



KS3 Year 7

English

English
KS3
Year 7

Introduction

Welcome to your Oxford Home Schooling Key Stage 3, Year 7 English course! In this introduction you can read about what you can expect from the course and how to plan your English studies effectively.

The course is based on the kind of books and topics you would study in English if you were in a school. You will read fiction and non-fiction and do creative writing of your own. In addition, every lesson begins with a 'starter activity' that aims to improve your technical grasp of English – especially of the rules of grammar, punctuation and spelling. These are the 'nuts and bolts' of English. Where possible, they relate to the subject or text studied in the rest of the lesson.

The course has been set out in six modules which bring together the various skills that you need to develop now that you are in Year 7.

By studying this course, you will develop an understanding of what English language and literature are all about and how they work. One of our main aims is that you will enjoy the material and want to carry on learning about language and books when the course is over!

There are, of course, comparable courses for Years 8 and 9. We hope you will go on to these in due course.



Oxford Home Schooling

Arrangement of Lessons

Module 1 Myths and Folklore

Lesson 1	Introducing myths and folktales
Lesson 2	Theseus and the Minotaur (Greek myth) Tutor-marked Assignment A
Lesson 3	Sapana, the Girl who Climbed to the Sky (Native American myth)
Lesson 4	The Drum (African folktale)
Lesson 5	Stories with a moral Tutor-marked Assignment B

Module 2 *Wolf Brother*

Lesson 6	Introducing <i>Wolf Brother</i>
Lesson 7	<i>Wolf Brother</i> , Chapters 2–6 Tutor-marked Assignment C
Lesson 8	<i>Wolf Brother</i> : Chapters 7–18
Lesson 9	<i>Wolf Brother</i> : Chapters 19–32
Lesson 10	The novel as a whole Tutor-marked Assignment D

Module 3 Drama

Lesson 11	What makes drama tick
Lesson 12	Dramatic tension
Lesson 13	Playing the fool Tutor-marked Assignment E
Lesson 14	Modern comedy
Lesson 15	Writing a play

Module 4 Poetry

Lesson 16	Animal poems
Lesson 17	People poems Tutor-marked Assignment F
Lesson 18	Childhood
Lesson 19	Imagery
Lesson 20	Poems that tell a story Tutor-marked Assignment G

Module 5 *The Other Side of Truth*

Lesson 21	Introduction to <i>The Other Side of Truth</i>
Lesson 22	<i>The Other Side of Truth</i> : Chapters 2–6 Tutor-marked Assignment H
Lesson 23	<i>The Other Side of Truth</i> : Chapters 7–18
Lesson 24	<i>The Other Side of Truth</i> : Chapters 19–28
Lesson 25	<i>The Other Side of Truth</i> : Chapters 29–42 Tutor-marked Assignment I

Module 6 *Autobiography*

Lesson 26	<i>My Family and Other Animals 1</i>
Lesson 27	<i>Life Among the Indians</i>
Lesson 28	'A Lion Hunt'
Lesson 29	<i>My Family and Other Animals 2</i>
Lesson 30	<i>Cider with Rosie</i> Tutor-marked Assignment J

Required Supporting Texts

V. Tadjo (ed.), *Chasing the Sun* (for 'A Lion Hunt')
A&C Black, ISBN: 978-0713675634

Michelle Paver, *Wolf Brother*
Orion, ISBN 978-1842551318

Michael Harrison and Christopher Stuart-Clark (eds.), *One Hundred Years of Poetry for Children*
OUP, ISBN 978-0192763501

Beverley Naidoo, *The Other Side of Truth*
Puffin, ISBN 9780141304762

Optional Texts

Shakespeare, *Macbeth* and *Twelfth Night*

Extracts are provided, but for extension work you may want copies (though they are available as online searchable texts). The Oxford School editions are very good, having excellent marginal notes.

The following texts are required briefly for the final module:

George Catlin, *Life Among the Indians*
Bracken Books, ISBN 978-1851705351

Gerald Durrell, *My Family and Other Animals*
Puffin, ISBN 978-0141321875

Laurie Lee, *Cider with Rosie*
Penguin, ISBN 978-0140278729

It may prove more convenient to borrow these from a library rather than purchase them.

The Structure within Lessons: How to Study

Front Page

The front page of every lesson shows:

- the **title**
- **aim(s)** for the lesson. These tell you what you should have learned after having worked through the lesson.
- the **context**. This gives a brief summary of how this particular lesson relates to the rest of the course.

Lessons

You should read all sections of the lesson carefully until you have a thorough understanding of the topics. Your parent or guardian will have their own guides, to be detached from the end of each module, and they or your tutor will be able to help you with any areas of lessons that you find particularly difficult.

Activities

Every lesson also has a range of questions, practical activities and internet activities to make the topics more exciting and easy to understand. They usually look like this:

Activity

Activities often involve writing a short answer or drawing a diagram. Suggested answers to these activities are generally given within the Parental Guide for each module.



In general, it is expected that you will write your answer in the space provided. Depending on the size of your handwriting and what you want to say, you may well find that there is not always enough space. If so, continue your answer on a separate sheet of paper and file it in the relevant place in your copy of the course.

If no blank space is given, it is expected that written work, if any, will be done on a separate piece of paper and perhaps slotted into the appropriate place in the file.

Some optional activities are marked as 'Extension Activities'. You can do these if you would like to try something a bit more challenging, or if you are particularly keen on the topic.

Self-Assessment Activities

At the end of many lessons, you will find a self-assessment test designed to test your factual recall of the content of the lesson or the accompanying text.

Tutor-marked Assignments

Every module is tested with one or two TMAs, which will give you and your parent or guardian a very good idea of how well you are progressing. **You should answer all TMAs on lined paper.** This gives you the opportunity to develop neat, well structured answers, as well as show what you have learned.

Alternatively, it may be possible for you to word-process your assignments and print them out or send them as e-mail attachments.

You should not write the answers to questions on the pages from the folder and then send them in to your tutor. There are two reasons for this: firstly, you should keep the original pages for revision, and secondly, it does not encourage good study skills and organisation of materials.

The Glossary

Technical terms used in the lessons are shown in **bold** the first time they are used, and are explained in the Glossary at the end of the course materials. It will be helpful if you get to

know these words and phrases so that you are able to use them appropriately in your own writing.

Module Guides for Parents

There is a separate Parents' Guide for each module of the course. It is recommended that parents take these documents out of the course and keep them in a safe place.

Each Parents' Guide contains everything that a parent should need to offer practical support to the student. There is guidance on the content and aims of each lesson in the course, together with guidelines to help with marking most of the activities. Although it is possible for students to mark their own work, it is generally far more effective if a parent does the marking and provides feedback on the lesson as a whole.

The answers should also provide a starting point for discussion, so that you can let your parent or guardian know how easy or difficult you found the course material.

The Guides also contain:

- discussion of practical issues
- guidance on internet resources
- a section on topics that you may find difficult

Your Tutor

Your tutor is available not only to mark the appropriate TMAs, but also to offer help and advice when needed.

And finally... very good luck with your studies!

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