- A. The monkey's paw was given to Herbert by Sergeant-Major Morris.
- B. The Whites received two hundred pounds as a result of Herbert's death.
- C. Mrs. White was happy to see Herbert come back.
- D. The third wish made Herbert return alive and healthy.
- E. The story shows that wishes can bring unexpected and negative consequences.

3 Fill in the Blank

Complete the sentence with the correct word(s).

- a. Mr. and Mrs. White received _____ pounds after Herbert's death.
- b. The figure that came to the house looked pale, with _____ eyes.
- c. "Go away! You are not my son!" is an example of _____ speech.
- d. The Whites learned a painful lesson about being _____ with their wishes.

4 Matching / Category

Match the sentences with the correct category.

No.	Sentence	Category
1.	Herbert came home with a strange object.	A. Orientation
2.	"This paw can grant three wishes," Morris said.	B. Complication
3.	The Whites received two hundred pounds.	C. Resolution
4.	"Go away! You are not my son!" Mrs. White screamed.	D. Language Feature (Direct Speech)
5.	The Whites learned to be careful with their wishes.	E. Language Feature (Descriptive Adjective)

5 Essay (Uraian)

Write your answer in 80–100 words.

What lesson can we learn from the story of The Monkey's Paw? Use examples from the text to support your answer. In your answer, also identify one example of direct speech and one example of indirect speech from the text, and explain their meaning.

Text 7 : Mulan

Long ago in ancient China, there lived a brave and intelligent young woman named Mulan. She lived with her father, an elderly soldier, and her family in a small village. When the emperor announced that every family must send one man to join the army to fight against the invading forces, Mulan's father was too old and too weak to go.

That night, Mulan made a difficult decision. "I cannot let my father go," she told herself. "I will go in his place." She cut her hair, wore her father's armor, and disguised herself as a man. Before leaving, she said to her mother, "Please take care of yourself. I will return when the war is over." Her mother hugged her and replied, "Be strong, my daughter. Always remember who you are."

At the army camp, Mulan trained very hard. Although it was difficult, she never gave up. She proved that she was skilled, brave, and loyal. Her friends respected her, and her commander trusted her. During many battles, Mulan showed great courage and helped her army win.

After several years, the war finally ended. The emperor praised Mulan for her bravery and wanted to give her an important position. However, Mulan asked to return to her village. "I am just a daughter who wanted to protect her family," she said. When she returned home and removed her armor, everyone was surprised to see that the brave soldier was a woman. Her story inspired many people and became a symbol of courage, loyalty, and love for family.



Generic Structure of a Legend

- 1 **Orientation** : introduces the characters, setting, and background of the story.
- 2 **Complication** : presents the problem or conflict.
- 3 **Resolution** : shows how the problem is solved.

Language Features

- Use of past tense (e.g., lived, announced, trained, ended).
- Descriptive adjectives (e.g., brave, intelligent, loyal).
- Time conjunctions (e.g., when, before, after, during).
- Direct and indirect speech (e.g., "I will go in his place," → Mulan said that she would go in his place).
- Action verbs and adverbs (e.g., proved, returned, inspired).
- Expressions of cause and effect (e.g., because, so, therefore).

1 Multiple Choice

Choose the best answer, A, B, C, D, or E.

What is the main idea of the text?

- A. Mulan became a soldier to get an important position.
- B. Mulan disguised herself as a man to protect her father.
- C. The emperor forced Mulan to join the army.
- D. Mulan won many battles and became the emperor.
- E. Mulan returned home because she was tired of the war.

2 Complex Multiple Choice

Choose two correct answers, A, B, C, D, or E.

Which statements are TRUE according to the text?

- A. Mulan cut her hair and dressed as a man.
- B. Mulan's father was too old to join the army.
- C. Mulan was immediately recognized as a woman at the army camp.
- D. The emperor gave Mulan an important position, but she refused it.
- E. Mulan was inspired by her friends to join the army.

3 Fill in the Blank

Complete the sentence with the correct word(s).

