

Senior secondary

English: Tutorial plans 1–15

Tutor handbook



Forum for African Women
Educationalists in Malawi
(FAWEMA)

*"Supporting Girls and Women to
Acquire Education for
Development"*



The Open
University



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'Keeping Girls in School' Scholarship Programme

Tutor's Folder MSCE Resources: 2014–15

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MSCE E1: Introducing English Language: Tutorial 1

1. Aims of the tutorial

By the end of this tutorial, Scholars will:

- have an outline of the study they will do for MSCE English
- have worked through activities in the MSCE Subject Study Unit E1 so that they understand what is involved in studying the unit
- know the work they will need to have done for the next tutorial.

2. Introductory activity (15 minutes)

If you have not yet met all the Scholars, form chairs into a circle. Introduce yourself and ask each Scholar to briefly introduce herself. **Take the register of names at this point.** Try and learn their names as quickly as possible. Ask about their previous experiences of studying MSCE English.

Explain that in future tutorials, this is the time in the tutorial when you will be asking for feedback on the study that they have been doing at home. Remind them that there is a large amount of reading and text study which they have to complete. Ask for some general ideas as to how they will do this.

Ask whether they have read any of the set texts previously. For example, do they know anything about *Romeo and Juliet*? Have they previously read *Smouldering Charcoal*?

Ask whether they know how they are going to find copies of the texts of the books. Are copies available at the Teacher Development Centre (TDC)? They will almost certainly have to share copies. Ask them how they will organise this and who they are likely to want to share with.

Scholars should have already participated in a study skills tutorial, so they will understand the format of a tutorial. Remember that you want to act as their guide and that you want them as involved as possible in **active learning**.

The focus of this tutorial is on Unit E1, although, as with all the tutorials, you can supplement this with additional activities from wider MSCE English language study.

3. Grammar in the examination (30 minutes)

Divide the Scholars into small groups. Ask them to look in their group at Activity 1 of Unit E1 and discuss and identify the parts of speech. This is the kind of activity which they may find difficult at this stage, and you will need to plan similar activities in future tutorials. If any group asks for help, do guide them and give them examples, e.g. of conjunctions or prepositions, but it's probably better at this stage not to ask for feedback from each group.

Allow each group to work through the definition of the parts of speech which follow Activity 1. (20 minutes)

Get the attention of all the groups and go through the definitions of parts of speech. If there are any additional parts of speech that you think are important, include them in your review. (10 minutes)

4. 'Waiting for the Matola' (30 minutes)

Divide the Scholars into pairs – for this activity it is best for them to pair with another Scholar from their own school where possible. Ask each pair to find a quiet place in the room where they can talk to their partner and not disturb other pairs.

They need to read 'Waiting for the Matola' and complete Activity 2 They can either do this individually and then compare their answers with their partners, or they can discuss the possible answers as they underline the parts of speech on their own copy. Underlining in pencil is a good idea! (15 minutes)

Ask each pair to feed back to the whole group. You can decide how they are to do this. It could be that several of the pairs feed back on the verbs they have found; then other pairs feed back on the adverbs they have found, and so on. Do always ask the whole group if the pair is giving the right answer each time. If any pair makes a mistake, and no one can give the right answer, make sure that you pause the feedback and give the correct answer to the whole group. (15 minutes)

5. Parts of speech (30 minutes)

Scholars should stay in their pairs. Ask them to look at Activity 3. Using the examples given, each Scholar in the pair first works by herself to make up 21 new sentences, three with verbs underlined, three with adverbs, three with nouns, three with adjectives, three with pronouns, three with prepositions, and three with conjunctions. Each Scholar then shares these with her partner and checks the other's work.(20 minutes)

Each pair then shares two or three of their examples with the whole group. You as Tutor will make sure that all of the parts of speech are covered by the examples given. If any pair makes a mistake, and no one can give the right answer, make sure that you pause the feedback and give the correct answer to the whole group. (10 minutes)

6. The English examinations (30 minutes)

If possible, start this activity by showing the Scholars a copy of a recent MSCE English Paper 1; this would be really helpful. Even if it is not possible for you to bring a copy of the whole paper to the tutorial, you could perhaps give the Scholars one or two questions from a recent paper. It would be helpful if questions involved some of the activities they have just completed i.e. multiple-choice English language questions. (5 minutes)

Have a question and answer (Q&A) session on the exam questions you have just shown them. Ask the Scholars what they understand by the question; what they think they would need to know to do well; and what they might find difficult with the questions. (5 minutes)

Outline the format of the MSCE English examinations to remind them of the ways the papers are set out. Also remind them about what they need to focus on most to do well. (5 minutes)

Then divide the Scholars into groups of four or five. Make sure that they are working with new people and not sitting with the same people as before. Ask the Scholars to talk in their new group about any experiences they remember of taking MSCE English examinations. Has the curriculum changed? Are the set texts the same? Do questions seem easier or more difficult? (5 minutes)

For 10 minutes, get the attention of all the groups and give them the correct information about the MSCE English examinations. Ask the Scholars to turn to the chart in Activity 6 in Unit E1 of Scholar's MSCE Resources Folder and make sure that they have filled in the details of the English examinations correctly

This is the kind of activity you will need to repeat regularly through the year in order to remind the Scholars about all the details of the examinations.

7. Verb tenses (30 minutes)

Ask the Scholars to stay in their groups and look at Activity 4 of Unit E1. Ask the groups to do the first part of Activity 4 and decide on the verb tenses of all the underlined verbs in 'Waiting for the Matola'. The group can decide whether each Scholar works on this individually and then share with the group or whether they make group decisions as they work through the story. (15 minutes)

For the second part of Activity 4, ask each group to choose a piece of about 200 words of text from the Scholar's MSCE Resources Folder. If you prefer, you as Tutor could choose one piece of text for all the groups. It can be from anywhere, e.g. the Maths or Biology units in the Scholar's MSCE Resources Folder. As a group they should first work through the text and underline all the verbs. They should then go through the text again and for each underlined verb decide its tense.

You will be able to help by moving from group to group listening to their discussion and helping them if there is any confusion.

8. Wrap up and set Scholars their self-study tasks for the next fortnight

- Tell the Scholars that before the next tutorial they need to practise identifying parts of speech as much as possible. With their study partner or by themselves they need to find three to five pieces of text each of which is about 200 words long. They can use, for example, an old newspaper story or something from a book or some other piece of text (i.e. not the same one that they were looking at in the previous activity!) from the MSCE study units. They use them to make their own exercises to underline all the verbs. Emphasise that it is important to try to say what tense the verb is in and why.
- The Scholars need to complete the rest of the activities in Unit E1 in their own time before the next tutorial. They may want to do these by themselves or they may prefer to do them with the Scholar who is their study partner. Either is fine, though each Scholar needs to have written the responses in her own copy of the study materials. You may want to spend 5 minutes now at the end of this tutorial going through the pages and activities they need to cover, so that you are sure that they understand the task.

It would be helpful to the Scholars if you can give them an examination question from one of the the MSCE English Language examinations for them to work on before the next tutorial. If some of them think they are not yet ready to answer a question, ask them to write in detail what they think they would get most of the marks for in the question. Tell the Scholars they do need to be prepared to share their answers at the next English tutorial.

Scholars need to spend time finding copies of the set texts before the next tutorial and making arrangements to share them. Perhaps you can help them with this. It might be helpful for them to start with *Romeo and Juliet* as this is the text which is likely to take them the most time to read and understand. It would be excellent if they have been able to read Act One of *Romeo and Juliet* before Tutorial 2.

MSCE E1: Introducing English Language: Tutorial 2

1. Aims of the tutorial

By the end of this tutorial, Scholars will:

- have been given feedback on the study they did at home
- have worked through the rest of the activities in Unit E1 and be clear that they have understood them and have made appropriate responses
- have begun to work on Unit E2
- have reported on their reading of the MSCE English Literature set texts
- know the work they will need to have done for the next tutorial.

2. Introductory activity (15 minutes)

Arrange chairs into a circle. Ask the Scholars to remind you and each other of their names. Check to see if there are any newcomers. **Take the register of names at this point.**

Ask each Scholar (or each pair if they have been working in pairs) to produce one piece of text which they have been using to identify parts of speech and ask them to give one or two examples of the work they have done.

Ask the Scholars whether they have been able to start reading the set texts and if so briefly to explain to their group what they have learned so far.

The focus for this tutorial is still on Unit E1, although as with all the tutorials, you can supplement this with additional activities from wider MSCE English study.

The Scholars have completed all the rest of the activities in Unit E1 at home and they are going to spend some tutorial time discussing these in small groups

3. Direct and indirect speech and collocations (30 minutes)

These two sections from Unit E1 will benefit from some direct teaching from you.

Form the group into a whole class and use a chalk board if possible to talk about direct and indirect speech. Look at Activity 6 of Unit E1. Given the three examples (a, b, c) of indirect speech from 'Waiting for the Matola'; work carefully through each example and explain how to convert indirect speech to direct speech. Then do the same with the fourth example (d) converting from direct speech to indirect speech.

Ask the Scholars to compare the answers that they wrote at home with the ones you have put up on the chalk board. Give them two or three sentences of your own to convert to direct speech or indirect speech. (20 minutes)

Remember that you have the answers to E1 as an Appendix in your Tutor Guide.

Use the chalk board to give some examples of collocations and invite the Scholars to do the same. Here are a few to begin: 'start the car' and not 'commence the car'; 'finish off the homework' not 'end off the homework'; 'made a decision' and not 'done a decision'. You will have many more examples of your own.

