

**PRE-UNIVERSITY REMEDIAL PROGRAM FOR THE 2014  
E.C. ESSLCE EXAMINEES**

**ENGLISH MODULE**

**Total Credit Hours :96 hrs.**

**PREPARED BY:**

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January 31,2023  
Addis Ababa, Ethiopia

## Introduction

The module outline is initiated by the current move of the Federal Ministry of Education to accommodate the huge number of students who have not been able to score the minimum results required of them in the Ethiopian Schools Leaving Certificate Examination (ESLCE).

The many target students are placed into the forthcoming remedial courses based on their scores in the ESLCE which is said to be very poor. The Ministry of Education has a uniform standard for cut scores for University entrance. The target students are apparently underprepared students who completed the regular high school /secondary schools English course works .They are to be encouraged and motivated to achieve better if not greater academic success through a completion of remedial coursework so that they advance to a college level course in their stream \_ Natural Science and Social sciences.

Remedial teaching is an integral part of the teaching –learning program, also known as compensatory or corrective teaching in the general literature. The objective of remedial teaching is to give additional help to learners who have fallen behind the rest of other students from any part of the country ,any type of school or any subject. It is the process of identifying underachieving or poor performing learners and providing them with the necessary help and guidance to overcome their problems.

The purpose of remedial teaching we have kept in mind in suggesting the current module outline is to eliminate ineffective habits and crippling practices ,to make learners learn better by giving additional help, to teach again the language items and skills not properly learned and practiced as much as possible, to raise learners' interest in learning and attending classes with stimulating approaches given the possibly low self-esteem of the students with very low Ethiopian School leaving certificate examination and to transmit practical experiences to learners according to their diverse needs.

Therefore, the proposed material integrates basic skills at macro and micro levels with relatively varied and interesting topics and higher-level contents. The remedial education helps students to provide knowledge and skills necessary to succeed in university. This scheme reduces the students' low self-esteem while at the same time offering hopes and flexibility to develop their knowledge and skills towards becoming University students. This is to be achieved through

interpersonal communication and interaction among students or between students and the teacher in the English language teaching classroom.

In a nut shell, the main objective of this module is to give learners an opportunity to have it as an accessible remedial resource material. The contents selected are determined to be representative ones from grades 9-12. An attempt has been made, in this respect, to select all the four macro skills along with grammar and vocabulary based on their abundance of occurrence throughout the four grade levels( from 48 Units) and their relevance in helping students become competent not only to be successful in their university entrance exam ,but also for their university education.

Mostly, the contents have been selected from the grade 9-12 English textbooks .As no textbook is self-sufficient and perfect on its own right ,in this outline an attempt has been made to also incorporate other important elements which the material is believed to be lacking.

### **The planned structure and organization of the course module**

The overall structure of this module is topic-based on the basis of the English language teaching syllabus (Grades 9 -12) of the Federal Ministry of Education for Ethiopian Secondary Schools published in 2003 E.C.

### **Topics:**

- *Hobbies and Crafts,*
- *Moral Education and Personal Responsibility,*
- *Education,*
- *Water,*
- *Family Life and*
- *United Nations.*

### **Macro-Skills**

- **Listening Skills,**
- **Speaking Skills,**
- **Reading Skills, and**
- **Writing Skills**

### **Micro-Skills**

- **Vocabulary**
  - Words in context
  - building word power
- **Grammar**

Wide number of Topics on Grammar are carefully collected from the four textbooks. They are **Basic tenses in English**- Simple present tense, Present progressive tense, Present perfect tense, Simple Future tense((-be + going to, present continuous, will + infinitive) , Simple past tense, Past continuous tense and Past perfect tense. **Sentence Types**(Simple sentences, compound sentences, Complex sentences, Compound-complex sentences),**Varieties of Conditional sentences** , **Modal auxiliaries**( Expressing ability, Expressing Obligation, Expressing Necessity ,Suggestions/advice), **Degrees of Comparison**( Positive, comparative and superlative degrees of comparison), **Quantifiers**(Many, much, few, a few, little, a little , some, any ,a lot),Articles ( a, the, an), **Linking words**(coordinating conjunctions, subordinating conjunctions), **Relative clauses**, **Verb forms and patterns**, **Question types**( Wh- questions, Yes/No questions, Tag questions and Indirect questions) and **Adverbs**(Frequency, Manner, Time, Degree) will be covered. , Adjectives and prepositions, Reported Speech, Expressing Purpose (with to, so as to, in order to, for, so that) are also included.

## **Unit One: Hobbies and Crafts (16 hrs.)**

### **1.1. Listening Skills**

- My favorite free -time activity
- Listening for details

### **1.2. Grammar**

#### **1.2.1. Simple present tense**

- Active and passive forms

#### **1.2.2. Present progressive tense**

- Active and passive forms

#### **1.2.3. Present perfect tense**

- Active and passive forms

#### **1.2.4. Simple Future tense**

#### **1.2.5. Verb forms**

##### **1.2.5.1. Regular verbs**

##### **1.2.5.2. Irregular verbs**

#### **1.2.6. Asking questions**

##### **1.2.6.1. Wh- questions**

##### **1.2.6.2. Yes/No questions**

##### **1.2.6.3. Tag questions**

#### 1.2.6.4. Indirect questions

### **1.3. Reading Comprehension**

1.3.1. Reading for details

1.3.2. Vocabulary in context

### **1.4. Speaking**

-What I like doing in my free time?