- a. Mulan decided to go to war because her father was _____ and could not join the army.
- b. "Please take care of yourself," Mulan said to her mother. (Change into indirect speech)
Mulan asked her mother to _____.
- c. Mulan trained very hard and proved that she was _____ and _____.
- d. After the war ended, Mulan decided to return to her _____.

4 Matching / Category

Match the sentences with the correct category.

No.	Sentence	Category
1.	"I will go in his place," Mulan said.	A. Orientation
2.	Mulan lived with her family in a small village.	B. Complication
3.	Mulan faced many challenges at the army camp.	C. Resolution
4.	The emperor praised Mulan for her bravery.	D. Language Feature (Direct Speech)
5.	Mulan became a symbol of courage and love for family.	E. Language Feature (Descriptive Adjective)

5 Essay (Uraian)

Write your answer in 80–100 words.

What lesson can we learn from the story of Mulan? Use examples from the text to support your answer. In your answer, also identify one example of direct speech and one example of indirect speech from the text, and explain their meaning.

Text 8 : Animal Farm

On a peaceful farm, the animals lived under the harsh rule of Mr. Jones, who cared more about his own comfort than their well-being. They worked from morning until night, but they received little food and were often treated cruelly. One night, an old wise pig named Old Major gathered all the animals in the barn. "We must stand together," he said. "One day, we will create a farm where all animals are equal and free." His words gave them hope.

After Old Major's death, the animals, led by the pigs, revolted and drove Mr. Jones away. They renamed the farm Animal Farm and created seven rules, including: All animals are equal. The animals worked hard and felt proud. At first, life was better. They shared the harvest, helped each other, and believed they were building a fair and happy community.

However, over time, the pigs, especially Napoleon, began to take control. They claimed that they were smarter and needed special privileges to make important decisions. Squealer, a persuasive pig, often convinced the other animals that the changes were for the good of the farm. "These new rules will make our farm stronger," Squealer announced during a meeting. Slowly, the original rules were changed, and the pigs enjoyed better food, larger houses, and less work.

The other animals, such as Boxer the horse, continued to work faithfully, believing in the pigs' promises. But some, like Clover and Benjamin, began to notice the unfairness. They wondered why the pigs were now living like the humans they had once opposed. The animals realized that the farm was no longer truly equal. The dream of freedom had been replaced by a new form of control.

In the end, the animals learned a painful lesson: power can change people, and good intentions can be lost when leaders become selfish. They understood that it is important to stay aware, ask questions, and protect true equality.



Generic Structure of a Narrative/Allegory

- 1 **Orientation** : introduces the characters, setting, and background of the story.
- 2 **Complication** : presents the problem or conflict that the characters face.
- 3 **Resolution** : shows how the problem is solved or how the situation changes.
- 4 **Coda / Re-orientation** : gives the final message or lesson of the story.

Language Features

- Use of simple past tense (e.g., lived, worked, gathered, changed).
- Descriptive adjectives (e.g., harsh, wise, persuasive, selfish).
- Adverbs and adverbial phrases (e.g., from morning until night, slowly, at first, in the end).
- Adverbial clauses (e.g., when, after, although, because).
- Relative clauses (e.g., who cared more about his comfort).
- Independent and dependent clauses.
- Simple and complex sentences.
- Direct and indirect speech (e.g., "We must stand together," he said → He said that they must stand together).
- Expressions of cause and effect (e.g., because, so, therefore).

1 Multiple Choice

Choose the best answer, A, B, C, D, or E.

What is the main idea of the text?

- A. The animals built a bigger barn than Mr. Jones.
- B. The pigs created new rules to make the farm more productive.
- C. The animals learned that power can change people and good intentions can be lost.
- D. The animals and Mr. Jones became good friends.
- E. The pigs and the horses worked together to build a new farm.

2 Complex Multiple Choice

Choose two correct answers, A, B, C, D, or E.

Which statements are TRUE according to the text?

- A. Old Major encouraged the animals to fight for a fairer life.
- B. Napoleon immediately treated all animals equally after the revolution.
- C. Squealer used persuasive language to support the pigs' decisions.
- D. Boxer and the other animals stopped working after the pigs took control.
- E. The animals realized that the pigs had become similar to the humans they once opposed.