Invite the Scholars to contribute examples. Do make corrections if you need to. But remind the Scholars that there is no logic to collocations, and it is only by reading and by practice that they will learn which are appropriate combinations in English. (10 minutes)

4. Feedback on activities in Unit E1 (30 minutes)

As this 30-minute session progresses, you will have the opportunity to check with each Scholar how she has got on with Unit E1. Ask the Scholars to start filling in the chart at the end of Unit E1. You can begin signing off the unit for those Scholars who are ready for you to do so.

Divide the Scholars into small groups. Make sure that each Scholar in a study pair is in a different group for this activity so that each can report to a different group about any study on Unit E1 which they did together since the last tutorial.

Ask each Scholar to feed back to the group about their work at home on Activity 5 of Unit E1 (about prepositions) and Activity 8 (about tag questions). The group needs to go carefully through Activity 5 and Activity 8. Each Scholar in turn should contribute – e.g. by giving examples from their 10 sentences containing a preposition, and examples of the tag questions that they have made up. (10 minutes)

Each group then needs to look at the practice question and go through their answers to those questions. (5 minutes)

Get the attention of all the groups and ask for examples of their answers to Activity 5 and Activity 8 in order to check their understanding. Then go carefully through the answers to the practice questions. (5 minutes)

Ask the Scholars to fill in the rest of the chart at the end of Unit E1 and sign the unit. Please make sure that by the time this tutorial is finished you have signed off Unit E1 for all the Scholars.

5. Beginning Unit E2 (30 minutes)

The Scholars should work in pairs, with their study partner if they have one. Ask them to discuss Activity 1 'Sharing the set texts' at the beginning of Unit E2 and complete the activity. The Scholars need to take responsibility for obtaining the set texts and how they organise sharing the set texts. (10 minutes)

If there seem to be insurmountable difficulties with texts with your group (e.g. no copies), do get in touch with FAWEMA for advice.

Ask each pair to read carefully through the Introduction. Tell them you are going to ask them questions about it. After 10 minutes ask each pair of Scholars to tell the group what kind of literature they prefer and why, and then ask for definitions of the key terms 'plot', 'character', 'setting', 'theme'. You may have other terms from MSCE English Literature that you want to introduce here. (20 minutes)

6. The plot of *Romeo and Juliet* (30 minutes)

This activity is to help the Scholars understand and remember the plot of *Romeo and Juliet*. Ask them in their pairs as a starting point to read through the summaries. Give them 5 minutes and time them. (5 minutes)

Then tell them to close their MSCE Resources Folder and in their pair retell the summary of the plot to each other until they are confident they remember it. They need to know (and be able to spell!) the names of the characters –first names and family names – and the location of the story. Then ask each pair in turn to give the whole group one fact from the plot. (10 minutes)

You can start to add further names and details (for example Mercutio, the nurse, Friar Laurence, Romeo’s banishment to Mantua). Ask each pair in turn to repeat one of the new facts you have provided to the whole group and incorporate each new fact into the whole plot summary to check understanding. (15 minutes)

7. Asking questions about *Romeo and Juliet* (30 minutes)

Scholars should stay in their pairs. Ask them to look at Activity 2 of Unit E2. In their pair, they need to make up 10 questions that they would like answered about *Romeo and Juliet*. They need to write all 10 questions down in their Scholar's MSCE Resources Folder. (15 minutes)

Bring all the Scholars together, and ask each pair to read out three of their questions. Ask other Scholars to answer the questions. If no one can or if no one answers correctly, you supply the correct information. Make sure that the Scholars write all the correct answers into their MSCE Study handbook. (15 minutes)

8. Wrap up and set Scholars their self-study tasks for the next fortnight

- If Scholars need to spend time finding copies of the set texts before the next tutorial and making arrangements to share them, please remind them about how important this is. They need to have started to read *Romeo and Juliet*, Acts One and Two and *Smouldering Charcoal* before the next tutorial. If some of them can only get copies of *Looking for a Rain God* and *Unsung Song*, then this is fine. What is important is that they are completing substantial amounts of reading between this tutorial and the next.
- Tell the Scholars that before the next tutorial they need to practise their understanding of the terms ‘plot’, ‘character’, ‘setting’, ‘theme’. Ask them to write out their own summary of *Romeo and Juliet* and a summary of the plot of *Smouldering Charcoal*. Tell them they need to bring this to the next tutorial.
- The Scholars need to complete Unit E2 Activity 2, in which they write questions about *Romeo and Juliet* and *Smouldering Charcoal* and about a story or play they remember from school. They may want to do this activity by themselves or they may prefer to do them with the Scholar who is their study partner. Either is fine though each Scholar needs to have written the responses in her own copy of the MSCE Resources Folder. You may want to spend 5 minutes now at the end of this tutorial going through the pages and activities they need to cover, so that you are sure that they understand the task.
- It would be helpful to the Scholars if you can give them an examination question or questions on *Romeo and Juliet* from the MSCE English Literature examination for them to think about and work on between now and the next tutorial.

MSCE E2: Introducing Literature in English: Tutorial 3

1. Aims of the tutorial

By the end of this tutorial, Scholars will:

- have been given feedback on the study they did at home
- have worked through the rest of the activities in Unit E2 and be clear that they have understood them and have made appropriate responses
- have reported on their reading of the MSCE English Literature set texts
- know the work they will need to have done for the next tutorial.

2. Introductory activity (15 minutes)

Arrange chairs into a circle. Ask the Scholars to remind you and each other of their names. Check to see if there are any newcomers. **Take the register of names at this point.**

Ask the Scholars or each pair to volunteer to talk to the group about the definitions of 'plot', 'character', 'setting', 'theme' (and any other terms which you introduced last time from your wider MSCE experience) based on the work they did at home. Ask them to give one or two examples to illustrate their understanding.

Ask other Scholars in the group to volunteer to give plot summaries for *Romeo and Juliet* and *Smouldering Charcoal*. Ensure that when any pair gives a new fact, the whole group incorporates it into their summary of *Romeo and Juliet*, and ensure that all details are correct.

Check the progress of the group in reading *Smouldering Charcoal* and *Romeo and Juliet* or *Unsung Song* or *Looking for a Rain God*. Remind them that it is important for them to read the set texts as soon as possible.

The focus for this tutorial is still on Unit E2, although as with all the tutorials, you can supplement this with additional activities from wider MSCE English study.

3. More about setting and character (30 minutes)

Ask the Scholars to form small groups of four or five. Ask them to read through the 'More about setting' section in Unit E2 and discuss the settings of all the set texts they have been reading. Ask them to try to do this in as much detail as they can – for example in *Romeo and Juliet*, the setting is in Verona, a city, but to give more detail of particular scenes – e.g. outside at night as in the balcony scene, inside in the evening as in the Montague's party, etc. Ask them to think about what they know of the other texts and details of the setting. (10 minutes)

Next ask the groups to then look at the 'More about character' section in Unit E2 and to work together in their group to produce appropriate drawings. Note that it is important that each Scholar ends up with drawings of her own, but it will be helpful to have the group make decisions about how best to create these drawings. (10 minutes)

Then ask the groups to make character notes to accompany their drawings. (10 minutes)

Your role during this is to go round the groups and to ask and answer questions.

4. MSCE examinations (30 minutes)

Divide the group into pairs (not their study pairs – ask each Scholar to work with someone they have not worked with before). Ask them to look at Activity 3. This asks them to think about the problems which a character faces or the change in a character in one of the set texts (and gives the example of Juliet).

Ask each pair to think about a character from one of the set texts who has gone through change and/or faced difficulties. They may make a joint decision to focus on one character, or they may each choose a different character to tell their partner about. Either is fine.

They need to discuss thoroughly and write down the main points of the problems of the character and/or the changes so that they can share with the rest of the group. They may not have time to write a complete paragraph but they can finish it at home. (20 minutes)

Ask each pair to explain their choice(s) and give three main points about the character(s) they have chosen. (10 minutes)

5. Specialist terms and poetic language (30 minutes)

This activity will benefit from some direct teaching from you. Poetic language can be particularly difficult for students as it is so specialised.

Teach the whole group of Scholars, using a chalk board if possible, about specialist terms. Look at Unit E2 for work on the terms ‘simile’ and ‘metaphor’. Spend 5 minutes explaining and giving examples of simile and metaphor and then invite the Scholars to give you examples. Write their examples up on the chalk board alongside your own. (10 minutes)

Ask the Scholars to look at Activity 4. Explain the first quotation in detail. For example, explain why the references to Juliet and the ‘all-seeing sun’ are used to celebrate her beauty. Ask the Scholars to look at the other two quotations and ask for volunteers to explain in detail what each one is doing in terms of the language used to describe Juliet. (15 minutes)

Use other examples from your expert knowledge of *Romeo and Juliet* and the other set texts, to illustrate the use of poetic language. Focus on more examples of simile and metaphor if you can. If you have copies of the set texts with you, it would be really helpful to pass two or three clear examples round the group. (15 minutes).

