

CITY GOVERNMENT OF ADDIS ABABA EDUCATION BUREAU
CURRICULUM DEVELOPMENT AND IMPLEMENTATION DIRECTORATE
GRADE TEN ENGLISH
SECOND SEMESTER REVIEW NOTES
UNIT 7-UNIT 12

LEARNING AT HOME
CITY GOVERNMENT OF ADDIS ABABA
EDUCATION BUREAU
GRADE TEN SECOND SEMESTER (Book 2)
REVIEW NOTES
(To trigger students' interest and help their private
learning efforts)

Introduction

Dear students, these summary notes alone, by no means, are adequate and replace all contents you may obtain in your books and everything you can have as in the normal classroom instructions. Rather they are intended to trigger your interest and supplementing your individual efforts– what you actually do while staying at home. What you do individually really matters– your focus on study, your dedication for regular practice and your effectiveness in using your time wisely.

The summary notes generally focus on grammar and vocabulary and writing parts. In some sections, activities and summary tests are also included.

Each notes and activities need to be used along with your grade ten text book. Students, you have to read your books and do the indicated activities.

Near the end, you will a self test exercises which help you revise the main points you’ve read and studied from the notes. When you feel you need support, don’t afraid to ask any of your family members (who are literate) or whom think have the capacity to offer help with your learning.

UNIT 7

Objectives:

After studying the review notes and completing the activities in unit 7, you will be able to:

- use so / such in sentences
- use social expressions showing uncertainty
- match words from a list with their natural collocations / word partners
- use some/any/every – body/where/thing
- use mixed active and passive sentences
- study vocabularies and make sentences of your own using the words
- Write the answers of review exercises

Topics included in the summary notes of unit 7:

Vocabulary

- ❖ List (to be studied)
- ❖ Collocations

Language focus

- ❖ Vocabulary List
- ❖ Adjectives with so and such
- ❖ Prepositions of time
- ❖ Revision anywhere, something, no one, everybody, etc.
- ❖ Active and passive verbs

Self Test Review Exercises

Study the meaning of words in the list carefully and using the words write sentences of your own.

Vocabulary List 1

	Words	Definition
1	Medieval	period after the fall of the Roman Empire
2	Extensive	wide / large
3	Destination	the place where you are travelling to
4	Transportation	means of moving from one place to another
5	Diversity	Different kinds
6	Commerce	buying and selling
7	Density	the number of people within a place

Collocations:

- A collocation is made up of two or more words that are ***commonly used together*** in English.
- There are different kinds of collocations in English.
- Strong collocations are word pairings that are expected to come together, such as combinations with 'make' and 'do':

Examples:

You ***make*** a cup of tea, but you ***do*** your homework.

to make the bed	<i>I need to make the bed every day.</i>
to do homework	<i>My son does his homework after dinner.</i>
to give someone advice	<i>The nurses gave us some advice on how to avoid contamination.</i>
To open an account	<i>Milly has opened an account at Abyssinia Bank.</i>

- There many collocations. Verb Collocations ad adjective collocations are some of them.

Adjective Collocations

Many collocations can be formed when you add adjectives with noun and adverbs. Here are a few examples of how you can make collocations using a single adjective.

Deep: Deep feeling, deep pockets, deep sleep, deep trouble.

Heavy: Heavy rain, heavy sleeper, a heavy drinker, heavy snow, heavy traffic.

Strong: Strong smell, strong sense, strong denial.

Complete the following collocations

- a) _____ a home.
- b) _____ trouble
- c) I really hate when she criticizes everybody. It really rattles _____
- d) Every day I used to go to Temple under false _____. I never wanted to, but my parents made me go every day.

Answers: a) Get b) Make c) My Bones d) Pretenses

‘Have’ collocations

Have a bath
Have a good time
Have a holiday

UNIT 8

Objectives:

After studying the review notes and doing the various activities of Unit 8, you will be able to:

- make sentences using the words you have studied from vocabulary list
- write sentences using ‘if sentences’
- write a formal letter
- use appropriate language to express your wishes
- use the structure verb or adjective + preposition
- revise the articles
- a, an and the complete a passage with the verbs in the correct tense
- use too and enough correctly

Unit Eight: Introduction

Dear students, under this part, you will be studying the main points of unit eight lessons. First, you will get a list of vocabulary. Here, you can have an opportunity of look over many of the words and phrases you studied in this unit. In this section, you will get a portion which helps you increase your word power. Having carefully studied the given meaning of words, you will practice to construct meaningful statements using the entry words to show how well you comprehended the concepts. Following the Grammar part comes where you will re-read about Verb or adjective + preposition, Articles: a, an, the; Using too and enough and State verbs as well.

