EXAM READY ENGLISH

Exam Ready English

GRADE 8

Study Guide, Worked Examples and Practice Tests for Grade 8



✓ 10 units with clear key ideas, worked examples and “Watch out!” boxes
✓ 150 worked examples and 240+ practice questions at three levels
✓ 200 unit-quiz questions and 3 full mock exams (60 MCQ each)
✓ Diagnostic test · Key Facts Sheet · Top 20 Mistakes · teacher notes

Follows the units and order of the Ethiopian Grade 8 English for Ethiopia textbook

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Exam Ready English

Grade 8 · 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 8 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?

20 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. Active: “Farmers sell crops.” The passive is
   A. Farmers are sold by crops.
   B. Crops sold farmers.
   C. Crops is sold by farmers.
   D. Crops are sold by farmers.
2. “Cows give milk.” The passive is
   A. Milk is given by cows.
   B. Milk gives cows.
   C. Milk are given by cows.
   D. Cows are given milk.
3. The comparative of “old” is
   A. oldder
   B. older
   C. oldest
   D. more old
4. The comparative of “attractive” is
   A. most attractive
   B. more attractive
   C. attractiver
   D. attractivest
5. A modal verb is followed by
   A. the base verb
   B. to + verb
   C. verb + ing
   D. verb + s
6. Which shows prohibition?
   A. may
   B. don’t have to
   C. can
   D. must not
7. The simple past of “play” is
   A. plays
   B. plaied
   C. playing
   D. played
8. The simple past of “stop” is
   A. stopped
   B. stopt
   C. stoped
   D. stoping
9. The present perfect is formed with
   A. have/has + past participle
   B. did + verb
   C. will + verb
   D. was + verb-ing
10. Present perfect links the past to
    A. a dream
    B. now
    C. next year
    D. nowhere
11. Which relative pronoun is used for people?
    A. which
    B. when
    C. who
    D. where
12. Which can be used for people or things in defining clauses?
    A. where
    B. whose
    C. that
    D. when
13. The past continuous is formed with
    A. did + verb
    B. was/were + verb-ing
    C. will + verb
    D. have + participle
14. A longer past action is usually in the
    A. past continuous
    B. passive
    C. future
    D. present perfect

Unit 1 · Economic Activities in Rural Areas

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

- use the simple present tense in the active and passive voice
- read for main ideas and use words about economic activities
- write about the main economic activities of an area

Before you start — check yourself. (a) Make passive: Farmers sell crops. (b) Which tense describes daily routines? (c) How many sentences should the unit paragraph have?
Answers: (a) Crops are sold by farmers. (b) Simple present (c) five

Key words: simple present · active voice · passive voice · agent · past participle · main idea · farming · trade

How this unit is examined

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

- Simple Present: Active and Passive
- Reading and Vocabulary
- Writing about Economic Activities

1.1 Simple Present: Active and Passive

Key ideas

- **Active voice:** the subject does the action (Farmers sell crops). **Passive voice:** the subject receives the action (Crops are sold by farmers). Passive present = **am/is/are + past participle**; the doer (**agent**) follows **by**.
- **Changing active to passive:** the object becomes the subject, use **is/are** to agree with it, then the past participle, then **by + doer**. Farmers sow seeds → Seeds are sown by farmers. My uncle sows soybean → Soybean is sown by my uncle.
- The **simple present** describes **daily routines, habits and general truths**: I ride a horse. Cows give milk. Use **verb + s/es** for he/she/it.
- Use the passive when the **action or the receiver** matters more than the doer, or when the doer is unknown or obvious.

Example 1.1 — Change

Change to passive: Farmers keep beehives.

Solution. Beehives are kept by farmers.

Example 1.2 — Change

Change to active: Milk is given by cows.

Solution. Cows give milk.

Example 1.3 — Choose

Is or are: Crops and cereals ___ sold by farmers.

Solution. are (plural subject).

Example 1.4 — Exam Booster · Form

Write the past participle of sow and keep.

Solution. sown; kept.