6. Theme (30 minutes)

Ask the Scholars to get into pairs with their study partners. Ask them to look at ‘More about themes’ in Unit E2, read the text to each other, and add to the themes which are given for *Romeo and Juliet* and *Smouldering Charcoal*. Ask them to write down themes for the other MSCE English Literature set texts. Go round each pair checking their understanding of ‘theme’ and the appropriateness of the themes they have chosen. (20 minutes)

Ask each pair to give one or two themes to the whole group. Try to ensure that as many relevant themes as possible from as many of the set texts are included. (10 minutes)

7. Practice questions on *Romeo and Juliet* (30 minutes)

Ask the Scholars to work in pairs with their study partner and look at the practice questions in Unit E2. Together, they should decide on the answers to each question and write notes on what they would include in a complete answer. Tell them that they are going to write the complete answers at home so it is important that they get down all the information they need. (20 minutes)

Check through the information which each pair has been putting down by asking one pair to give the facts for Question 1, another pair for Question 2, etc. Correct any factual mistakes. (10 minutes)

8. Wrap up and set Scholars their self-study tasks for the next fortnight

- Remind Scholars again about sharing copies of the set texts and reading before the next tutorial. They need to have read *Romeo and Juliet*, Acts One, Two and Three, and be well into *Smouldering Charcoal* by the next tutorial. If they are waiting for their shared copies of these texts, then they need to have made substantial progress in the other texts.
- Tell the Scholars that they need to complete their full answers to the *Romeo and Juliet* practice questions in Unit E2. – the ones where they wrote the information down with their study partner. They should write a short paragraph in answer to each question, paying attention to spelling and punctuation as well as giving the appropriate answers.
- Tell the Scholars that they need to complete Unit E2, Activity 5 and write a composition. This gives them the opportunity to practise what they have been learning about theme and conflict. They should be prepared to spend a significant amount of time working on this at home and they should be prepared to talk about it at the next tutorial.
- It would be helpful to the Scholars if you can give them an examination question or questions on *Smouldering Charcoal* or one of the other set texts from the MSCE Literature examination for them to think about and work on before the next tutorial.
- The Scholars should also go back to the work on Unit E1 and practise parts of speech. Ask them to use a newspaper or magazine article and practise isolating all the parts of speech discussed in Unit E1.

MSCE E3: Note-making and Comprehension: Tutorial 4

1. Aims of the tutorial

By the end of this tutorial, Scholars will:

- have been given feedback on the study they did at home and will have signed off Unit E2
- have worked through activities in the MSCE Subject Study Unit E3 so that they understand what is involved in studying the unit
- have been given some wider examples from the MSCE English syllabuses
- have reported on their reading of the MSCE English Literature set texts
- know the work they will need to have done for the next tutorial.

2. Introductory activity (30 minutes)

Arrange chairs into a circle. Ask the Scholars to remind you and each other of their names. Check to see if there are any Scholars present who were absent from the last tutorial. **Take the register of names at this point.**

As Scholars arrive, ask them to fill in the chart at the end of Unit E2. While the Scholars are doing this, go round and sign off their E2 units. Note who thinks she has difficulty and with what, so that you can offer individual guidance and advice.

Ask each Scholar to read out one or two of the paragraphs she wrote at home as an answer to the Unit E2 practice questions on *Romeo and Juliet*.

Ask each Scholar to explain to the group how she approached the composition that she wrote at home (from Unit E2 Activity 5). Were there similarities? What were the differences?

Check the progress of the group in reading *Smouldering Charcoal* and *Romeo and Juliet* or *Unsung Song* or *Looking for a Rain God*. Remind them that it is important for them to read the set texts as soon as possible. Ask for questions about each of the set texts, and for points they do not understand.

The main focus for this tutorial is on Unit E3, although as the Scholars are just finishing Unit E2, you do need to make sure you have signed off this unit. And as with all the tutorials, you should supplement this work with additional activities from wider MSCE English study.

3. Note-taking (60 minutes)

In groups of four or five, ask the Scholars to look at the beginning of Unit E3, and in particular Activity 1 in the Scholar's MSCE Resources Folder. They should read the passage together carefully and decide as a group which are the important points. They should underline the important points in pencil on their own copy. (30 minutes)

Then they should write the notes they are asked to. The whole group can decide what the nine sentences contain but each Scholar needs to write the sentences down herself. (20 minutes)

Your role during this is to go round the groups and to ask and answer questions.

Finally, each group should read their summaries out to everyone. (10 minutes)

4. More note-taking (45 minutes)

This is a whole group activity where the Scholars will benefit from some direct teaching. It would be helpful to have a chalk board.

During the previous activity, you will have noted the particular difficulties that Scholars are having with this kind of task. Are there some who find it hard to know what the important points are? Or how to put them in their own words? You will have tips to help them from all you MSCE expertise.

Ask the Scholars about the challenges they face with the note taking and summarising task. Ask them if any of them came up with any solutions. Ask the Scholars to look at the tips on note-taking in E3 as their starting point.

On the board write 10 tips on how to summarise and take notes and tell the Scholars to copy them. (20 minutes)

Next find another passage from the Scholar's MSCE Resources Folder (e.g. the 'Chemical reactions and energy' passage in Unit S3 for the Scholars to summarise.

Divide the Scholars into pairs and allow them to work with their study partner if they have one. Give them time to underline the main points in pencil. The main points could be:

- In all chemical reactions there is an exchange of energy.
- In some reactions, energy is given out and the temperature around the reaction goes up.
- This is an exothermic reaction and the final products have a lower temperature.
- In other reactions energy is taken in and the temperature around the reaction goes down.
- This is an endothermic reaction and the final products have a higher temperature.

You may of course want to choose your own passage for the Scholars to summarise!

5. Comprehension (30 minutes)

Ask the Scholars to stay in their pairs and look at the 12 comprehension questions on 'The Geography of Malawi' in Unit E3 and discuss and decide on their answers. Each Scholar needs to write her own notes for the answers which they will write properly at home. You can circulate around the pairs and assist with any problems. (30 minutes)

6. Wrap up and set Scholars their self-study tasks for the next fortnight

- Tell the Scholars that they need to complete their full answers to the 12 questions in Activity 1 on 'The Geography of Malawi' which they made notes on in the last activity. They should write a short paragraph in answer to each question, paying attention to spelling and punctuation as well as giving the appropriate answers.

- Tell the Scholars that before the next tutorial they need to find two or three passages of their own to make notes and write summaries of; for example from newspapers or magazines. They may want to do this with their study partner, which is fine. They need to bring the passages and their summaries with them to the next tutorial.
- Remind Scholars again about sharing copies of the set texts and reading before the next tutorial. They need to have read *Romeo and Juliet*, Acts One to Five, and to have nearly completed reading *Smouldering Charcoal* by the next tutorial. If they are waiting for their shared copied of these texts, then they need to have made substantial progress in the other texts. Tell them to bring any questions about the set texts to the next tutorial.
- It would be helpful to the Scholars if you can give them one or two MSCE examination questions on note taking and comprehension. If you can also give them further MSCE English Literature questions, they could think about and work on them before the next tutorial.

MSCE E3: Note-making and Comprehension: Tutorial 5

1. Aims of the tutorial

By the end of this tutorial, Scholars will:

- have been given feedback on the study they did at home
- have worked through activities in Unit E3 so that they understand what is involved in studying the unit
- have been given some wider examples from the MSCE English syllabuses
- have reported on their reading of the MSCE English Literature set texts
- know the work they will need to have done for the next tutorial.

2. Introductory activity (30 minutes)

Arrange chairs into a circle. Ask the Scholars to remind you and each other of their names. Check to see if there are any Scholars present who were absent from the last tutorial. **Take the register of names at this point.**

Ask each Scholar in turn to read out one of their full answers to the 12 comprehension questions from Unit E3 on 'The Geography of Malawi' – the ones where they wrote the information down with their study partner in Tutorial 4. They should have written a short paragraph in answer to each question, paying attention to spelling and punctuation as well as giving the appropriate answers. Ask for comments from the other Scholars with each answer.

Remind the Scholars that they were asked to find two or three passages of their own to make notes and summaries. They were asked to bring the passages and their summaries with them to this tutorial. Go round the group and ask each Scholar to read out one or two of her summaries. Remember that they may have been working on a summary with their study partner. Ask how they coped with doing this work by themselves. What were the challenges? What did they learn?

Check the progress of the group in reading *Smouldering Charcoal* and *Romeo and Juliet* or *Unsung Song* or *Looking for a Rain God*. Remind them that it is important for them to read the set texts as soon as possible. Let the Scholars ask detailed questions from their reading about each of the set texts, or points they do not understand.

The main focus for this tutorial is still on Unit E3. And as with all the tutorials, you should supplement this work with additional activities from wider MSCE English study.

3. Comprehension (60 minutes)

Ask the students to break into small groups of four or five. Ask them to look at Unit E3, and in particular Activity 2. They should read the passage together carefully and decide as a group which are the important points and underline the important points in pencil in their own Scholar's MSCE Resources Folder. They should also each underline the parts of the story that are written in the present tense, as they are asked to in Question 9. (20 minutes)

They should then discuss and answer questions 1 to 8. (Leave discussion about Question 9 to the next section of the tutorial.) They do need to discuss these questions and their responses in detail. (Note that there are suggested answers to the Activity 2 questions at the end of Unit E3 but it is important in the tutorial that they make their own suggestions for answers.) (20 minutes)

Your role during this is to go round the groups and to ask and answer questions and to ensure that they understand the passage.

Finally, ask each group to give the answers to the some of Questions 1 to 8. (10 minutes)

4. English language (45 minutes)

Ask the Scholars to look again at Unit E3, and the 'Whispers' passage. Remind them that as part of Activity 2 they were asked to underline the verbs in the present tense for Question 9. Divide the Scholars into pairs, and allow Scholars to work with their study partner if they have one.

Ask the Scholars to look at the passage again and find as many examples as you want them to of adverbs, nouns, adjectives, pronouns, prepositions conjunctions and collocations. You could start them off with reminding them that 'normally', 'easily' and 'rarely' are examples of adverbs. You might want to give the example of 'avoid his eyes' as a collocation (because 'miss his eyes' wouldn't mean the same thing. (30 minutes)

If you have a chalk board, write the headings 'Verbs', 'Adverbs', 'Nouns', 'Adjectives', 'Pronouns', 'Prepositions', 'Conjunctions' and 'Collocations' and ask each pair of Scholars to come up to the board and put some of their chosen words from the passage under the correct heading. As each pair does so, ask their fellow Scholars to check that the chosen words are correct. If you do not have a board, go round the Scholars and ask for examples of each. (15 minutes)

Remind them how important this kind of exercise is for their MSCE English language study.