-Classroom survey

-Agreeing and Disagreeing

### **1.5. Writing**

-Descriptive writing

-Keeping a diary

#### **Assessment**

- Speaking

- Writing

#### **Revision Questions**

## **Unit Two: Moral Education and Personal Responsibility (16 hrs.)**

### **2.1. Listening Skills**

- The Story of an Orphan

- Listening for details

### **2.2. Grammar**

#### **2.2.1. Simple past tense**

- Active and passive forms

#### **2.2.2. Past continuous tense**

-Active and passive forms

#### **2.2.3. Past perfect tense**

-Active and passive forms

#### **2.2.4. Conditional sentences**

2.2.4.1. Type I : Likely/ Probable condition

2.2.4.2. Type II: Unlikely and imaginary condition

2.2.4.3. Type III : Impossible condition

2.2.4.4. Type IV: Zero-condition

#### **2.2.5. Modal auxiliaries**

2.2.5.1. Expressing ability

2.2.5.2. Expressing Obligation

2.2.5.3. Expressing Necessity

2.2.5.4. Suggestions/advice

### **2.3. Speaking**

2.3.1. Using so and neither

2.3.2. Apologizing

### **2.4. Reading Comprehension**

-A Difficult situation

- 2.4.1. Reading for details
- 2.4.2. Reading for main ideas
- 2.4.3. Vocabulary in context
- 2.4.4. Referencing and information packaging

## **2.5. Writing**

- Warnings

### **Assessment**

- Speaking
- Reading

### **Revision Questions**

## **Unit Three: Education**

**( 16 Hrs.)**

### **3.1. Listening Skills**

- The Education System in Ethiopia
- Listening for details

### **3.2. Grammar**

**3.2.1. Degrees of Comparison:** Positive, comparative and superlative degrees of comparison

**3.2.2. Relative clauses**

**3.2.3. Adverbs**

- Frequency, Manner, Time, Degree

**3.2.4. Adjectives and prepositions**

**3.2.5. Reported Speech**

### **3.3. Speaking**

- The Education system: Present, past and future
- Comparing Schools

### **3.4. Reading Comprehension**

- Barriers to Learning
- Oweka Learns a lesson

**3.4.1. Detailed reading**

**3.4.2. Reading for the main idea**

### **3.5. Writing**

- Letter Writing

### **Assessment**

- Writing
- Reading

### **Revision Questions**

## **Unit Four: Water**

**( 16 Hrs.)**

### **4.1. Listening Skills**

- The Water Cycle
- Listening for details
- Extracting main ideas

## **4.2. Reading Comprehension**

- The Tale of a Tap
- 4.4.1. Detailed reading
- 4.4.2. Extracting the main idea
- 4.4.3. Vocabulary in Context

## **4.3. Speaking**

- All about Water
- Water shortage: Describing cause and effect
- Expressing regrets (Wish)
- May I Interrupt?

## **4.4. Grammar**

### **4.2.1. Like and as**

### **4.2.2. Quantifiers**

- Many, much, few, a few, little, a little , some, any ,a lot

### **4.2.3. Articles**

- a, the, an

### **4.2.4. Linking words**

- coordinating conjunctions
- subordinating conjunctions

## **4.5. Writing**

- Saving Water in Ethiopia (Paragraph writing)

## **Assessment**

- **Speaking**
- **Reading**

## **Revision Questions**

## **Unit Five: Family Life ( 16 Hrs.)**

## **5.1. Listening Skills**

- A Father's Voice
- Listening for details
- Note Taking
- Vocabulary in context

## **5.2. Grammar**

### **5.2.1.Talking about the future**

- be + going to
- present continuous
- will + infinitive

### **5.2.2.Sentence Types**

- Simple sentences
- Compound sentences
- Complex sentences
- Compound-complex sentences

### **5.2.3. Verb patterns**

- verbs followed by gerund and infinitives

### **5.3. Reading Comprehension**

- My Family
- A Childhood Memory
- 5.3.1. Detailed reading
- 5.3.2. Extracting the main idea
- 5.3.3. Vocabulary in Context

### **5.4. Speaking**

- Expressing Opinion
- Agreeing and Disagreeing
- A Happy Family Life

### **5.5. Writing**

- Memories
- A Formal Letter

### **Assessment**

**-Speaking**

**-Listening**

### **Revision Questions**

## **Unit Six: United Nations ( 16 Hrs.)**

### **6.1. Listening Skills**

- A Lecture on the UN
- Listening for details
- Note completion
- Identifying main ideas

### **6.2. Speaking**

- Facts about the UN
- Information gap activity
- A Happy Family Life

### **6.3. Reading Comprehension**

- The United Nations Convention on the Rights of the Child

#### **6.3.1. Skimming**

#### **6.3.2. Detailed reading**

#### **6.3.3. Extracting the main idea**

#### **6.3.4. Vocabulary**

- acronyms
- adjectives to describe leaders

### **6.4. Grammar**

#### **6.4.1. Expressing Purpose**

- with to, so as to, in order to, for, so that

#### **6.4.2. Expressing Probability and Certainty**

- Can- could, may-might, must

### **6.5. Writing**

- Writing a report

### **Assessment**

- **Speaking**
- **Writing**

### **Revision Questions**

### **Mode of delivery**

- **Combined**  
Hence a technique of pyramiding
  - Individual work
  - Pair work
  - Small group work

### **Assessment Modalities**

- Quizzes
- Tests
- Model Exam
- Centralized Exam

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