Example 1.5 — Exam Booster · Use

Which tense shows a daily routine: “I wake up at six” or “I woke up at six”?

Solution. I wake up at six (simple present).

⚠ Watch out!

× Wrong	✓ Right
Seeds is sown by farmers.	Seeds are sown by farmers (plural subject takes are).
Beehives are keep by farmers.	Beehives are kept by farmers (use the past participle).
Cows gives milk.	Cows give milk (plural subject, no s).

Practice 1.1

Level 1 — Basic

1. Passive of “Farmers sell crops”.
2. Which helping verbs make the present passive?
3. Active of “A horse is ridden by me”.

Level 2 — Standard

4. Change: Fathers teach their sons.
5. Change: Daily labourers earn the smallest income.
6. Choose: Spices ___ sown in between onions.

Level 3 — Challenge

7. Write five active and passive pairs about a farm.
8. Explain when we use the passive.

1.2 Reading and Vocabulary

Key ideas

- **Main idea:** the central point of a paragraph; **supporting details** explain or give examples. When you **listen**, note important details such as names, numbers and places.
- **Economic activities in rural areas: farming** (crops and cereals), **livestock keeping**, **beekeeping**, **trading** at local markets, handicrafts and **daily labour**.
- **Useful words:** crops, cereals, harvest, livestock, income, labourer, market, sow, spices, village. Use them to describe what people in your village do.
- **Transfer information:** after reading, put facts into a **table** (activity, tools, product) so they are easier to compare.

Example 1.6 — Main idea

Which is the main idea: "Most villagers farm. They grow teff and wheat."

Solution. Most villagers farm.

Example 1.7 — Word

What is income?

Solution. Money a person earns.

Example 1.8 — Table

Where would "beekeeping – hives – honey" go in a table?

Solution. Activity – tools – product.

Example 1.9 — Exam Booster · Word

Which word means "to plant seeds"?

Solution. Sow.

Example 1.10 — Exam Booster · Detail

In "Farmers sell crops at the market", where do they sell?

Solution. At the market.

⚠ Watch out!

× Wrong	✓ Right
A supporting detail is the main idea.	Details support the main idea.
Rural areas have no trade.	Villagers trade at local markets.
Income means a plant.	Income means money earned.

Practice 1.2

Level 1 — Basic

1. Name one rural activity.
2. What do bees give?
3. What is a labourer?

Level 2 — Standard

4. What is a cereal?
5. What is a market?
6. What is livestock?

Level 3 — Challenge

7. Explain how to find the main idea.
8. Describe economic activities in your village.

1.3 Writing about Economic Activities

Key ideas

- A **paragraph** has a **topic sentence**, **supporting sentences** and a **concluding sentence**. In this unit, write **five sentences** about the main economic activities of your area.
- Describe **routines** in the simple present: “Farmers wake up early. They plough the land every morning.”
- **Linking words** such as first, then, also and finally make the paragraph flow.
- **Check** capital letters, full stops, verb agreement (he/she/it + s) and spelling before handing in.

Example 1.11 — Topic

Write a topic sentence about your village.

Solution. Farming is the main activity in my village.

Example 1.12 — Linking

Add a linking word: ___, they harvest the crops.

Solution. Then / Finally.

Unit 2 · Types of Calendars

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

- use comparative adjectives and expressions of comparison
- work out the meanings of new words about calendars
- write a well-developed paragraph

Before you start — check yourself. (a) Comparative of "happy"? (b) Complete: The Ethiopian calendar is ___ than the Gregorian calendar (old/young). (c) Complete: A is the same ___ B.
Answers: (a) happier (b) younger (c) as

Key words: comparative adjective · than · as ... as · calendar · Gregorian · paragraph · topic sentence · context