5. English language exercises (30 minutes)

Ask the Scholars to stay in their pairs for this activity. Ask them to look at Activity 3 in Unit E3 with the idea that they are going to make up questions. Tell them to start with the story 'Whispers' and make up three new 'why' questions to add to the questions which are already on page 40. When they have done this, ask them to choose another of the set texts they have been reading and make up five 'why' questions.

Then they should take one of the set texts they have been reading (a poem from *Unsung Song*, a short story from *Looking for a Rain God*, *Romeo and Juliet*) and try to summarise it in four or five sentences.

Remind them that these are the kinds of English language exercises that they need to be practising all the time.

During this 30-minute activity, you need to go round to each Scholar, make sure that she has filled in the chart at the end of Unit E3 so that you can sign off the unit.

6. Wrap up and set Scholars their self-study tasks for the next fortnight

- Tell the Scholars that before the next tutorial they need to find two or three short passages from newspapers or magazine and make notes, write summaries, and underline all the verbs, adverbs, nouns, adjectives, pronouns, prepositions, conjunctions and collocations. They may want to do this with their study partner; this is fine. They need to bring the passages and their summaries with them to the next tutorial.
- Remind Scholars again about sharing copies of the set texts and reading before the next tutorial. They need to have read *Romeo and Juliet*, Acts One to Five, and *Smouldering Charcoal* by the next tutorial. If they are waiting for their shared copied of these texts, then they need to have read the other texts.
- It would be helpful to the Scholars if you can give them one or two MSCE examination questions on note-making and comprehension. If you can also give them further MSCE English Literature questions, they could think about and work on them before the next tutorial.

MSCE E4: English Language and Literature: Tutorial 6

Aims of the tutorial

- To check and feedback on the study which the Scholars have been doing at home since the last English tutorial
- To work with them through activities in the MCSE Study Handbook Unit E4 on report writing and story writing so that they are all clear that they have understood the activities and have made appropriate responses
- To give them some wider examples from the MSCE English syllabuses
- To check on their reading of the MSCE English Literature set texts
- To set them tasks for MSCE English to complete before Tutorial 7

English Tutorial 6: Introductory activity (30 minutes)

Form chairs into a circle. Ask the Scholars to remind you and each other of their names. Check to see if there are any Scholars present who were absent last tutorial.

Take the register of names at this point.

Remind the Scholars that they were asked between the last tutorial and this one to find two or three short passages from newspapers or magazine and make notes, write summaries of them and to underline all the verbs, adverbs, nouns, adjectives, pronouns, prepositions conjunctions and collocations. They were asked to bring the passages and their summaries with them to this tutorial. Go round the group and ask each Scholar to read out one or two of their summaries. Remember that they may have been working on a summary with their study partner. Ask about how they coped with doing this work by themselves. What were the challenges? What did they learn?

Check the progress of the group in reading *Smouldering Charcoal* and *Romeo and Juliet* or *Unsung Song* or *Looking for a Rain God*. Remind them that it is important for them to read the set texts as soon as possible. Have the Scholars ask detailed questions from their reading about each of the set texts, or points they do not understand.

The main focus for this tutorial is on Unit E4. And as with all the tutorials, you should supplement this work with additional activities from wider MCSE English study.

English Tutorial 6: Activity 1 Report writing (60 minutes)

Ask the students to break into pairs, allowing them to work with their study partner if they wish. Ask them to look at Unit E4, Activity 1. They should read the report writing task (about the hostel fire) and then look at Activity 1. In their pair they need to think of the key questions which would frame the report. They then need to work together to decide the answers to those key questions and then decide in which order they put the key information. They need to make notes in their own Scholar's MSCE Resources Folder and do make clear that they will be writing the full report at home. Your role during this is to go round the groups and to ask and answer questions and to ensure that they understand the passage. (40 minutes)

Ask each pair to briefly share one or two of their key questions and responses to the whole group. Make sure that the group understands when there has been a particularly good question or response, and encourage them to write it down. (20 minutes)

English Tutorial 6: Activity 2 Language and grammar for reports (45 minutes)

Ask the Scholars to get into small groups of 4 or 5 for this activity. They are going to work together on the language and grammar of reports. Have them look at Unit E4 and the examples of direct and indirect speech relating to the report task on the hostel fire. Ask each group to read these through carefully and then each group needs to invent 5 additional sentences of direct speech and then 5 sentences of indirect speech from the story about the hostel fire. (If the Scholars need reminding about direct and indirect speech, do refer them back to the work they did on this in Unit E1, with the passage *Waiting for the Matola*). Do tell the Scholars that each of them needs to write the sentences down, as they may want to use them in the report they write at home. (30 minutes).

Have the groups share examples of the sentences of direct and indirect speech. Correct any misunderstandings. (15 mins)

English Tutorial 6: Activity 3 (30 minutes)

Ask the Scholars to get into their pairs for this activity. Ask them to look at Activity 2 and work through the activity with their study partner. They need to think through and discuss with their partner the phrases in the activity which could begin or end reports. They then need to invent some new phrases of their own. Do remind them to be writing down all of these phrases, as they will be useful when they are writing their own reports at home.

English Tutorial 6: Activity 4 Study before the next tutorial (15 minutes)

- Before the next tutorial the Scholars need to write the full report about the hostel fire in Unit E4, page 169-171 using all the information they gained from completing Activity 1, the questions and responses they wrote, the notes on direct and indirect speech and the activity they just completed about phrases to begin and end reports. They should write the full report **individually** (i.e. not with a study partner).
- Tell the Scholars that also before the next tutorial they need to choose two or three short news articles from newspapers or magazines (for example the 2 or 3 line summaries of a piece of news that are often given on the front pages) and go through the same activities as they have in this tutorial. They need to decide on the main points, ask questions and provide responses (they may need to invent some details though of course they do need to be careful with this!), put in some quotations or some indirect speech from those involved in the news story, and decide on some good phrases to begin and end the report. If they wish to work with a study partner on one of these, that would be fine. But in order to practise for the MSCE examinations, they do need to write at least one full report individually.

Make clear to the Scholars that they need to bring the articles and their reports to the next tutorial.

If you are prepared to look at these reports at the next tutorial and grade and give feedback on them, make sure that the Scholars have written them on pieces of paper so that you can collect them in.

- Remind Scholars again about sharing copies of the set texts and reading before the next tutorial. They need to have read the stories in *Looking for a Rain God* and the poems in *Unsung Song* by Tutorial 7.
- It would be helpful to the Scholars if you can give them one or two more MSCE examination questions on report writing and composition. If you can also give them further MSCE English Literature questions, this would also be helpful for them to think about and work on between now and the next tutorial.

MSCE E4: English Language and Literature: Tutorial 7

Aims of the tutorial

- To check and feedback on the study which the Scholars have been doing at home since the last English tutorial
- To work with them through activities in the Scholar's MSCE Resource Folder Unit E4 on report writing and story writing so that they are all clear that they have understood the activities and have made appropriate responses
- To give them some wider examples from the MSCE English syllabuses
- To check on their reading of the MSCE English Literature set texts
- To set them tasks for MSCE English to complete before Tutorial 8

English Tutorial 7: Introductory activity (30 minutes)

Form chairs into a circle. Ask the Scholars to remind you and each other of their names. Check to see if there are any Scholars present who were absent last tutorial.

Take the register of names at this point.

Ask the Scholars about the full report about the hostel fire in Unit E4, using all the information they gained from completing Activity 1, the questions and responses they wrote, the notes on direct and indirect speech and the activity they just completed about phrases to begin and end reports. Remind them that they were writing the full report **individually** (i.e. not with a study partner). Ask them how easy/difficult they found the task.

Collect in these reports to grade and give feedback on.

Ask the Scholars about the other reports they have written – the two or three, using short news articles from newspapers or magazines (for example the 2 or 3 line summaries of a piece of news that are often given on the front pages). Remind them that they were working with a study partner (if they have one) deciding on the main points, putting in quotations or indirect speech from those involved in the news story, and deciding on some good phrases to begin and end the report. Remind them that they were then to write the report individually.

Ask each Scholar to read out an example of the short news article and the report she has written. For those who were working in a pair, try to have at least one pair read out the article and then the report that each has written. Have the rest of the group comment on the similarities and differences between the pair's two reports.

Check the progress of the group in reading *Smouldering Charcoal* and *Romeo and Juliet* or *Unsung Song* or *Looking for a Rain God*. Remind them that it is important for them to have read the set texts by now. Have the Scholars ask detailed questions from their reading about each of the set texts, or points they do not understand. The main focus for this tutorial is on Unit E4. And as with all the tutorials, you should supplement this work with additional activities from wider MCSE English study.

English Tutorial 7: Activity 1 Story writing (60 minutes)

Ask the students to break into pairs, allowing them to work with their study partner if they wish. Ask them to look at Unit E4, Activity 3. They are going to discuss with their study partner how to start writing a story. They are going to work through the information on the writer's point of view, character, theme etc. and they are going to refer back to earlier work they completed as part of Unit E2. (20 minutes)

The discussion with their partner is important but as they begin the planning activity each Scholar needs to decide her own story and to complete the planning activity, making notes in her own Scholar's MSCE Resource Folder on the basis of her own story. The room should become quiet! (20 minutes)

Your role during this is to go round the pairs and to ask and answer questions.