3 Fill in the Blank

Complete the sentence with the correct word(s).

- a. Old Major said, "We must stand together." (Change into indirect speech)
Old Major said that they _____.
- b. The animals worked from morning until night, but they received _____ food.
- c. Squealer often convinced the other animals that the changes were _____ the good of the farm.
- d. In the end, the animals understood that it is important to _____, ask questions, and protect true equality.

4 Matching / Category

Match the sentences with the correct category.

No.	Sentence	Category
1.	On a peaceful farm, the animals lived under the harsh rule of Mr. Jones.	A. Orientation
2.	The animals renamed the farm Animal Farm after they drove Mr. Jones away.	B. Complication
3.	The pigs gradually took control and changed the original rules.	C. Resolution
4.	The animals realized that the farm was no longer truly equal.	D. Coda / Re-orientation
5.	"These new rules will make our farm stronger," Squealer announced.	E. Language Feature (Direct Speech)

5 Essay (Uraian)

Write your answer in 80–100 words.

What lesson can we learn from the story of Animal Farm? Use examples from the text to support your answer. In your answer, also include:

- 1) one example of direct speech from the text,
- 2) one example of indirect speech from the text, and explain their meaning.

ALL ANIMALS ARE EQUAL

Text 9 : The Mirror Story

Lina was a quiet and insecure teenager. She often compared herself to others and felt that she was not good enough. One day, she found an old mirror in the corner of her late grandmother's room. The mirror looked ordinary, but whenever she looked into it, she saw a different reflection.

At first, the mirror showed a version of herself that was brave, confident, and happy. This reflection encouraged her to face her fears and try new things. "You can do it," the reflection said with a warm smile. "You are stronger than you think."

However, there were also times when the mirror showed her worst fears — a nervous, sad, and lonely version of herself. The reflection reminded her of her negative thoughts and the consequences of giving up.

After several weeks, Lina realized that the mirror was not magical. It simply showed what was already inside her mind: her fears and her potential. She understood that the choice was hers. She could let her fears control her, or she could believe in herself and grow into a better person.

From that day on, Lina stopped comparing herself to others. She focused on her own journey, accepted her weaknesses, and worked on her strengths. The mirror taught her that the most important reflection is not the one we see on the surface, but the one we create through our thoughts, actions, and beliefs.



1

Multiple Choice

Choose the best answer, A, B, C, D, or E.

What is the main idea of the text?

- A. The mirror was a magical object that changed Lina's life.
- B. Lina learned to be confident and accept herself.
- C. Lina compared herself to others all the time.
- D. The mirror showed only her negative reflection.
- E. Lina's grandmother gave her a special gift.



2

Complex Multiple Choice

Choose two correct answers, A, B, C, D, or E.

Which statements are TRUE according to the text?

- A. The mirror always showed a happy and brave reflection.
- B. The mirror also showed Lina's worst fears.
- C. Lina realized that the mirror was magical.
- D. Lina decided to focus on her own journey.
- E. The mirror taught Lina that actions and beliefs are important.



3

Fill in the Blank

Complete the sentences with the correct word(s).

- a. Lina found an old mirror in the corner of her _____ room.
- b. The mirror showed a version of herself that was _____, confident, and happy.
- c. Lina realized that the mirror was not _____.
- d. The most important reflection is the one we create through our _____, actions, and beliefs.



4

Matching / Category

Match the sentences with the correct category.

No.	Sentence	Category
1.	The mirror showed a brave version of Lina.	A. Character
2.	Lina felt nervous and lonely.	B. Conflict
3.	Lina decided to focus on her own journey.	C. Moral Decision
4.	The choice was hers.	D. Consequence
5.	The mirror reminded her of her negative thoughts.	E. Language Feature (Direct Speech)

5

Essay (Uraian)

Write your answer in 80–100 words.

What lesson can we learn from the story of "The Mirror Story"?

Use examples from the text to support your answer. In your answer, also include

- 1) one example of direct speech from the text,
 - 2) one example of indirect speech from the text,
- and explain their meaning.