At last, you will go over through review exercises which give you a chance to test and evaluate yourself—how effective and fruitful your efforts were. Dear students, if you think the notes are uneasy to grasp or if you face any difficulty in doing the exercises, please go over the notes again.

Unit 8 review notes embrace:

❖ Vocabulary List

- Language focus
- Expressing wishes
- Verb or adjective + preposition
- Articles a, an, the
- Using too and enough
- State verbs

❖ Self Test Review Exercises

Study the meaning of words or phrases and

I. Vocabulary List 1

	Word	Meaning
1	Drop out	To leave, quit a project or activity, without finishing (e.g. school courses,)
2	Dropout rate	The amount, frequency or speed of pupils leaving school without finishing school
3	Attendance	The number of people (e. g. students)attending or present at school
4	School enrolment	School enlisting or registration
5	Private school	Non- governmental school; a school which is not run and financed by the government; educational institution which is not under the ownership of the government
6	Regime	Form of particular government
7	Discrimination	Biased and unfair treatment of a person, groups or ethnic groups

Exercise1

Using the words or phrases given above, write your own sentences.

Example:

- ✓ The dropout rate often increases in the second semesters.

Language focus: Making wishes

- We use **wish** to show we want a situation to be different.
- The **verb** after wish is **one tense back**, so that if you are wishing for a different **present situation**, the tense that follows wish is past simple or past continuous because it indicates a situation that is only imagined.

Example:

- ✓ I want more time now (present) = I wish I had more time.
- ✓ It's too hot now (present) = I wish it wasn't so hot.
- If you are wishing that a ***past situation*** was different, the tense that comes after wish is past perfect.

Example: Thousands lost their lives globally due to the Corona Virus since the outbreak.
(Simple past)= I wish they had not lost their lives due to Corona Virus.

- If you want to talk about your ***present situation***, you can use the structure wish + past simple or continuous.

Example:

- ✓ I wish the language of instruction was Amharic.
- ✓ My friend wishes he could speak better English.
- ✓ Make a wish for each of the following situations. Write them in your exercise book.

Exercise 2:

Make wishes using the following prompts:

Examples:

- ✓ can speak / Chinese: I wish I could speak Chinese.
- ✓ my village / a cinema: I wish my village had a cinema.
- ✓ Can/ visit the Renaissance Dam Project: I wish I could visit the Renaissance Dam project.

Exercise 3

Make a wish for each of the following situations. Write them in your exercise book.

Example:

- ✓ bicycle/puncture– I wish I had a new bicycle.
- | | |
|-------------------------|--------------------------|
| 1 tickets / concert | 3 school / small classes |
| 2 flowers / sick friend | 4 homework / teacher |

Language focus: Verb or adjective + preposition

I agree with you.

Are you afraid of wild animals?

- We can see that **agree** (a verb) is followed by the preposition **with** and that **afraid** (an adjective) is followed by the preposition **of**.
- Many prepositions are dependent on the verb or adjective that goes before them.
- Some verbs or adjectives can be followed by different prepositions. Sometimes a different preposition changes the meaning.

Example:

- ✓ *I agree with you is different from My brother and I don't agree about anything!*
- ✓ *Who is she talking to? is different from What is she talking about?*
- Sometimes a different preposition makes no difference to the meaning:

Example:

- ✓ *Are you happy with that? is the same as Are you happy about that?*

Words(verbs) can be followed by different prepositions:

- The word *depend* is followed by a preposition **on** or **upon**
- The word *learn* is followed by prepositions **about/by/as/in** *learn by heart*
- The word *cover* is followed by prepositions **for/up**
- The word *hunt* is followed by prepositions **about/down/for**(meaning *search, look for*)
- The word *move* is followed by prepositions **about/along/apart/around**

Exercise 4 Complete the following questions with prepositions. Write them in your exercise book.