For the last part of this activity, each Scholar in the pair tells their partner one or two traditional stories that they remember. (20 minutes)

English Tutorial 7: Activity 2 Story writing (60 minutes)

Ask the Scholars to get into a different pairing for this activity – i.e. ideally someone they have not worked with before. Let the Scholars break the ice with their new partner by each telling the other the story they planned in the previous activity and what they think is important to include in story writing. (10 minutes)

Then have them look at Activity 4 in Unit E4. They are going to work on developing their skills in composition writing.

Have them look at Practice Composition A in Unit E4. Each Scholar in the pair should take the information given, write her own individual notes about what she would include in the composition and then write the first paragraph. (30 minutes)

The pair of Scholars should then explain to each other what they wrote in their notes and they should each read out their own first paragraph. Your role during this is to go round the pairs and listen in to their discussion. Each Scholar does need to listen to constructive criticism from their partner and from you. (20 minutes)

English Tutorial 7: Activity 3 Study before the next tutorial (30 minutes)

- Before the next tutorial the Scholars need to write practice compositions detailed in Unit E4. They are asked to write all 3 compositions and it is important that they do so. Emphasise that this has to be an individual activity – i.e. they are not working with a study partner. Ideally it should also be a timed activity for at least 2 out of the 3. However, if they wish to spend longer on write composition A (the one they have just prepared the first paragraph about) then that would be acceptable. But all the compositions should be in the 350-500 word range.

Emphasise to them that they do need to practice timed compositions It would be good at this point if you can spend 10-15 minutes giving them tips – from all your MSCE expertise and experience – for working quickly in the examination.

It would be good if you were prepared to look at least one of these compositions from each Scholar when they have completed them. Ask them to write on sheets of paper so that they can hand the work in at the next tutorial.

- Remind Scholars again about sharing copies of the set texts and studying the texts before the next tutorial. It is now very urgent that they have read all the set texts for MSCE English Literature. They need to really know the texts by now. Ask them to work with their study partner testing each other on their knowledge of the books.
- If Scholars have copies of *Unsung Song* tell them they need to bring them to Tutorial 8. If you have copies and can bring them along to the next tutorial, or photocopies of one or more of the poems, that would be helpful
- It would be helpful to the Scholars if you can give them one or two more MSCE examination questions on report writing and composition. If you can also give them further MSCE English Literature questions, this would also be helpful for them to think about and work on between now and the next tutorial.

MSCE E4: English Language and Literature: Tutorial 8

Aims of the tutorial

- To check and feedback on the study which the Scholars have been doing at home since the last English tutorial
- To work with them through activities in the Scholar's MSCE Resource Folder Unit E4 in poetry and story writing so that they are all clear that they have understood the activities and have made appropriate responses
- To give them some wider examples from the MSCE English syllabuses
- To check on their reading of the MSCE English Literature set texts
- To set them tasks for MSCE English to complete before Tutorial 9

English Tutorial 8: Introductory activity (30 minutes)

Form chairs into a circle. Ask the Scholars to remind you and each other of their names. Check to see if there are any Scholars present who were absent last tutorial.

Take the register of names at this point.

Ask the Scholars to talk about their practice compositions detailed in Unit E4. They were asked to write all 3 compositions at home and so do check that they did so. Remind them Emphasise that this needed to be an individual activity – i.e. not working with a study partner. Remind them as well that it should have been a timed activity for at least 2 out of the 3 compositions. Ask individual Scholars how easy/difficult they found the task. Did they find a report easier than a story? Or more difficult? Was it easy to write to the time? Were they able to find a quiet place to write? Have they any view now about which kind they will write in the exam?

Collect in at least one of these compositions from each Scholar to give feedback on.

Check the progress of the group in reading *Smouldering Charcoal* and *Romeo and Juliet* or *Unsung Song* or *Looking for a Rain God*. Remind them that it is important for them to have read the set texts by now and to know them. Have the Scholars ask detailed questions from their reading about each of the set texts, or points they do not understand.

The main focus for this tutorial is still on Unit E4. And as with all the tutorials, you should supplement this work with additional activities from wider MCSE English study.

English Tutorial 8: Activity 1 Poetry (60 minutes)

This is an activity where the Scholars will benefit from direct teaching from you. It may be that Scholars can bring enough copies of *Unsung Song* to the tutorial or that you can bring along some copies of the *Unsung Song*, or a photocopy of one of the poems from the *Unsung Song*. If that is not possible, could you write one of the poems up onto a chalk board so that you can talk through it in detail with the Scholars?

However it is even more important that the Scholars have the benefit of your expertise, particularly for the examination questions where they will not know beforehand which poems they are going to be writing about. (This would be the benefit of bringing into the tutorial another poem).

It would be helpful, with the poem you have chosen to discuss the theme or themes, to focus on poetic language such as simile and metaphor, and to look at the rhyming scheme if this is appropriate. (30 minutes)

It would also be helpful for you to give lots of tips to the Scholars about what they need to look out for and how to do well with poetry questions in the examinations. (20 minutes)

Have a question and answer session for 10 minutes where you check understanding of that you have told the Scholars and have them ask you questions about poetry in the MSCE examinations. (10 minutes)

English Tutorial 8: Activity 2 Story writing (60 minutes)

Ask the Scholars to divide into pairs, working with their study partners if they have one. In Unit E4 there are the 'Looking again at poems' and 'key questions about poems' which would be helpful the Scholars to go through. Ask them to complete Activity 4 (if they have access to the poem Beading) and Activity 5. (20 minutes)

Then ask them to look at the complete poem '*Songani Lookout*' in the Scholar's MSCE Resources Folder and discuss and answer the questions. (40 minutes)

Remind them that they will do better to try and work out their own answers to the questions rather than looking straight away at the suggested answers at the end of Unit E4!

While the Scholars are engaged in this activity, ask them to start completing the chart at the end of the unit. When they have completed, you could sign the unit.

English Tutorial 8: Activity 3 Study before the next tutorial (30 minutes)

- Before the next tutorial the Scholars need to write summaries of as many of the poems and short stories in the *Unsung Song* as they can. Remind them that they have already worked on summarising stories in a previous tutorial and they have added to this in this tutorial by focusing on poetry. Remind them that in Unit E4 it says, "Make detailed notes on the themes and language use in each of the stories and poems". Make sure that they understand why it is so important for them to do this. They can work on the summaries with their study partner, again as it tells them to "do this with other scholars". Make clear to them that when they are writing the summaries, they should draw on all the activities they have worked on in this tutorial, particularly when summarising the poems.

Remind them why it is so important to do these summaries and why it can be more challenging too revise when there are a whole collection of separate stories and poems to try to remember. Ask the Scholars to bring summaries to the next tutorial

- Remind Scholars again about sharing copies of the set texts and studying the texts before the next tutorial. They now have read all the set texts for MSCE English Literature and to really know the texts well by now.
- If Scholars have copies of *Looking for a Rain God*, they need to bring them to Tutorial 9
- It would be helpful to the Scholars if you can give them one or two more MSCE examination questions on report writing and composition. If you can also give them further MSCE English Literature questions, this would also be helpful for them to think about and work on between now and the next tutorial.

MSCE E5: Modern African Fiction: Tutorial 9

Aims of the tutorial

- To check and feedback on the study which the Scholars have been doing at home since the last English tutorial
- To work with them through activities in the Scholar's MSCE Resources Folder Unit E5 on summarising and making notes so that they are all clear that they have understood the activities and have made appropriate responses
- To give them some wider examples from the MSCE English syllabuses
- To check on their reading of the MSCE English Literature set texts
- To set them tasks for MSCE English to complete before Tutorial 10

English Tutorial 9: Introductory activity (30 minutes)

Form chairs into a circle. Ask the Scholars to remind you and each other of their names. Check to see if there are any Scholars present who were absent last tutorial.

Take the register of names at this point.

Before this tutorial, Scholars were asked to write summaries of as many of the poems and short stories in the *Unsung Song* as they could, commenting on the story, the themes, the voice, the message and the language use in each of the stories and poems and using the activities in the previous tutorial to help them focus on what is important to summarise. They were told they could do this with their study partners. Ask each pair to choose one of their summaries and read it out to the group. Ask the rest of the group to comment and to compare, if they have written a summary of the same story or poem. Make any corrections which are necessary.

Check the progress of the group in reading *Smouldering Charcoal* and *Romeo and Juliet* or *Unsung Song* or *Looking for a Rain God*. Remind them that it is important for them to have read the set texts by now and to know them. Have the Scholars ask detailed questions from their reading about each of the set texts, or points they do not understand.

The main focus for this tutorial is on Unit E5. And as with all the tutorials, you should supplement this work with additional activities from wider MCSE English study.

English Tutorial 9: Activity 1 Planning reading and making notes on *Smouldering Charcoal/Looking for a Rain God* (15 minutes)

Ask each Scholar to sit by herself and look at the Activity 1 in Unit E5. This is so that she can plan when she is going to do the reading and the making notes, and it will be different for each Scholar. Remind the Scholars that *Looking for a Rain God* is the focus of this tutorial and *Smouldering Charcoal* is the focus of Tutorial 10. Each Scholar need to complete Activity 1 (15 minutes)

English Tutorial 9: Activity 2 Summarising *Looking for a Rain God* (60 minutes)

Divide the Scholars into groups of 4 or 5. If your Scholars have had difficulty up till now finding a copy of this text, and there are no texts available in the tutorial, it is important that you group the Scholars so that there is at least one person in each group who has read *Looking for a Rain God*. But hopefully you will have texts available!

