EXAM READY ENGLISH

Exam Ready English

GRADE 10

Study Guide, Worked Examples and Practice Tests for the Grade 10 Examination



- ✓ 10 units: vocabulary, grammar and writing with clear rules and “Watch out!” boxes
- ✓ 212 worked examples and 372+ practice questions at three levels
- ✓ 200 unit-quiz questions and 3 full mock exams (60 MCQ each)
- ✓ Diagnostic test · Key Rules Sheet · Top 20 Mistakes · teacher notes

Follows the units and order of the Ethiopian Grade 10 English textbook

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Grade 10 · Study Guide, Worked Examples and Practice Tests

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This is an independent study guide. It follows the units and order of the Ethiopian Grade 10 English student textbook, but it is not published or endorsed by the Ministry of Education. All explanations, examples and questions are original. Keep your textbook and your teacher's notes beside this book.

The answers were calculated and checked before printing, but no book is free of errors. If you find a mistake or disagree with an answer, please tell the author on Telegram (@Ermias_Wedaje) and it will be reviewed for the next edition.

How to Use This Book

Each unit follows the same pattern, so you always know where to look.

Key ideas
The rules and facts of the section, short and clear.

Worked examples
Step-by-step solutions. Cover the solution and try first.

⚠ Watch out!
The mistakes students make most often, and the right way.

Practice
Level 1 Basic · Level 2 Standard · Level 3 Challenge.

Unit quiz
20 multiple-choice questions in the style of the national examination.

For the Teacher
Timing, starters, misconceptions, activities and assessment.

For students

- Begin with the Diagnostic Test. It shows which units need the most work.
- Read the key ideas, then study each example with the solution covered.
- Do Level 1 and Level 2 practice for every section; try Level 3 when you are ready.
- Take each quiz in 30 minutes, mark it, and redo every question you got wrong.
- In the last weeks, learn the Key Facts Sheet and the Top 20 Mistakes page, and sit the three mock exams. Their answer keys show which unit each question comes from.

For teachers

- Each unit follows the textbook sections, so the book can sit beside your lessons.
- The “For the Teacher” page gives timing, starters, misconceptions and activities.
- The quizzes and mock exams can be used as class tests; every answer has a short reason.

For parents

- Ask your child to explain one worked example to you each day. Teaching is the best way to learn.
- Look at the quiz score after each unit, and celebrate progress, not only high marks.

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Diagnostic Test · Where Should I Start?

14 questions · 15 minutes. Take this test before you start the book. There are two questions on each unit. Your score only shows you where to spend your time.

1. Choose: “Population ____ is the increase in the number of people.”
   A. grew B. grown C. growth D. grow
2. A “passport” is
   A. a type of bus B. a ticket for food
   C. a hotel room D. a document for travelling abroad
3. Choose: “I think he is late.” — “So ____ I.”
   A. have B. am C. did D. do
4. Agree with “It is a beautiful place.”
   A. No idea it is. B. I agree; it is.
   C. Not agree. D. I disagree entirely; it is.
5. Honey is made by
   A. bees B. birds C. flies D. ants
6. A migrant is a person who
   A. moves to live in another place B. sells food
   C. stays at home D. teaches
7. The prefix in “unfair” means
   A. not B. over C. before D. again
8. “Sunflower” is formed by
   A. compounding B. conversion C. clipping D. blending
9. A reference question asks what
   A. a word like “it” points to B. the author is
   C. the page is D. the spelling is
10. “Switch over” means
    A. buy B. break C. change channel D. turn off
11. Choose: “You ____ carry a knife on a plane.” (warning)
    A. don’t have to B. needn’t C. mustn’t D. may
12. An inference is
    A. a conclusion from clues B. a title
    C. a quotation D. a date
13. Choose: “She ____ in Addis for ten years before she moved.”
    A. had lived B. is living C. lives D. has lived
14. “Wear off” (medicine) means
    A. gradually stop having effect B. start
    C. put on D. fall down

Unit 1 · Population Growth

By the end of this unit you will be able to:

- use words, word-formation processes and phrasal verbs correctly in the context of population
- use degrees of comparison, the simple present and present perfect tenses
- use relative pronouns and the modals suggest, should, ought to and had better
- ask for and give opinions, and write guided paragraphs with correct punctuation

