

# Introduction

*Managing Cover Lessons – MFL* contains worksheets to cover lessons when the teacher is absent. The pack includes worksheets for Years 7, 8 and 9.

## 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.
- You will need 40 boxes which fit A4 paper in them. Put the copies of each worksheet in separate boxes.
- Label each box with the worksheet title and the relevant language and level.
- Store the boxes in an accessible place in the MFL department.
- Photocopy 40 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 completed 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 be returned to the storeroom at the end of the day for future use.

This method is particularly useful if teachers are absent due to illness, staff INSET, or unforeseen circumstances. It is designed to ensure that time is not wasted preparing for cover lessons, and there is a bank of activities to draw on. The activities are designed to be stand-alone, and so the lessons should not require supervision by a specialist teacher. If there is not enough space in the department to store the boxes, the relevant worksheet can be photocopied on demand.

## Worksheets

The language is indicated by F (French) or G (German) in the top right-hand corner. All the worksheets have three parts:

- **Resources** – The resources section will tell you what the students need in order to complete the worksheet. Students should make sure that they have everything at hand before they start.
- **Summary** – The summary tells the students what the aim of the lesson is, and what they should have learned or completed by the end. This will help them keep on task and provides opportunity for informal peer-led assessment.
- **Activities** – Activities are clearly explained in English. They should be completed in the order given, as each activity acts as preparation for those following, ensuring progression in learning. Some of the worksheets provide extension work or an 'extra' activity. Extension work provides a more open-ended task for those who are ready for more challenging work. Extra activities aim to consolidate vocabulary and are less challenging. They can be completed by any students without support.



## Resources

Dictionaries, exercise books.



## Summary

In this lesson you will revise or learn the words for members of the family and create your own fantasy family out of famous personalities.



## Activities

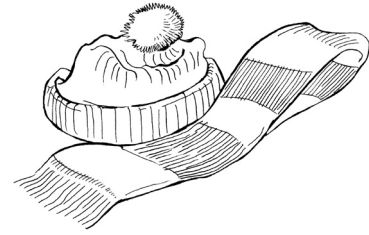
- 1 Make up a family tree using at least one of each of the family members below. Draw it in your exercise book and label it with these words. Use a dictionary to look up any words you are not sure about. You could use your own family or any other. (AT4, AT3 Level 1)

mère	père	sœur	frère
belle-mère	beau-père	demi-sœur	demi-frère
tante	oncle	cousine	cousin
grand-mère	grand-père	nièce	neveu

- 2 Create a fantasy family. It can be entirely made up or composed of famous personalities. Make sure you include yourself in the family. Draw and illustrate this family tree in your exercise book, naming the family members and labelling it with the words above. Leave room for some writing. (AT4 Level 1)
- 3 Write a few sentences about each member of the family. The sentence starters in the table below may help you. (AT4 Levels 3 & 4)

voici = here is	elle aime = she likes	elle est = she is
voilà = over there is	il n'aime pas = he does not like	il s'appelle = he is called
mon = my = for male relatives	il a quinze ans = he is 15	elle s'appelle = she is called
ma = my = for female relatives	il a dix mois = he is 10 months old	il joue = he plays
j'aime = I like	il est = he is	elle va = she goes
Eg Voici mon frère. Il s'appelle David Beckham. Il joue au foot. Il aime le sport, mais il n'aime pas la télé. Il a vingt-six ans. J'aime bien mon frère. Il est très gentil.		

- 4 Learn one or two of the pieces you have written and practise introducing your family to your partner. How many family members can you introduce without reading from the text? (AT2 Levels 3 & 4)
- 5 Listen to your partner introducing their family. Make notes about the family in English. Write down as much as you can. Then check to see if you have understood correctly. (AT1 Levels 3 & 4)



## Resources

Dictionaries, exercise books, A4 blank paper, coloured crayons or pens.



## Summary

In this lesson you will revise or learn the words for clothes in French and make mini flashcards for summer or winter holiday clothes.



## Activities

- 1 Choose whether you would like to go on a summer or a winter holiday. Then, imagine what you would pack and make a list of the main 16 items. Write them in your exercise book. Use a dictionary to look up the French for the clothes you have chosen and write it next to the English. Do not forget the 'le' or 'la'. (AT4 Level 1)
- 2 Make mini flashcards. Fold an A4 piece of paper in half four times. This will give you 16 rectangles to cut or tear out. Write the French word for the item of clothing on the front, and draw a colour picture of it on the back. Turn the cards French-side up, look at the word and say the English. Turn the card over to see if you have got it right. (AT3 Level 1)
- 3 Turn your cards the English/picture-side up. Look at the card and say the French. Turn over to check that you are right. (Extension: When you say the French word, spell it out as well.) When you have learned the words, get your partner to test you. (AT2 Level 1)
- 4 Words for colours come **after** the thing they describe, eg une jupe **verte**, un pantalon **bleu**. Remember that the adjective (colour) can change according to whether the thing it describes is a 'le' or a 'la' word, and when there is more than one. Usually, you add an 'e' on the end of adjectives describing 'la' words and an 's' if there is more than one. Eg **un** pantalon **vert**, **deux** pantalons **verts**, **une** jupe **verte**, **des** baskets **vertes**. Repeat **Activity 3** saying the colour of the item as well. (AT2 Level 2)
- 5 In your exercise book draw your clothes. You do not have to draw any people. Label all the clothes with their colours using the structure described in **Activity 4**. (AT4 Level 2)
- 6 Describe what you will be wearing on holiday. Use the following sentence starters to help you along with the labelling you did in **Activity 5**. Add opinions as well (eg 'J'aime bien les baskets jaunes') and aim to write two to three paragraphs. (AT4 Levels 4 & 5)