Ask the Scholars to look at Unit E5 on Themes, and in particular at Activity 2. The Scholars are going to look at *Country Lovers* by Nadine Gordimer as an example of how to make notes on themes. Ask them to complete Activity 2 in their group, making sure that each Scholar makes their own notes and that they put down as much information about the story as they remember. Remind the Scholars that their discussion they have (e.g. is the story about love or power?) is very helpful for their understanding. (30 minutes)

Then ask the Scholars to think of 3-5 of the other stories in *Looking for a Rain God* – it doesn't matter which ones, although the ideal choices would be ones which most Scholars in the group had already read. Ask them to summarise plot and theme for as many of these other stories as they have time for (30 minutes). Each Scholar needs to make sure she is making her own notes as these will be important for her own revision.

English Tutorial 9: Activity 3 Setting and Mood (60 minutes)

Keep the Scholars in the same groups. Ask the group to look at Setting and Mood in Unit E5. They need to read and discuss the text together and then do Activity 3. What they fill in obviously depends on the stories which Scholars in each group have read.

Each Scholar should try to fill in details for as many of the stories as possible, taking advantage of the reading that other members of the group have completed. Each Scholar should make another diagram on separate paper if they run out of space on the chart in Unit E5 in the Scholar's MSCE Resources Folder.

It is important for the Scholars that you are on hand throughout this activity to answer questions and to clear up any confusions.

English Tutorial 9: Activity 4 Study before the next tutorial (15 minutes)

- Before the next tutorial the Scholars need to look at the short section on Character in Unit E5 and add details of character to the chart they are creating for as many of the short stories in *Looking for a Rain God* as they can.
- Before the next tutorial the Scholars need to write summaries of as many of the short stories in *Looking for a Rain God* as they can, making sure they include details of the plot, the characters, the themes, the geographical setting, the emotions/the mood. They can work on the summaries with their study partner though they do need to ensure that they understand the details of each story themselves and have written their notes on each. Remind them why it is so important to do this and why it can be more challenging too revise when there are a whole collection of separate stories to try to remember.

- Remind Scholars again about sharing copies of the set texts and studying the texts before the next tutorial. They now have read all the set texts for MSCE English Literature and to really know the texts well by now.
- If Scholars have copies of *Smouldering Charcoal*, they need to bring them to Tutorial 10
- It would be helpful to the Scholars if you can give them one or two more MSCE examination questions on report writing and composition. If you can also give them further MSCE English Literature questions on *Looking for a Rain God*, this would also be helpful for them to think about and work on between now and the next tutorial.

MSCE E5: Modern African Fiction: Tutorial 10

Aims of the tutorial

- To check and feedback on the study which the Scholars have been doing at home since the last English tutorial
- To work with them through activities in the Scholar's MSCE Resources Folder Unit E5 on guided reading and review writing so that they are all clear that they have understood the activities and have made appropriate responses
- To give them some wider examples from the MSCE English syllabuses
- To check on their reading of the MSCE English Literature set texts
- To set them tasks for MSCE English to complete before Tutorial 11

English Tutorial 10: Introductory activity (30 minutes)

Form chairs into a circle. Ask the Scholars to remind you and each other of their names. Check to see if there are any Scholars present who were absent last tutorial.

Take the register of names at this point.

Before this tutorial, Scholars were asked to write summaries of as many of the short stories in *Looking for a Rain God* as they could, commenting on the making sure they included details of the plot, the characters, the themes, the geographical setting, the emotions/the mood and using the activities in the Tutorial 9 to help them focus on what is important to summarise. They were told they could do this this with their study partners.

Ask each pair to choose one of their summaries from *Looking for a Rain God* and read it out to the group. Ask the rest of the group to comment and to compare, if they have written a summary of the same story or poem. Make any corrections which are necessary. If there are any summaries which are particularly good, you might suggest that the Scholars who wrote it dictate it to the rest of the group.

Check the progress of the group in reading *Smouldering Charcoal* and *Romeo and Juliet* or *Unsung Song* or *Looking for a Rain God*. Remind them that it is important for them to have read the set texts by now and to know them. Have the Scholars ask detailed questions from their reading about each of the set texts, or points they do not understand.

The main focus for this tutorial is still on Unit E5. And as with all the tutorials, you should supplement this work with additional activities from wider MCSE English study.

English Tutorial 10: Activity 1 Reviewing *Smouldering Charcoal* (60 minutes)

Divide the Scholars into groups of 4 or 5. If your Scholars have had difficulty up till now finding a copy of this text, and there are no texts available in the tutorial, it is important that you group the Scholars so that there is at least one person in each group who has read *Smouldering Charcoal*. But it would be serious if Scholars do not have access to this text by now!

Ask the Scholars to look at Unit E5 in order to complete Activity 4.

Remind them that, as it says they have already done some activities on *Smouldering Charcoal* earlier in their MSCE study (in Unit E2) so they should look back and review what they covered earlier. (15 minutes)

The need to discuss *Smouldering Charcoal* in their group and agree on a short summary of about 100 words. Each Scholar should write down the summary as a starting point for her revision of the text. (25 minutes)

The chart in Unit E5 is an example from *Romeo and Juliet* and in their group they need to construct the same sort of chart for the characters in *Smouldering Charcoal*. (15 minutes)

English Tutorial 10: Activity 2 Guided Reading on *Smouldering Charcoal* (60 minutes)

Ask the Scholars stay in the same groups. Each group should now look at the Guided Reading on *Smouldering Charcoal* in Unit E5 and work as a group to provide responses to each of the questions. As is suggested, examples from the book are needed in all the responses. Each Scholar needs to make sure that she is writing everything down

The group should try to make their responses as full as possible, but they will need to work quite quickly to complete their discussion and for each Scholar in the group to ensure that they have written down all the notes in one hour.

It is important for the Scholars that you are on hand throughout this activity to answer questions and to clear up any confusions.

English Tutorial 10: Activity 3 Study before the next tutorial (30 minutes)

- Before the next tutorial the Scholars need to look at Activity 5 in Unit E5 and start to add to the short summary of 100 words on *Smouldering Charcoal* that they made earlier in the tutorial. They are asked in Activity 5 to add details of character. They need to keep added to this summary as they learn more about the book.
- Before the next tutorial the Scholars need to look at the practice exam questions of Unit E5. They need to work through all of these questions carefully. This will take quite a long time. Explain to them that you will go through the questions at the beginning of Tutorial 11.
- Remind Scholars again about sharing copies of the set texts and studying the texts before the next tutorial. They now have to have read all the set texts for MSCE English Literature and to really know the texts well by now.
- If Scholars have copies of *Romeo and Juliet* they need to bring them to Tutorial 11.

MSCE E6: Shakespeare's *Romeo and Juliet*: Tutorial 11

Aims of the tutorial

- To check and feedback on the study which the Scholars have been doing at home since the last English tutorial
- To work with them through activities in the Scholar's MSCE Resources Folder Unit E6 so that they are all clear that they have understood the activities and have made appropriate responses
- To give them some wider examples from the MSCE English syllabuses
- To check on their reading of the MSCE English Literature set texts
- To set them tasks for MSCE English to complete before Tutorial 12

English Tutorial 11: Introductory activity: Finishing Unit E5 (60 minutes)

Form chairs into a circle. Ask the Scholars to remind you and each other of their names. Check to see if there are any Scholars present who were absent last tutorial.

Take the register of names at this point.

Before this tutorial the Scholars were asked to look at home at Activity 5 in Unit E5 and add to the short summary of 100 words on *Smouldering Charcoal* that they had made earlier in that tutorial. This summary is one that they should continue to add too. Ask one or two of the Scholars to volunteer to read out the summary of *Smouldering Charcoal* that they have worked on at home. (10 minutes)

What follows is a good opportunity for some direct teaching from you, and you should take the opportunity to make sure that the Scholars have the right answers to the practice questions. They should write them all down. Use the opportunity to make clear to them how they gain and lose marks in the MSCE examinations.

Before this tutorial the Scholars were asked to work through at home the practice exam questions in Unit E5. They should have with them all their responses. Leave aside the 2 questions on 'women as strong characters' and 'friendship' for the moment and go through the answers to the rest of the questions, which are multiple choice and short answer questions. (30 minutes)

Then ask them to turn to their neighbour and make a pair. They should then discuss with their neighbour their answers to the 2 questions on 'women as strong characters' and 'friendship'. This is your opportunity to move around the pairs and listen to their answers.

They should also in this time period, fill in the chart at the end of of Unit E5. And you can sign the end of Unit E5. (20 minutes)

English Tutorial 11: Activity 1 What do they already know about *Romeo and Juliet*? (30 minutes)

The Scholars do really need to have a copy of the play to work with while they are in this tutorial.

Divide the Scholars into pairs and if a Scholar has a study partner, it is good sense for them to work together. They are being asked first to remember what they already know about *Romeo and Juliet*. It would be good for them to look back to the earlier units in the Scholar's MSCE Resources Folder where the play has been mentioned, e.g. in Unit E2. Once they have looked back through their Scholar's MSCE Resources Folder and remembered what they already know, they need to turn to Unit E6 and work through Activity 1 and Activity 2. (30 minutes)

For Activity 2, they do need speculate about some of the facts of *Romeo and Juliet*; this is to help them build their understanding through questioning. And as you can see they are then are given a lot of factual information about the play on the following pages. They also need to make sure that they have responded to the question about the ways in which drama differs from other types of fiction.

It is important for the Scholars that you are on hand throughout this activity to answer questions and to clear up any confusion.