- 1 Do you like listening—— traditional music?
- 2 How do you —— the new teacher?
- 3 Do you sometimes waste money—— things which you don't really need?
- 4 What sports are you good——?

Language focus: Articles a, an, the

- We use **a** or **an** in front of a single countable noun when it has not been mentioned before.
 - Note that when a single countable noun begins with a, e, i, or u we use **an** before it:
Example:
 - ✓ Mulu ate a pineapple and an orange.
 - We use **the** when something has been mentioned before, or when we are talking about one specific thing:
 - ✓ Give me a pen, please. (The speaker is asking for any pen.)
 - ✓ Give me the pen, please. (The speaker is asking for a particular pen that the person she / he is talking to knows about.)
 - ✓ We do not put a or the before names of festivals, countries, days and months, meals and seasons unless they are specific months, days, seasons, meals, etc.: After school on Monday, Saada read a book about a man who travelled to the Moon.
 - ✓ We do not put the in front of abstract nouns when we talk generally about them:
 - Time often seems to stand still. But we put **the** in front of these nouns when we speak specifically: I remember the time when we went to Arba Minch.
 - We do not put **the** in front of **singular** uncountable nouns, or **plural** countable nouns, when we speak generally:
 - ✓ Milk is good for you.
- Example:
- ✓ Aeroplanes are faster than cars.

Exercise 5

Fill in the gaps in the following passage, changing the verbs into the correct tense.

Ethiopia —— (faces / will face) many historical, cultural, social and political obstacles that —— (have / had) restricted progress in education for many centuries. According to UNESCO reviews, most people in Ethiopia —— (feel / will feel) that work —— (is / was) more important than education, so they —— (started / start) at a very early age with little to no education. Children

in rural areas—— (were / are) less likely to go to school than children in urban areas.

Language focus: Using too and enough

- Too and enough are used with adjectives and indicate **degree**.
- **Too** means **more than necessary** and it **precedes** the adjective.
- **Enough** means **sufficient** and usually **follows** the adjective.

Examples:

- ✓ The classroom is **too** small for all the students.
- ✓ The classroom is not big **enough** for all the students.

Language focus: State verbs

- Some verbs are only used in the simple form. They are called **state verbs** because they describe a state, not an action. They are:
 - Verbs to describe thinking: think, know, understand, agree, forget
 - Verbs to describe the senses: see, hear, feel, taste, smell
 - Verbs to describe feelings: like, love, want, hate, wish
- Some other verbs: have (meaning own), need, seem, deserve, be
- Sometimes these verbs can be used in the continuous –ing form when they describe an action.
- Compare these sentences:
 - I think this is the right answer. (that is my opinion).
 - ‘What are you doing?’ ‘I’m thinking.’ (this is what I am doing)

Exercise 5: Choose the correct form of the verb. Write the correct sentences in your exercise book.

1. Do you know / Are you knowing the answer to this question?
2. Sorry I can’t come out now, we have / are having lunch.
3. Your lunch smells / is smelling good! Does it taste / Is it tasting good too?

Self Test Review Exercises

Dear Students, how did you find the Unit 9 Review notes? I hope the brief summary has aroused your appetite for reading and stimulated you to go further beyond the given concise notes. Well, now it is time to test yourselves how much you grasped, how well you can accomplish. Attempt all the questions. If you fail to answer any of the items, go back to the review notes and study that section again.

I. Read the following statements carefully and decide if they are **True** or **False**.

1. Verbs such as **hear, see and taste** are state verbs which describe senses.
2. **Non-attendance** indicates the number of people present in an occasion or event.
3. *Too* follow adjectives while *enough* comes before them to describe degree.

II. Match the definitions given under **A** with their correct examples under B.

A

1. Verbs which refer thinking ———
2. Possession verbs(own) ———
3. Verbs which express feelings ———
4. Sense verbs ———

B

- A. taste, smell
- B. understand, agree
- C. deserve, need
- D. wish, love

III. Choose the best answer from the given options and write the letter of your choice on the space provided.

1. My sister who arrived home early in the evening upset me when I was practicing.
I wish she ———late.
A. came B. had come C. hadn't come
2. I can't speak French. I wish I ——— French.
A. could speak B. can't speak C. spoke
3. The siblings don't seem to agree ———anything!
A. To B. with C. about
4. With regard the use of **too** and **enough**, which statements are incorrect?