Before you start — check yourself. (a) Complete: Ethiopia is (populous) than Kenya. (b) "I have lived here since 2015." Which tense? (c) The man ____ lives next door is a doctor. (who / which) (d) Which is correct: "You had better to go" or "You had better go"?
Answers: (a) more populous (b) present perfect (c) who (d) You had better go

Key words: population · birth rate · overcrowded · comparative · superlative · present perfect · relative pronoun · suggest · ought to · punctuation

How this unit is examined

Question types that appear again and again in Ethiopian model examinations:

- Vocabulary: word formation and phrasal verbs
- Degrees of comparison
- Simple present and present perfect tense
- Relative pronouns
- Suggest, should, ought to and had better
- Opinions, guided writing and punctuation

1.1 Vocabulary: Word Formation and Phrasal Verbs

Key ideas

- **Population words:** population, birth rate, death rate, life expectancy, overcrowded, urbanisation, migration, famine, shortage, resources, family planning, census.
- **Word formation:** we make new words by **affixation** (prefix + root + suffix: *over+populate+d*), **compounding** (two words: *birth* + *rate*), **conversion** (same form, new part of speech: *a* **book** → *to* **book** a seat), **blending** (*smoke* + *fog* = *smog*) and **clipping** (*examination* → *exam*).
- **Phrasal verbs: grow up** (become adult), **bring up** (raise a child), **die out** (disappear), **cut down on** (reduce), **take over** (take control), **go up** (rise), **come down** (fall), **find out** (discover), **look into** (investigate), **point out** (show).

Example 1.1 — Affixes

Build a noun from “populate” and an adjective from “crowd”.

Solution. population (-ion); crowded (-ed).

Example 1.2 — Compound

Make a compound noun with “birth”.

Solution. birth rate (also birthday, birthplace).

Example 1.3 — Exam Booster · Phrasal verb

Complete: “Parents must ___ their children well.” (bring up / take over)

Solution. bring up means raise a child.

Example 1.4 — Exam Booster · Blend

What two words make “brunch”?

Solution. breakfast + lunch.

⚠ Watch out!

× Wrong	✓ Right
A phrasal verb means the same as its verb alone.	“Give up” (stop) is different from “give”.
“Exam” is a blend.	It is a clipping of “examination”.
Population is countable like “person”.	“Population” is a singular collective noun: “The population is growing.”

Practice 1.1

Level 1 — Basic

1. Give the opposite of “increase”.
2. Clip “photograph”.
3. Meaning of “die out”?

Level 2 — Standard

4. Form an adjective from “overcrowd”.
5. Complete: “Prices ___ every year.” (go up / go on)
6. Name the blend: “motor + hotel”.

Level 3 — Challenge

7. Use “bring up” and “cut down on” in one sentence each.
8. Explain conversion with an example.

1.2 Degrees of Comparison

Key ideas

- **Three degrees:** positive (*big*), comparative (*bigger*), superlative (*biggest*).
- **Short adjectives** (one syllable): add **-er / -est**: tall, taller, tallest; double the last letter after a short vowel: big, bigger; **-y → -ier / -iest**: happy, happier.
- **Long adjectives** (two or more syllables): use **more / most**: populous, more populous, most populous.
- **Irregular:** good, better, best; bad, worse, worst; far, farther/further, farthest/furthest; much/many, more, most; little, less, least.
- **Patterns:** comparative + **than**; superlative with **the**; equality with **as ... as**; "The more ..., the more ...".

Example 1.5 — Form

Give the comparative and superlative of "large", "happy" and "beautiful".

Solution. larger, largest; happier, happiest; more beautiful, most beautiful.

Example 1.6 — Sentence

Complete: "Addis Ababa is ____ than Hawassa." (large)

Solution. larger.

Example 1.7 — Exam Booster · Equality

Join: "Ali is 16. Sara is 16." using as ... as.

Solution. Ali is as old as Sara.

Example 1.8 — Exam Booster · Double

Complete: "The ____ you study, the ____ you learn." (hard / much)

Solution. harder ... more.

⚠ Watch out!