en vacances = on holiday	le matin = in the mornings
en ville = in town	l'après-midi = in the afternoons
à la plage = at the beach	le soir = in the evenings
à la piste = on the ski slopes	je vais porter = I will wear/I will be wearing
au restaurant = in the restaurant	je vais mettre = I will put on
Eg En vacances je vais porter un jean et les T-shirts. Le matin je vais mettre les baskets blanches, et l'après-midi je vais porter une jupe rayée ou une robe multicolore. J'adore ma robe. Le soir, au restaurant, je vais mettre...	

**Extra:** Make a French wordsearch or crossword out of the clothes and colours you have used in this lesson. Draw a row of clothes or colour patches for clues.



## Resources

Dictionaries, exercise books, A4 or larger paper, colouring pencils or pens.



## Summary

In this lesson you will revise or learn the words for colours in German and make a poster.



## Activities

- 1 Using a dictionary, look up the words for the following colours and patterns and write them next to the English. Then shade in the boxes in the correct colour or pattern, so that you can still see the writing. (AT4 Level 1)

red	orange	pink	gold
yellow	purple	grey	silver
blue	black	brown	dark
green	white	orange	light/pale
striped	checked	spotted	multicoloured

- 2 Using the words above, work out what the colours in the table below are. Shade the boxes in the correct colour and write in the English. (AT3 Level 2)

rot-gelb gestreift		total bunt		dunkelblau-rosa kariert	
schwarz-weiß kariert		hellgrün-silber gestreift		lila-grün gepunktet	
grau-grün		gelb-orange-lila gepunktet		hellbraun-gold gestreift	

- 3 Work with a partner. Cover the German writing in **Activity 2** above. Point to a colour and get your partner to say the German. Check to see that they have got it right then swap roles. Next, say a colour combination. Get your partner to point to the colours in the table in **Activity 1**. Check and swap roles. (AT2, AT1 Level 2)
- 4 Design a poster to illustrate colours. It can feature pictures, patterns or any areas of colour. Write a list of German colours and number each one as a key. Place this down the side of the poster, where it can be covered over easily. Draw the designs, colour them in and label them with the appropriate number(s) from the key. Keep this poster for reference. (AT4 Level 2)
- 5 How well do you know your colours? Look at your partner's poster. Your partner points to a feature on the poster and you say what the colours are. Eg 'Das ist rot. Das ist dunkelblau. Das ist...'. Then check to see that you have got it right. (Extension: Spell out the words.) You get one point for knowing the colour or pattern and an extra point for being able to spell them. Swap roles. Have ten goes each. The person with the most points at the end wins. (AT2 Level 2)



## Resources

Dictionaries, exercise books, A4 or A3 plain paper.



## Summary

In this lesson you will revise or learn the German for places in town, and create your own fantasy island.



## Activities

- 1 Work with a partner. Brainstorm 20 to 30 places you would like to have on your fantasy island. Do not forget how to get there (eg ports, airports, train stations), entertainment (eg cinema, swimming pool, theme park) and schools, restaurants, shops and other necessities. List these in English in your exercise book, then look up the German for each word (with the 'der', 'das' or 'die') and write it in next to the English. (AT4 Level 1)
- 2 Design your island. Draw the outline of an island on a piece of A4 or A3 blank paper. Leave room for a key and a couple of paragraphs of writing. Then add your places to the map. You will need a very simple road system as well. When you have finished, give each place a number and create a key for the German words down the side. (AT4 Level 1)
- 3 Look at the sentence builders below and read the sample sentences underneath. Make up sentences of your own and practise saying them as you point out the places on your island. When you are fluent, take your partner on a tour of your island and describe the places to them in German. Your partner listens and makes notes in English. Make sure they have understood you correctly, then swap roles. (AT2, AT1 Levels 3 & 4)

Hier ist das/der/die... = Here is the...		Das ist das/der/die... = This/that is the...	
Das Rathaus Der Bahnhof Das Einkaufszentrum	... ist = is	ziemlich = quite sehr = very zu = too	groß = big klein = small schön = beautiful belebt = busy aufregend = exciting langweilig = boring
	... gefällt mir	gut = I like the... sehr gut = I like the... very much nicht gut = I do not like the... gar nicht gut = I do not like the... at all	
Eg Hier ist das Rathaus. Das Rathaus ist sehr groß. Das ist der Bahnhof. Der Bahnhof ist ziemlich belebt. Der Bahnhof gefällt mir sehr gut. Hier ist das Restaurant. Das Restaurant ist sehr klein.			

- 4 Write out your sentences in a few paragraphs on your map. Extend these sentences with more opinions and more details. (AT4 Levels 3 & 4)

**Extra:** Make a wordsearch for all the places in town you have found in German. (AT4 Level 1)