- A. The water was enough cold to drink.
 - B. The man was tough enough to answer the tricky questions.
 - C. The ceiling was too high for the boy to reach.
 - D. The sizes of the shorts were large too for the kids.
 - E. A and D
 - F. B and C
5. I ————— why everyone was laughing when he first appears.
- A. am now understanding B. understands C. will understand
6. Which of the following statements has a correct use of articles?
- A. Rahel will deliver the message after a dinner.
 - B. Abebe has been retired in the June.
 - C. The President arrives in the afternoon.
 - D. He is a Ethiopian cargo airplane pilot.

UNIT 9

Objectives:

After studying the review notes and doing the various activities of Unit 9, you will be able to:

- make sentences using the words you have studied from vocabulary list
- use *the* with place names
- add prefixes and suffixes to words
- use different verb patterns
- complete sentences by adding –ing or the verb infinitive
- write a story to describe a river

Unit Nine: Introduction

Dear students, under this part, you will be studying the main points of unit nine lessons. First, you will get a list of vocabulary. Here, you can have an opportunity of look over many of the words and phrases you studied in this unit. In this section, you will get a portion which helps you increase your word power. Having carefully studied the given meaning of words, you will practice to construct meaningful statements using the entry words to show how well you comprehended the concepts. Following the Grammar part comes where you will re-read about Verb or adjective + preposition, Articles: a, an, the; Using too and enough and State verbs as well.

At last, you will go over through review exercises which give you a chance to test and evaluate yourself—how effective and fruitful your efforts were. Dear students, if you think the notes are uneasy to grasp or if you face any difficulty in doing the exercises, please go over the notes again.

Unit 9 review notes embrace:

❖ Vocabulary List

- Language focus Language focus
- Using the with place names
- Verb patterns
- Increase your word power
- Adding prefixes
- Word building Using too and enough
- Self Test Review Exercises

II. Vocabulary List 2

	Word	Meaning
1	Turned turtle	to capsize
2	Sodden	soaking wet
3	Assess	take stock of
4	Devise	Construct
5	Brackish	salty
6	Sparingly	a little at a time
7	Smudge	a dirty mark
8	Dejected	Depressed
9	Deter	discourage
10	Resigned	given up hope
11	Gangway	a means of getting on board a ship
12	Ordeal	a test of endurance

Exercise1

Using the words or phrases given above, write your own sentences.

Example:

- ✓ The dropout rate often increases in the second semesters.

III. Language focus: Verb patterns

- When one verb directly follows another, the form of the second verb can vary. Study the information.

Verb + verb pattern

- a) The second verb is sometimes in the -ing form. Examples of verbs always followed by the -ing form are enjoy, avoid, consider, delay, dislike, miss, suggest.

Example: Avoid filling yourself up with fatty food.

- b) Other verbs like want are always followed by the infinitive.

Example: You don't want to drink salty seawater. Some verbs can be followed by an object + the infinitive.

Examples: I will warn her to wait at the post office. She said she would teach me to swim.

- c) Other verbs can be followed by the -ing form or the to infinitive. Sometimes there is no or little change in meaning.

Examples:

I like fishing is more or less the same as I like to fish.

Many teenagers love playing football or Many teenagers love to play football.

Sometimes there is a change in meaning depending on which you use.

Example: I've stopped drinking cola. I stopped to drink a cola.

Exercise 2.

Copy and complete these sentences in your exercise book with the correct form of the verbs in brackets: the -ing form or the to infinitive.

1. I first try——— (work out) the meanings of new words myself.

2. Sometimes I forget———— (write down) all the new words in my vocabulary book.
3. But at the end of each unit,———— I check (see) if there are any that I have missed

Increase your word power: Adding prefixes

- We can add **prefixes** to words to make words with the **opposite meaning**.
- We can also use other **prefixes** to change the meaning of words.