Text 10 : Timun Mas

Long ago, in a small village in Java, there lived a kind and hardworking widow named Mbok Simi. She had always dreamed of having a child, but she had none. One day, a giant came to her and said, "I can give you a child, but you must give her to me when she turns sixteen." Mbok Simi agreed because she really wanted a child.

Soon, a baby girl was born. She was as small and beautiful as a cucumber, so they named her Timun Mas, which means "little cucumber." Timun Mas grew up to be a brave, kind, and clever girl. Everyone in the village loved her.

When Timun Mas turned sixteen, the giant came to take her. Timun Mas was very afraid and ran to her mother. Mbok Simi gave her four magical things to help her escape: cucumber seeds, a needle, salt, and a piece of terasi (shrimp paste). "Whenever the giant comes closer, throw one of these behind you," her mother said.

Timun Mas ran as fast as she could. The giant chased her. First, she threw the cucumber seeds, and instantly a vast cucumber field grew, blocking the giant. Then she threw the needle, and a dense bamboo forest appeared. Next, she threw the salt, which turned into a wide and stormy sea. Finally, she threw the terasi, and a huge, sticky mud covered the road. The giant got trapped and could not move any further.

Timun Mas kept running until she reached a safe place. She was finally free. She returned to her village and lived happily with her mother.

The story of Timun Mas teaches us to be brave, think wisely, and never give up, even when we face great danger. It also shows the love between a mother and her child.



Generic Structure of a Legend

- 1 **Orientation** : introduces the characters, setting, and background of the story.
- 2 **Complication** : presents the problem or conflict that the characters face.
- 3 **Resolution** : shows how the problem is solved or what happens in the end.

Language Features

- Use of past tense (e.g., lived, came, agreed, turned, threw).
- Descriptive adjectives (e.g., kind, hardworking, brave, clever).
- Time conjunctions (e.g., when, one day, soon, finally).
- Direct and indirect speech (e.g., "I can give you a child," the giant said → The giant said that he could give her a child).
- Action verbs and adverbs (e.g., ran, chased, grew, appeared, blocked, escaped).
- Expressions of cause and effect (e.g., because, so, therefore).
- Moral value (e.g., courage, wisdom, love, never give up).

1 Multiple Choice

Choose the best answer, A, B, C, D, or E.

What is the main idea of the text?

- A. Timun Mas was a girl who could turn into a cucumber.
- B. A giant gave Timun Mas magical things.
- C. Timun Mas escaped from the giant using her mother's magical things.
- D. Mbok Simi agreed to give Timun Mas to the giant.
- E. The villagers helped Timun Mas to defeat the giant.

2 Complex Multiple Choice

Choose two correct answers, A, B, C, D, or E.

Which statements are TRUE according to the text?

- A. Mbok Simi agreed to the giant's condition because she wanted a child.
- B. Timun Mas received three magical things from her mother.
- C. The giant could not cross the cucumber field.
- D. Timun Mas threw the salt before the needle.
- E. The story shows the love between a mother and her child.

3 Fill in the Blank

Complete the sentence with the correct word(s).

- a. The giant said, "I can give you a child." (Change into indirect speech)
The giant said that he _____ a child.
- b. Timun Mas threw the cucumber seeds, and a vast _____ grew, blocking the giant.
- c. Mbok Simi gave Timun Mas four _____ to help her escape.
- d. The story teaches us to be _____, think wisely, and never _____.

4 Matching / Category

Match the sentences with the correct category.

No.	Sentence	Category
1.	The giant came to take Timun Mas.	A. Orientation
2.	Timun Mas threw the salt, and a wide sea appeared.	B. Complication
3.	Timun Mas was as small and beautiful as a cucumber.	C. Resolution
4.	Mbok Simi gave her four magical things.	D. Language Feature (Direct Speech)
5.	"Whenever the giant comes closer, throw one of these behind you," her mother said.	E. Language Feature (Descriptive Adjective)

5 Essay (Uraian)

Write your answer in 80–100 words.

What lesson can we learn from the story of Timun Mas? Use examples from the text to support your answer.

In your answer, also include:

- 1) one example of direct speech from the text,
- 2) one example of indirect speech from the text, and explain their meaning.