English Tutorial 11: Activity 2 Plot summary and character (60 minutes)

Ask the Scholars stay in the same pairs. Each pair needs to work slowly through the plot summary of *Romeo and Juliet*. This is very detailed information and they need to make sure that each Scholar is helping the other to understand the plot and the character. It might help if in turn each one asks the other one a question based on the plot summary and starting with Act one. For example the first question might be 'Why are the servants fighting in the street?;' 'Why is Romeo in a bad mood?' 'What does Benvolio want to go to the party?' etc. they should ask about 25-30 questions in all and it would be helpful if they noted down their answers. (30 minutes)

They should then focus on Activity 3 and check that they know who the characters are. They need to fill in the chart on the following page. They should also draw the pictures as they are asked to do. If they have time, they should look the activity about the key points of Juliet's character, as they are going to complete this at home. (30 minutes)

English Tutorial 11: Activity 3 Study before the next tutorial (30 minutes)

- Before the next tutorial the Scholars need first to look at Activity 4 and Activity 5 in Unit E6 in order to develop their detailed understanding of the characters of Juliet, Romeo and Mercutio including ways in which they change and the kinds of conflicts that each character has to deal with. Part of the work that they have to do here is to provide evidence of any point they make about character and be able to point to the moment in the play when the evidence occurs. They need to fill in the charts including adding more information on the character of Juliet.

- When they have done this for Romeo, Juliet and Mercutio, they need to do this for the other major characters in *Romeo and Juliet*. They should turn back to the chart, (which gives them very brief descriptions of 8 of the 9 major characters including Benvolio, Lady Montague, Nurse, Friar Laurence, Tybalt, and Capulet) as their starting point. Part of the work that they have to do here is to provide evidence of any point they make about character and be able to point to the moment in the play when the evidence occurs. They need to make charts for all these character like they have for Romeo, Juliet and Mercutio. They need to bring all the work they have done on this to Tutorial 12.
- Remind Scholars again about sharing copies of the set texts and studying the texts before the next tutorial. They now have to have read all the set texts for MSCE English Literature and to really know the texts well by now.
- Do help them by giving them a practice MSCE examination question on *Romeo and Juliet*.
- If Scholars have copies of *Romeo and Juliet* they need to bring them to Tutorial 12.

MSCE E6: Shakespeare's *Romeo and Juliet*: Tutorial 12

Aims of the tutorial

- To check and feedback on the study which the Scholars have been doing at home since the last English tutorial
- To work with them through activities in the Scholar's MSCE Resources Folder Unit E6 so that they are all clear that they have understood the activities and have made appropriate responses
- To give them some wider examples from the MSCE English syllabuses
- To check on their reading of the MSCE English Literature set texts
- To set them tasks for MSCE English to complete before Tutorial 13

English Tutorial 12: Introductory activity (60 minutes)

Form chairs into a circle. Ask the Scholars to remind you and each other of their names. Check to see if there are any Scholars present who were absent last tutorial.

Take the register of names at this point.

The Scholars do really need to have a copy of the play to work with while they are in this tutorial.

Before this tutorial the Scholars were asked to look at Activity 4 and Activity 5 in Unit E6 in order to develop their detailed understanding of the characters of Juliet, Romeo and Mercutio, including ways in which they change and the kinds of conflicts that each character has to deal with. Part of the work that they have had to do here is to provide evidence of any point they make about character and be able to point to the moment in the play when the evidence occurs. They needed to fill in the charts in Unit E6.

Go round the circle of Scholars and ask for details about Romeo, Juliet and Mercutio. Make sure that the Scholars give evidence from the play of any point that they make about character. When a good point is made by one of the Scholars, make sure that all the Scholars write it down. Correct any misunderstandings (20 minutes)

Before this tutorial, the Scholars were also asked to write about the other major characters in *Romeo and Juliet*, including Benvolio, Lady Montague, Nurse, Friar Laurence, Tybalt, and Capulet. They again were asked to provide evidence of any point they make about character and be able to point to the moment in the play when the evidence occurs.

Go round the circle of Scholars and ask for details about Benvolio, Lady Montague, Nurse, Friar Laurence, Tybalt, and Capulet. Make sure that the Scholars give evidence from the play of any point that they make about character. When a good point is made by one of the Scholars, make sure that all the Scholars write it down. Correct any misunderstandings. (40 minutes)

English Tutorial 12: Activity 1 Themes in *Romeo and Juliet* (60 minutes)

Divide the Scholars into small groups of 4 or 5. Ask them to look at Themes in Unit E6. The themes covered are: Love, Fate, Death and Disorder, Time, Light and Dark. Have the groups take each one of these themes in turn and make notes on each, using the information already given in as their starting point.

For example, besides all the information on Love already given, the group might want to decide that the theme is also 'true love', and that the Romeo's love for Rosaline at the beginning of the play helps to set up this theme. And with the theme of Fate for example, the group might want to include for example the fact that the letter from Friar Laurence to Romeo is not delivered in time, or the fact that Romeo kills himself just before Juliet wakes up.

It is important for the Scholars that you are on hand throughout this activity to answer questions and to clear up any confusion.

English Tutorial 12: Activity 2 Practice Questions (45 minutes)

Ask the Scholars work by themselves as individuals for this activity. They should look at the practice questions in Unit E6. They may not have time to complete either of the questions worth 20 marks, but they should try and write as much as they can or make notes to complete at home.

During this activity also ask the Scholars also to complete the chart at the end of Unit E6 and you can go round and sign off the unit.

English Tutorial 12: Activity 3 Study before the next tutorial (15 minutes)

- Before the next tutorial the Scholars should complete all of the Practice Questions, including both choices of question (the EITHER/OR).
- Remind Scholars again about sharing copies of the set texts and studying the texts before the next tutorial. They now have to have sharing round all the set texts for MSCE English Literature so that everyone can revise them as needed.
- Do help them by giving them a practice MSCE examination question on *Romeo and Juliet*.
- It would also be helpful to give them some practice MSCE English Language questions to complete before the next tutorial.

MSCE Revision E1-E6: Tutorial 13

Aims of the tutorial

- To check and feedback on the study which the Scholars have been doing at home since the last English tutorial
- To work with them through the English Revision units so that they are all clear that they have understood the activities and have made appropriate responses
- To give them some wider examples from the MSCE English syllabuses
- To check on their reading of the MSCE English Literature set texts
- To set them tasks for MSCE English to complete before Tutorial 14

English Tutorial 13: Introductory activity (60 minutes)

Form chairs into a circle. Ask the Scholars to remind you and each other of their names. Check to see if there are any Scholars present who were absent last tutorial.

Take the register of names at this point.

Before this tutorial the Scholars were asked to complete all of the Practice Questions in Unit E6, including both choices of question (the EITHER/OR). Go through the responses to the question in detail, starting with the multiple choice questions.

Ask several Scholars one after another to read through their responses to the longer questions, starting with those who chose to write about the character of Juliet, then moving onto those who chose to write about the character of Romeo. The second question, the one about the 'admirable character' of Friar Laurence or Benvolio may have posed some difficulties for the Scholars as these are not such major characters. Go through in detail the kinds of evidence in the play as to their admirable characters. Do make sure that Scholars write down important points and that you correct any misunderstandings.

If you were not able to sign off all the Scholars' Unit E6s at the end of Tutorial 12, now would be a good time to complete this task.

English Tutorial 13: Activity 1 Planning Revision (30 minutes)

Form the Scholars into small groups and ask them to construct a Revision Calendar. Remind them that they need to spread their time across all the MSCE subjects they are taking.

Have each Scholar fill in the revision calendar for the time they will spend on MSCE English revision. You may need to remind them about the dates of their remaining English tutorials as they will want revision time just before and after an English tutorial!

You will probably also need to remind them about what is most important in the MSCE English examinations, what carries the most marks and so what they need to focus on most.

It will help them to make realistic choices about their English revision if they also fill in the details of their revision in their other MSCE subjects so they should do this as well.

Each Scholar needs to make her own decisions about revision but it will help then to then discuss their plans within the group. This will provide a check.

Remind Scholars to:

- Look back to the charts they filled in at the end of each English Unit in the Scholar's MSCE Resources Folder to remind themselves what they have found more difficult and what they found easier. They should make time for what they have found challenging.
- What they themselves are concerned about with their own knowledge and understanding of MSCE English.
- Note in detail what they need to practice and how they are going to do this.
- Who they are going to work with. (They may have one study partner; but they may have identified someone else who can help them with some particular aspect of their revision.

They should work by themselves. (15 minutes)

And then discuss their revision plan within their small group. (15 minutes)

English Tutorial 13: Activity 2 (60 minutes)

For this revision activity the Scholars need to look at MSCE English Revision E1. They do also need to be referring back to Unit E1 at the beginning of the MSCE Study Guide.

Divide the Scholars into pairs. They can work with their study partner if they have one. In preparation for Activity 1, perhaps you could put up on the chalkboard parts of speech (verb, adverb, noun, conjunction, etc. – the whole list is up to you!) so that the Scholars can refer to these when they are working together on defining parts of speech as part of Activity 1.