Examples:

- ✓ overfishing, underdeveloped, deforestation, uneconomic, illegal, immoral, invalid.
- ✓ unequal, immobile, disarm, illogical, denominate

Increase your word power: Word building

- We can change the form of many words in English by adding an ending.
For example: We can make nouns from some verbs by adding -ion, -ation, -ent, -er.
- We can make nouns from some adjectives by adding -ness, -ity.

Exercise 3: Copy and study different ways words can be formed.

Verb	Noun	adjective	Noun
Pollute	Pollution	happy	Happiness
Educate	Education	Smart	Smartness
Organize	Organization	similar	Similarity
Employ	Employment	environmental	Environment

Exercise 4: Complete the table by adding endings to verbs and adjectives to make nouns.

Verb	Noun	adjective	Noun
Improve		different	
Arrange		punctual	
Discuss		Thick	

Exercise 5

1. The twins look like each other. You can easily see the ——— between them.
2. All children should be able to enjoy themselves. Childhood should be a time of———.

Self test Review Exercises (Unit 9)

I. Use prepositions of time to complete the following sentences.

- 1 Abena promised to meet us——— ten o'clock.
- 2 We shall hold a meeting of the drama club——— the last day of term.
- 3 Schools always break for the Christmas holidays——— December.
- 4 Nobody knows what the world will be like the year 2050. Choose the best option

II. Complete the sentences. Write the answers in your exercise book.

- 1 My grandfather could read and write although he——— to school.
a) never goes b) was never going c) has never been d) had never been
- 2 Last year, my family to visit one of my aunts who lives in Aksum.
a) went b) had gone c) was going d) go
- 3 As I——— to school today, I saw an accident on the way.
a) came b) had come c) was coming d) have come
4. While I ——— for the final exam, my friend came and disturbed me.
a) studying b) was studying c) studied d) have studied

UNIT 10

Objectives:

After studying the review notes and doing the various activities of Unit 9, you will be able to:

- make sentences using the words you have studied from vocabulary list
- use relative clauses
- use comparatives and superlatives
- use the present simple passive
- use social expressions for thinking ahead Reading
- use get, make

Unit Ten: Introduction

Dear students, under this part, you will be studying the main points of unit nine lessons. First, you will get a list of vocabulary. Here, you can have an opportunity of looking over many of the words and phrases you studied in this unit. In this section, you will get a portion which helps you increase your word power. Having carefully studied the given meaning of words, you will practice to construct meaningful statements using the entry words to show how well you comprehended the concepts. Following the Grammar part comes where you will re-read about The Present Simple Passive Tense, passive tense and Conditional tense.

At last, you will go over through review exercises which give you a chance to test and evaluate yourselves—how effective and fruitful your efforts were.

Unit 10 review notes embrace:

❖ Vocabulary List

❖ Language focus

- Using which and that
- Comparing things
- Using the present simple passive tense
- Using the passive tense
- Conditional tense with will
- Prepositions with verbs/adjectives

❖ Increase your word power

- Adding prefixes
- Word building Using too and enough

❖ Self Test Review Exercises

I. Vocabulary List 3

	Word	Meaning
1	Energy	ability to do things: the ability or power to work or make an effort Microsoft® Encarta® 2009.
2	Chemical Energy	energy stored in the bonds of atoms and molecules. Biomass, petroleum, natural gas, and coal are examples of stored chemical energy.
3	Mechanical Energy	energy stored in objects by tension. Compressed springs and stretched rubber bands are examples of stored mechanical energy.
4	Nuclear Energy .	energy stored in the nucleus of an atom – the energy that holds the nucleus together
5	Gravitational Energy	energy stored in an object's height. The higher and heavier the object, the more gravitational energy is stored
6	Electrical Energy	what is stored in a battery, and can be used to power a cell phone

Language focus: Using which and that

- We often find that or which at the beginning of a relative clause. This is when the word described is a **thing**, not a **person**.
- **That** - is used with phrases that are *important* to add meaning in a sentence.

- **Which** -is used with phrases that give *non-essential information*; the phrases can be left out from the sentence without changing the meaning.

Examples:

- ✓ The shirt that you lent me is in my bag.
- ✓ The shirt, which is red, is in my bag.
- ✓ The house that I wanted to buy has been sold.