× Wrong	✓ Right
more taller	taller (never "more" with -er)
the most biggest	the biggest
good → gooder	good → better

Practice 1.2

Level 1 — Basic

1. Comparative of "thin"?

Unit 3 · Punctuality

By the end of this unit you will be able to:

- express personal thoughts and beliefs; use so and neither
- form new words by conversion; use phrasal verbs
- use adverbs of time, frequency and manner, and prepositions
- write a narrative paragraph with correct punctuation

Before you start — check yourself. (a) Agree: "I like coffee." → "___ do I." (b) "She sings beautifully." Which word is the adverb? (c) Where does "always" go: "He ___ is ___ late"? (d) Choose: "at / on / in" — ___ Monday.
Answers: (a) So (b) beautifully (c) He is always late. (d) on

Key words: punctual · adverb of frequency · adverb of manner · conversion · preposition · narrative · neither · deadline · schedule · habit

How this unit is examined

Question types that appear again and again in Ethiopian model examinations:

- Expressing thoughts and using so and neither
- Word formation: conversion; phrasal verbs
- Adverbs of time, frequency and manner
- Prepositions
- Writing a narrative paragraph and punctuation

3.1 Expressing Thoughts and Using So and Neither

Key ideas

- **Expressing beliefs:** *I believe ...; I think ...; I am sure ...; I feel that ...; I doubt that ...; I strongly believe ....* Politeness: *It seems to me ...; Perhaps ....*
- **So + auxiliary + subject** agrees with an **affirmative** statement: *I am punctual. — So am I. She likes tea. — So does he.* **Neither/Nor + auxiliary + subject** agrees with a **negative** statement: *I don't smoke. — Neither do I.* The auxiliary must match the tense of the first sentence: *be → am/is/are; present simple → do/does; past → did; will → will; can → can; have → have/has.*
- **Disagreement:** *I do (not). "I like it." — "I don't."*

Example 3.1 — So

Agree: "I was late."

Solution. So was I. (was → was)

Unit 6 · Migration

By the end of this unit you will be able to:

- use word formation, and the present perfect, simple past and past perfect
- use different prepositions and adverb clauses of purpose
- write a summary, interpret graphs and apply spelling rules

Before you start — check yourself. (a) Choose: "When I arrived, the film ___ already started." (b) Join with "so that": "He saved money. He could buy a house." (c) Spell: "beginning" or "begining"? (d) What does a line graph show?
Answers: (a) had (b) He saved money so that he could buy a house. (c) beginning (d) change over time

Key words: migration · immigrant · emigrant · refugee · past perfect · purpose clause · summary · graph · trend · spelling rule

How this unit is examined

Question types that appear again and again in Ethiopian model examinations:

- Migration vocabulary and word formation
- Present perfect, simple past and past perfect
- Prepositions and adverb clauses of purpose
- Summary writing and interpreting graphs
- Spelling rules

6.1 Migration Vocabulary and Word Formation

Key ideas

- **Words:** migrate, migrant, migration; **emigrate** (leave a country), **emigrant**; **immigrate** (enter to live), **immigrant**; **refugee** (flees danger), **asylum**, **displaced**, **remittance** (money sent home), **urban**, **rural**, **push factors** (drought, war, poverty) and **pull factors** (jobs, education, safety).
- **Word families:** migrate → migrant, migration, migratory; employ → employer, employee, employment, unemployed; settle → settlement, settler; develop → development, developing, underdeveloped.
- **Suffix changes:** -ate → -ation (migrate → migration); -ant/-ent for persons (immigrant, resident); prefix **im-/in-/ir-/il-** make negatives (impossible, inactive, irregular, illegal); **un-** (unemployed); **dis-** (displaced).

Example 6.1 — Word

Give the person nouns of "emigrate" and "immigrate".

Solution. emigrant; immigrant.

Unit 9 · Multilingualism

By the end of this unit you will be able to:

- answer comprehension questions and write informal and formal letters
- use conditionals, articles, tenses and state verbs
- use borrowed words and phrasal verbs

Before you start — check yourself. (a) Fill: "She is ___ honest girl." (a / an / the) (b) Which closing for a formal letter to "Dear Sir"? (c) Which verb is a state verb: "run", "love", "jump"? (d) "Coffee" comes into English from which language?
Answers: (a) an (b) Yours faithfully (c) love (d) Arabic

Key words: multilingual · bilingual · mother tongue · article · state verb · formal letter · informal letter · borrowing · conditional · comprehension

How this unit is examined

Question types that appear again and again in Ethiopian model examinations:

- Comprehension questions
- Informal and formal letters
- Conditionals and articles
- Tenses and state verbs
- Borrowing words and phrasal verbs

9.1 Comprehension Questions

Key ideas

- **Types: literal** (the answer is in the text: *Who, What, When*), **inferential** (work out from clues), **vocabulary in context** (meaning of a word), **main idea**, **true/false**, **reference** (what does "it/they" refer to?), **evaluation** (your opinion with reasons).
- **Method:** read the text once for the gist; read the question; **find the key words** in the text; answer in a **full sentence** using the question's words; check spelling and grammar. For "why" questions begin with **because**.
- **Reference words** (it, they, this, which, such) point back to a noun: find the **nearest earlier noun that fits**.

