

Introduction

Managing Cover Lessons – English contains worksheets to cover lessons when the teacher is absent. The pack includes 45 worksheets for Years 7, 8, and 9, all of which provide activities (based on language and/or literature work) which meet objectives in the *Framework for Teaching English* at Key Stage 3.

The Key Stage 3 National Strategy

All the worksheets aim to satisfy one or more of the objectives in the *Framework for Teaching English* without sticking rigidly to Strategy criteria. The worksheets do not aim to be narrowly constrictive; they also attempt to meet the broader concerns of English teachers which lie beyond the National Strategy. As a whole, the worksheets for each year group cover tasks which satisfy Word level (spelling and vocabulary), Sentence level (sentence construction, grammar and style), and Text level (Reading and Writing) objectives – but activities addressing all three of these levels are combined and spread throughout the worksheets for each year group, rather than being arranged systematically. The pack as a whole aims to satisfy the key National Strategy goals of: establishing high expectations (and setting challenging targets); ensuring progression in teaching and learning across the Key Stage; and promoting students' engagement, motivation and active participation.

How to use this pack

These worksheets can be used in many ways. However, a tried and tested method is suggested below:

- Photocopy a large number (eg 300) of every worksheet in this pack. This should be done at the start of the school year, so that you can use the material at short notice during term time without preparation. Note that some worksheets extend to two pages and are designed to be photocopied back to back.
- You will need 45 boxes which fit A4 paper in them. Put the copies of each worksheet in separate boxes.
- Label the outside of each box with the worksheet title.
- Store the boxes in an accessible place in the English department.
- Photocopy 45 copies of the **worksheet record** (page 3).
- Label the worksheet records so that there is one for every worksheet, and then attach one to the front of the appropriate worksheet box.
- Every time a worksheet is used with a class, record it on the worksheet record on the front of the relevant box. This is to ensure that the worksheet is never used twice with the same group of students.
- At the start of the day, record on the **cover sheet** (page 4) the details of the lessons requiring a cover teacher. Place the form on the absent teacher's desk.
- Collect all the relevant worksheet boxes for the day and place them on the absent teacher's desk.
- When a teacher is covering a lesson for a colleague, they should select the relevant box from the desk, take it into the classroom and hand out as many worksheets as are required. The boxes should then be returned to the storeroom at the end of the day, for future use.

Name:

Form:

Year 7: Thesaurus and adjectives

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- 1 You can look a word up in a thesaurus and find a list of other words which have the same (or a similar) meaning. These are called **synonyms**. Create your own thesaurus, suggesting as many synonyms as you can for the words in the table below. Remember to use your own ideas; don't cheat by using a real thesaurus!



Nice	Thing	Get	Big	Good	Go

- 2 A thesaurus also contains words which mean the opposite of the word you are looking up. These are called **antonyms**. Change the words in **bold** type in the following piece of writing to their antonyms. Put your new choice of word in the space in brackets. The first one has been done for you.

The weather conditions were **ideal** (unsuitable) for the voyage. The ship was now **full** (.....) and ready to leave the **bustling** (.....) harbour. Most of the passengers were **wealthy** (.....) **foreigners** (.....). **Frantic** (.....) porters ran alongside the **vast** (.....) vessel, encouraging **latecomers** (.....) to **board** (.....) the ship as **quickly** (.....) as possible. There was a **deafening** (.....) blast on the ship's siren and then, **slowly** (.....), the **enormous** (.....) boat moved **away from** (.....) the dockside. The journey had **begun** (.....).

- 3 An **adjective** is a word which describes a noun (an object which could also be a person or a place) more fully. These words are all adjectives: thin, red, beautiful, unkind, cold.

In the following piece of writing, add a suitable adjective in front of each of the nouns in **bold** type. The first one has been done for you.

The (old) **bus** went on travelling over the (.....) **road**. All the passengers were going to the (.....) **city**. Some of them had made the (.....) **journey** before; others were leaving the (.....) **town** by the (.....) **river** for the first time. Paco the (.....) **boy** was feeling very excited. He was looking forward to seeing his (.....) **friend**. He was carrying some (.....) **gifts** for him which could not be bought in the (.....) **part** of the (.....) **country** where the (.....) **city** was situated. "Still three (.....) **hours** to go," thought Paco. "What a very (.....) **trip** this is turning out to be!"

Name:	Form:
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Year 9: Awards ceremony speech

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You are going to write a speech which will be read out at a major awards ceremony honouring 'ordinary' people whose outstanding everyday work deserves public recognition.



1 Decide who will receive the award:

.....

2 Why, in your opinion, do they deserve the award?

.....

.....

3 Write out your speech in full, using the space on the back of this page to plan what you are going to say. You could include:

- general information about the person
- something about their physical appearance and personality
- what they have done to deserve the award
- why you admire them.

Remember to use paragraphs and to take care with spelling, punctuation and grammar.

Year 9: A press release

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Name:	Form:
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A press release is a piece of writing containing all the important information about an event or activity. It is sent out to newspapers and other media organisations, allowing them to cover the event.

You are going to write a press release about an event which you have been involved in recently – or which is going to happen in the near future. The event could take place at home or in school. It could be:

- a school play
- a musical performance
- a family reunion
- a sporting activity.



- 1 Decide what the event is:
- 2 Plan what you are going to write on the back of this sheet. Try to:
 - include as many details as possible
 - be positive and enthusiastic.
- 3 Write out your press release in the box below. Remember to use paragraphs and to take care with spelling, punctuation and grammar.