Ask the Scholars to work through Activity 1 and Activity 2 in MSCE English Revision E1. As part of Activity 1 they are then asked to define the parts of speech (e.g. an adjective tells you more about a noun). Refer them to the list you have put up on the chalkboard. As part of Activity 2, they have to create 5 sentences in indirect speech and then rewrite them in direct speech. (30 minutes)

Get the attention of the whole group and go through in detail the answers to Activity 1 and Activity 2 in MSCE English Revision E1. Ask each pair of Scholars in turn to contribute. Correct any mistakes. Make sure that all the Scholars have written down correct definitions for the parts of speech and that they have appropriate examples of direct and indirect speech. (30 minutes)

English Tutorial 13: Activity 2 (45 minutes)

Ask the Scholars to continue in their pairs. For Activity 3. In MSCE English Revision E1, they have an exercise on revision of the tenses with the paragraph about Shemu Joyah which they should complete without looking back at Unit E1. (25 minutes)

They should then refer back to Unit E1 and, working with their partner, try and check their own work. Ask them to give themselves a score! (10 minutes)

You should spend the last 10 minutes going through the passage on Shemu Joyah giving the correct answers and making sure all the Scholars have noted them down. How did the Scholars do with their own judgements? (10 minutes)

English Tutorial 13: Activity 3 Study before the next tutorial (15 minutes)

- Before the next tutorial the Scholars should complete MSCE English Revision E2. They should try and work on Activities 1-4 without looking at their previous notes or the texts or the earlier units in the Scholar's MSCE Resources Folder. With Activity 5, each Scholar should write the whole composition herself as an individual activity. Scholars should write the story neatly and clearly on a separate piece of paper and bring it to Tutorial 14. Tell them that at the next tutorial, you want all the Scholars in the group to look at each other's compositions.
- Remind Scholars again about sharing copies of the set texts and studying the texts before the next tutorial. They now have to have sharing round all the set texts for MSCE English Literature so that everyone can revise them as needed.
- Do help them by giving them a practice MSCE examination question on *Romeo and Juliet*.
- It would also be helpful to give them some practice MSCE English Language questions to complete before the next tutorial.
- Do remember to sign off the E1 Revision Unit in their Scholar's MSCE Resources Folder

MSCE Revision E1-E6: Tutorial 14

Aims of the tutorial

- To check and feedback on the study which the Scholars have been doing at home since the last English tutorial
- To work with them through the English Revision units so that they are all clear that they have understood the activities and have made appropriate responses
- To give them some wider examples from the MSCE English syllabuses
- To check on their reading of the MSCE English Literature set texts
- To set them tasks for MSCE English to complete before Tutorial 15

English Tutorial 14: Introductory activity: Sharing compositions (60 minutes)

Form chairs into a circle. Ask the Scholars to remind you and each other of their names. Check to see if there are any Scholars present who were absent last tutorial.

Take the register of names at this point.

Before this tutorial the Scholars were asked to complete MSCE English Revision E2. They worked on Activities 1-4 without looking at their previous notes or the texts or the earlier units in the MSCE Study Guide. With Activity 5, each Scholar was asked to write a story, working by herself and write the whole composition working by herself. Scholars were asked to bring the composition on a separate piece of paper to this tutorial.

You should remind the Scholars that you want them to look at each other's composition. First, have a general discussion with the Scholars as to what they chose to write about? How easy/difficult they did they find the composition to write? What were the challenges? How did they overcome them? You might ask one or two of the Scholars to read out their own compositions. (10 minutes)

Ask the Scholars to divide into pairs. Scholars should not sit with their study partners but with someone new who can give them some objective feedback. Tell the Scholars that they need to look at the composition in terms of how it would be assessed in the MSCE examinations. Remind them of the mark scheme and what gains marks in the exam. In each pair ask each Scholar to read out her own composition. Then the pair should exchange compositions and assess the other. The 'assessor' needs to write in pencil some careful notes, and can correct any spelling mistakes in pencil with your guidance.

You need to move round the room, assisting each pair of Scholars in their assessment work. You might want to help the Scholars decide on a mark for each composition. (30 minutes)

Bring the whole group together to feed back on how easy or difficult the Scholars found it to assess each other's work. What are the Scholars gaining most marks for? What are they losing marks for? What can they do to make improvements? (20 minutes)

English Tutorial 14: Activity 1 MSCE Revision Guide E3 (60 minutes)

Ask the Scholars to work in pairs for this activity. They should look at the passage about Lake Malawi. They can stay with the same partner as they had in the last activity.

They need to look at the passage and to write a summary of it. They need to decide on a title. They can either write their own summary and then discuss it with their partner or they can work together to write a summary. Remind them that their summary needs to be only 50 words long. (40 minutes)

Once they have finished their summary (or summaries) they should read them out – either to each other or to another pair. (5 minutes)

Then bring everyone together in one group, and have the Scholars feed back in terms of what each pair decided was important to include in the summary. Make clear to them what you judge to be the most important points to include in the summary and make sure the Scholars write those down (15 minutes)

English Tutorial 14: Activity 2 (45 minutes)

For this activity, divide the Scholars into groups of 4 or 5. Ask them to look at the Comprehension activity in MSCE English Revision E3. In their group they need to answer the 4 questions. Note that the questions are set out before the comprehension passage in order to help the Scholars understand that questions usually follow the same organisation as the passage (i.e. Questions 1 and 2 will relate to information near the beginning of the passage etc.).(25 minutes)

They should then, as they are asked to, make up 1 or 2 questions about the passage. (10 minutes)

Ask each group of Scholars to feed back on the answers they have given and the questions they have invented. Make sure that good responses are written down by all the Scholars. Correct any misunderstandings. (10 minutes)

English Tutorial 14: Activity 3 Study before the next tutorial (15 minutes)

- Before the next tutorial the Scholars should complete MSCE English Revision E4. This covers both report writing and story writing and requires them to write 2 compositions. One of the compositions needs to be a timed one. They should bring both compositions to the Tutorial 15. Tell them that at the next tutorial, you want all the Scholars in the group to look at each other's compositions.
- Remind Scholars again about sharing copies of the set texts and that they need to keep studying the texts before the next tutorial. They now have to be sharing round all the set texts for MSCE English Literature so that everyone can revise them as needed.
- Do help them by giving them more practice MSCE examination questions to work on before the next tutorial.
- Do remember to sign off the E2 and E3 Revision Unit in their Scholar's MSCE Resources Folder

MSCE Revision E1-E6: Tutorial 15

Aims of the tutorial

- To check and feedback on the study which the Scholars have been doing at home since the last English tutorial
- To work with them through the English Revision units so that they are all clear that they have understood the activities and have made appropriate responses
- To give them some wider examples from the MSCE English syllabuses
- To check on their reading of the MSCE English Literature set texts

English Tutorial 15: Introductory activity: Sharing compositions (60 minutes)

Form chairs into a circle. Ask the Scholars to remind you and each other of their names. Check to see if there are any Scholars present who were absent last tutorial.

Take the register of names at this point.

Before this tutorial the Scholars were asked to complete MSCE English Revision E4. This covers both report writing and story writing and required them to write 2 compositions. One of the compositions was a timed one. They should have both compositions with them.

You should remind the Scholars that you want them to look at each other's compositions. First, have a general discussion with the Scholars about writing reports and writing stories. Which do they find easier? Which do they prefer? What were the challenges with these compositions? How did they overcome them? How did they cope with the timed composition? You might ask one or two of the Scholars to read out their own compositions. (10 minutes)

The Scholars are going to assess ONE of the compositions – the report or the story. You decide which one! (You might decide it needs to be the timed composition which is assessed). They will carry out the assessment in the same way as the last tutorial.

Ask the Scholars to divide into pairs. Scholars should not sit with their study partners but with someone new who can give them some objective feedback. Tell the Scholars that they need to look at the composition in terms of how it would be assessed in the MSCE examinations. Remind them of the mark scheme and what gains marks in the exam. In each pair ask each Scholar to read out the first of her own composition. Then the pair should exchange compositions and assess the other. The 'assessor' needs to write in pencil some careful notes, and can correct any spelling mistakes in pencil with your guidance.

You need to move round the room, assisting each pair of Scholars in their assessment work. You might want to help the Scholars decide on a mark for each composition. (30 minutes)

Bring the whole group together to feed back on how easy or difficult the Scholars found it to assess this composition. Was it easier than last week? Do Scholars have a better idea of what is being looked for in an MSCE English composition? What are the Scholars gaining most marks for? What are they losing marks for? What can they do to make improvements? (20 minutes)

English Tutorial 15: Activity 1 MSCE Revision Guide E5 *Looking for a Rain God* (60 minutes)

The Scholars need to look at MSCE English Revision E5. Divide the Scholars into pairs and give each pair the titles of 2 of the stories from *Looking for a Rain God*. Ask them to look at Activity 1 in at MSCE English Revision E4 and summarise each of their 2 stories in 10 sentences, including information about character, theme and setting. They do need to write the sentences down.

While everyone is working on this, go round and assist each pair. Clear up any misunderstandings about the stories and ensure that character, theme and setting are included in each summary. The pairs do need to work quickly on this. (20 minutes)

Go round the whole group pair by pair, and have each pair read out the 10 sentences for their 2 stories. Have the whole group write each set of 10 sentences down. Ask at the end of each story summary if there are 2 more sentences which anyone in the group could add. (40 minutes)

English Tutorial 15: Activity 2 *Romeo and Juliet* (45 minutes)

Ask the Scholars to look at MSCE Revision E6. Divide them into pairs, allowing them to work with their study partner if they have one. Ask them to complete Activity 1, summarising the plots of Acts One to Five of *Romeo and Juliet*. They should try to do this at speed, testing each other (15 minutes)

Ask each pair to look at Activity 2, choosing a character (not Romeo or Juliet) to talk about to the whole group. You need to ensure that as many character as possible from the play are covered by the group. Give the pairs 10 minutes to prepare and then have each pair make their speech about the character to the rest of the study group. (30 minutes)

English Tutorial 15: Activity 3 Study before the next tutorial/or to complete at home (15 minutes)

- Before the next tutorial the Scholars should complete the rest of MSCE Revision E5 at home (i.e. Activity 2 on *Looking for a Rain God* and *Smouldering Charcoal*)
- Before the next tutorial the Scholars should complete the rest of MSCE Revision E6 at home
- Remind Scholars again about sharing copies of the set texts and that they need to keep studying the texts before the next tutorial. They now have to be sharing round all the set texts for MSCE English Literature so that everyone can revise them as needed.
- Do help them by giving them more practice MSCE examination questions to work on as needed.
- Do remember to sign off the E4 and E5 Revision Unit in their Scholar's MSCE Resources Folder



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