Exercise 1.

Complete the following sentences, using **which** or **that**.

1. Fires——— burn wood are causing environmental destruction.
2. A car —— is powered by diesel fuel is more efficient than a petrol-driven car.
3. Fossil fuels,——— are in limited supply, will soon run out.

Language focus: Using the present simple passive tense

- The present simple passive tense formed with + is + past participle of the main verb.

Examples: A stove **is heated** by kerosene. (the *bolded verb* is a main verb)

A bus **is powered** by diesel fuel. (the *bolded verb* is a main verb)

Language focus: Using make and do

- *Do* means an action or activity.
 - ✓ What are you doing?
- **Make** means creating or manufacturing something.
 - ✓ What are you making?
- Collocations where make or do are used, e.g.
 - ✓ make a mistake
 - ✓ do your homework. It isn't always easy to decide which to use, so we have to learn them by heart.

Exercise 2: Put the words or phrases in the box in the correct list. Write the two lists in your exercise book.

a journey	the shopping	your bed	a decision
an exam	a noise	your hair	a profit
your best	a suggestion	a phone call	an excuse

Make	do
e.g. <i>an effort</i>	e.g. <i>the shopping</i>

Language focus: Prepositions with verbs / adjectives

Prepositions are words which are usually followed by a noun or pronoun, and which express relationships, for example, of time or place.

- **Prepositional verbs** are made of verb + preposition. Prepositional verbs cannot be separated.

- That means that we cannot put the direct object between the two parts.

For example, we must say “look after the baby”. We cannot say “look the baby after”:

Phrasal-prepositional verbs are a small group of multi-word verbs made of verb + adverb + ● preposition.

- **Examples:**
 - ✓ get on with,
 - ✓ put up with,
 - ✓ look forward to, run out of
- Because phrasal-prepositional verbs end with a preposition, there is always a direct object.

Language focus: Conditional sentences

- Conditional sentences describe something that depends on something else: As soon as he arrives, I will start the dinner.
- There are various kinds of conditionals:
 1. Zero conditional sentences can express general truths that happen under certain circumstances.
- It uses the pattern If + present simple + will or can.

Example: If people can find nothing to eat, they hunt birds and small monkeys.

2. The first conditional expresses a possible future situation. It uses the pattern If + present simple + will or can.

Example: If our guest arrives soon, I will start the dinner.

UNIT 11

Language focus: Using for and since

- Note that we use **for** before a period of time, and **since** before a time when something happened.

Examples:

- ✓ Meskerem has lived in Harar for 20 years. (till lives there.)
- ✓ She has lived in Harar since 1998. (till lives there.)
- These two sentences mean that Meskerem has lived in Harar in the past –
- Compare those sentences with this one: Meskerem lived in Harar for 20 years.
- Using the Simple Past tense in the third person means that she no longer lives there. Look at this sentence: Is Kibrom still living in Dire Dawa – or has he left? Kibrom has lived in Dire Dawa since 20005.
- Note that we use since to refer to a particular time; we use for when referring to a period of time.

Language focus: Sentence patterns with adjectives

- We can use the-ing form or **the to infinitive** after certain verbs.

Example: 1. I do not find it difficult to communicate with others.

Another kind of sentence pattern is to use adjectives with prepositions:

I am very good at English.

- Adjectives expressing feelings and reactions are always followed by the infinitive form of the verb: disappointed, glad, happy, pleased, relieved, surprised. **Examples**

1. I was happy to help them.
2. will be delighted to see you.

Unit 12

Language focus: Using the passive tense

2. Remember that we use the passive when who or what causes the action is not important or is not known, or when we want to focus on the action.

Example:

My bike was stolen. Here the focus is on the fact that my bike was stolen.

3. Sometimes a statement in the passive is more polite than using the active, as the following example shows:

Example: A mistake was made. In this case, the focus is on the fact that a mistake was made, but no-one is blamed (e.g. You have made a mistake).

4. Remember: the object of the active sentence becomes the subject of the passive sentence the form of the verb is changed (to be + past participle)
5. the subject of the active sentence becomes the object of the passive sentence (or is dropped).