How this unit is examined

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

- Comparative Adjectives
- Words about Calendars
- Writing a Paragraph

2.1 Comparative Adjectives

Key ideas

- A **comparative adjective** compares **two** things and is followed by **than**. **One-syllable** adjectives add **-er** (old → older). Adjectives ending in **-e** add **-r** (fine → finer). **Consonant-vowel-consonant** adjectives double the last letter (big → bigger).
- Adjectives of two syllables ending in **-y** change **y to i** and add **-er** (happy → happier). **Long adjectives** (two or more syllables) use **more + adjective** (more attractive, more expensive). Never use both: not "more older".
- To show **similarity** use **as + adjective + as** (The weeks are the same as..., as old as). To show **difference** use **not as ... as**.
- After than we usually say **me, him, her, us, them**: taller than her. Example: The Ethiopian calendar is seven or eight years younger than the European calendar.

Example 2.1 — Form

Write the comparative of big, happy and attractive.

Solution. bigger, happier, more attractive.

Key Facts Sheet

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

Unit 1 · Rural economy

Passive present: am/is/are + V3 (+ by agent)

Active: Farmers sell crops ; passive: Crops are sold by farmers

Paragraph: topic, support, conclusion

Unit 2 · Calendars

Comparative: -er, more + long adjective, + than

as + adj + as = same ; not as ... as = different

Ethiopian calendar: 13 months

Unit 3 · Traffic

Modals + base verb: must, should, can

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

Letter: address, date, Dear..., body, closing

Unit 4 · Animal conservation

Simple past: -ed/-d or irregular ; did + base verb

went, ate, broke, came, saw, spoke

Endangered: Ethiopian wolf, walia ibex, mountain nyala

Unit 5 · Livestock

Present perfect: have/has + V3 (link to now)

Simple past with finished time words

Memo: To, From, Date, Subject, short body

Unit 6 · Afforestation

who = people ; which = things ; whose = possession ; that = both (defining)

Non-defining clause: commas, no that

Prefix before, suffix after the root ; summary = own words

Unit 7 · Charity

Past continuous: was/were + V-ing

while + continuous ; when + past simple

Narrative: time order, past tense

Unit 8 · Hygiene

Adverb before main verb, after be

always, usually, often, sometimes, rarely, never

No double negatives: I never skip, not I don't never

Unit 9 · Gender equality

First: if + present, will + verb

Second: if + past, would + verb ; if I were

Composition: introduction, body, conclusion

Unit 10 · Computers

Adjective + noun ; adverb + verb (-ly)

good (adj) ; well (adv) ; fast, hard, late (both)

Expository paragraph: facts, topic, support, conclusion

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. Active: “Farmers sell crops.” The passive is
   A. Farmers are sold by crops.
   B. Crops sold farmers.
   C. Crops is sold by farmers.
   D. Crops are sold by farmers.

2. The present passive is formed with
   A. am/is/are + past participle
   B. will + verb
   C. was + verb-ing
   D. do + verb

3. Which sentence is passive?
   A. Farmers kept beehives.
   B. Beehives are kept by farmers.
   C. Farmers keep beehives.
   D. Beehives keep farmers.

4. “Cows give milk.” The passive is
   A. Milk is given by cows.
   B. Milk gives cows.
   C. Milk are given by cows.
   D. Cows are given milk.

5. Seeds ___ sown on time by farmers.
   A. are B. be C. is D. was being

6. The doer in a passive sentence follows the word
   A. at B. by C. on D. from

7. The comparative of “old” is
   A. oldder B. older C. oldest D. more old

8. The comparative of “big” is
   A. biger B. biggest C. more big D. bigger

9. The comparative of “happy” is
   A. happiest B. more happy C. happyer D. happier

10. The comparative of “attractive” is
    A. most attractive
    B. more attractive
    C. attractiver
    D. attractivest

11. The comparative of “fine” is
    A. more fine only B. fineer C. finest D. finer

12. Comparatives are followed by
    A. then B. that C. than D. when

13. A modal verb is followed by
    A. the base verb B. to + verb C. verb + ing D. verb + s

14. Which modal gives advice?
    A. cannot B. must not C. should D. might not

15. Which shows a strong obligation?
    A. might B. could C. must D. may