Example 9.1 — Literal

Text: "Many Ethiopians speak two or more languages." Q: Who speak two or more languages?

Solution. Many Ethiopians speak two or more languages.

Key Rules Sheet

Learn these by heart. Cover the right-hand side and say each rule from memory.

Unit 1 · Comparison and perfect

good → better → best; many → more → most

Present perfect: have/has + past participle

who (people), which (things), whose (possession)

should / ought to / had better + base verb

Unit 2 · Advice and sentence types

mustn't = forbidden; don't have to = not necessary

Four types: statement, question, command, exclamation

Simple past for finished actions

Summary: main points, own words

Unit 3 · So / neither and adverbs

So + auxiliary + I (agree, positive)

Neither + auxiliary + I (agree, negative)

at + time; on + day; in + month/year

Adverbs: manner, time, place, frequency

Unit 4 · Future forms

be going to: plan or evidence

will: spontaneous decision

Present continuous: fixed arrangement

so + adj + that (result)

Unit 5 · Passive and agreement

Present passive: am/is/are + past participle

Each / every + singular verb

do the homework; make a mistake

Process: first, next, then, finally

Unit 6 · Perfect tenses

Past perfect: had + past participle

Present perfect: no finished-time word

in order to + base verb (purpose)

ie rule: i before e except after c

Unit 7 · Conditionals and reported speech

Zero: if + present, present

First: if + present, will + base

Second: if + past, would + base; Third: if + had + pp, would have + pp

Reported speech: tense moves back

Unit 8 · Quantifiers and reasons

much + uncountable; many + countable

a few / a little = some; few / little = not enough

because + clause; because of / due to + noun

as if + past: were

Unit 9 · Letters and articles

Dear Sir → Yours faithfully; Dear Mr X → Yours sincerely

a / an by sound; the for specific or unique

No article with languages, meals, sports

State verbs (know, love) have no continuous

Unit 10 · Modals and objects

must / mustn't / don't have to

must have, should have, can't have + pp

S + V + IO + DO; give TO, buy FOR

its (possessive) vs it's (it is)

Mock Examination 1

60 multiple-choice questions · 90 minutes · one mark each. Circle one answer. Mark with the answer key at the back and use the unit number to see where to revise.

1. Choose: “Population ____ is the increase in the number of people.”
   A. grew B. grown C. growth D. grow
2. The comparative of “good” is
   A. more good B. better C. gooder D. best
3. The superlative of “many” is
   A. more B. most C. mostest D. manyest
4. “Look after” means
   A. wait for B. search for C. look at D. take care of
5. Choose: “She ____ here since 2015.”
   A. lived B. is living C. lives D. has lived
6. Choose: “The man ____ lives next door is a doctor.”
   A. who B. whose C. whom is D. which
7. A “passport” is
   A. a type of bus B. a ticket for food
   C. a hotel room D. a document for travelling abroad
8. “Check in” means
   A. leave a hotel B. register on arrival
   C. pay a fine D. cancel a trip
9. “Set off” means
   A. start a journey B. lose luggage
   C. book a seat D. stop a journey
10. Choose: “You ____ carry a knife on a plane.” (warning)
    A. don’t have to B. needn’t C. mustn’t D. may
11. Choose: “You ____ bring a large bag; a small one is enough.”
    A. must B. can’t C. mustn’t D. don’t have to
12. Simple past of “go” is
    A. going B. gone C. went D. goed
13. Choose: “I think he is late.” — “So ____ I.”
    A. have B. am C. did D. do
14. “I don’t like waiting.” — “Neither ____ I.”
    A. do B. have C. did D. am
15. Punctual means
    A. arriving on time B. never arriving
    C. arriving early only D. arriving late