

45 FIVE-MINUTE ACTIVITIES

1. CHINESE LADDERS
2. CHINESE WHISPERS
3. WRITING NUMBER/LETTER/DRAWING ON BACK
4. BRING ME ...
5. FIND SOMEONE WHO ...
6. LABELS ON BACK
7. MOVING ROUND CHAIRS
8. BIRTHDAYS/GETTING INTO RIGHT ORDER
9. PIP, SQUEAK AND WILFRED
10. CUT UP PIECES OF PAPER – COLOUR, SHAPE, SIZE, NUMBER
11. BLOCKBUSTERS
12. BUZZ
13. JACQUES A DIT ...
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15. MAKE A SENTENCE WITH ...
16. WHAT ANIMAL IS THIS?
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28. CORNERS – ELIMINATION GAME
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35. LOTO
36. PUT OBJECTS ON, UNDER
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38. FIRST TO TOUCH/SHOW AN ITEM/DO A DRAWING
39. STICK UP! MATCH PICTURES AND LABELS
40. FORFEITS
41. SIT DOWN/STAND UP IF YOU'RE WEARING ...
42. TRUE/FALSE
43. DRESSING GAME
44. PIN THE TAIL ON THE DONKEY
45. PELMANISM

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NOTE: HOW WILL YOU ORGANISE THESE ACTIVITIES? WHAT LANGUAGE EXPONENTS ARE NEEDED? BEGIN TO JOT THEM DOWN.

What language will the children need? How will you teach them that language?

1. CHINESE LADDERS

Make two teams, getting pupils to sit on the floor, legs outstretched, to meet the toes of the person opposite. The team members are then numbered (or given a colour, or an animal). When the number is called, the pupil must jump over the legs of everyone in front of him/her to get to the front, run up the side of the team, then over the legs of the pupils to get to his/her place. First person back gets the point for his/her team. Variations – run like an animal, run on tiptoes etc.

2. CHINESE WHISPERS

Arrange pupils in a circle (or various circles) or group or lines. Whisper a word or a message to the first person who then passes it to the next and so on. Compare at the end to the original message.

3. WRITING NUMBER/LETTER/DRAWING ON BACK

The same idea as in (2) arranged in lines, starting from the back.

4. BRING ME . . .

Split the class into groups of four to six pupils, each with a number. Instruct the pupils to bring you various objects – something of a specific colour (*quelque chose de bleu, un crayon vert*), something with which you write etc. It can be made more difficult with two adjectives – eg colour + size.

5. FIND SOMEONE WHO . . .

Issue pupils with a list of things to find – someone with a brother, someone who likes cabbage etc and they write the name of the person found on their sheet. This provides the children with good practice in asking questions such as *tu as . . . ? tu aimes . . . ?*

6. LABELS ON BACK

Pin a label on the back of the pupils – the name of a famous person, an object in the class (much easier for pupils if categories are not mixed). Pupils must try to guess who or what they are. Pupils move around the class asking three questions of each member of the class. Questions can be answered by only *oui* or *non*.

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7. MOVING ROUND CHAIRS

Arrange pupils in a circle seated on chairs. 'Name' them according to a category – animals, colour etc – using each 'name' about five times. Shout out the 'name' and the pupils with that 'name' must move one place in the circle, sitting on the knees of the person next to them if there is no vacant chair. Keep going until the first pupil gets back to his/her chair. Only the pupil on top can move, so if a pupil has a person/persons on his/her knee, he/she must stay put.

Variation: pupils are seated in a circle on chairs with one person standing in the centre. He/she gives the instruction that everyone of a certain category must move, eg if they are wearing something red. The person in the centre must try to find a chair when the moving takes place. The person who doesn't get a chair then has to call out the next category of people to move. There can be a 'magic' word or phrase when everyone has to move, eg *arc-en-ciel/visite du vétérinaire*.

8. BIRTHDAYS/GETTING INTO RIGHT ORDER

Pupils have to ask each other the date of their birthdays and arrange themselves into order so that January comes before February etc, and the dates in each month must also be in the right order so that 1st comes before 2nd etc. This could be done with the time of getting up, time of eating evening meal and so on.

9. PIP, SQUEAK AND WILFRED

Pupils are seated on the floor and 'labelled' according to five colours, five days of the week or whatever. When the item is called, all those pupils with that 'label' must stand up and run round the outside of the circle. The winner is the one who gets back to his/her original place first.

10. CUT-UP PIECES OF PAPER . . .

Pupils are split into two or three teams, or in groups as they sit in class. At one end of the room empty out a bag containing masses of pieces of cut-up paper of various colours, sizes etc. The teacher gives the instruction as to what is to be collected, eg three pieces of red, and calls out the number of the child, who has to run to the bag of paper and pick up the correct pieces. Once the idea of the game is understood it can be made more complicated – mixing the colours, increasing the number to be collected, adding information about size or shape etc. The winner gets a point for his/her team. On handing over the paper, the winner must be able to say what he/she has picked up.

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11. BLOCKBUSTERS

On a grid – perhaps on the OHP – write the initials of a name/word which the pupils have to guess on understanding a clue.

Once the teacher has presented a version, pupils can be encouraged to produce their own by giving the clues orally.

For example: **LCB**

Q: *Bart Simpson, il a les cheveux de quelle couleur?*

A: *Les Cheveux Blonds.*

12. BUZZ

To practise multiplication tables. Decide on the table to be practised and that number and multiples of it should not be said, but should be replaced by 'buzz' or any other word of the teacher's/pupil's choice.

13. JACQUES A DIT

To practise commands, or any vocabulary item, eg behave like a certain animal, point to a certain item in the class. Pupils must do what the teacher says if he/she starts the command with '*Jacques a dit*'. If the command alone is given the action should not be done. Pupils who do this action or who misunderstand the commands when '*Jacques a dit*' is mentioned are eliminated until a winner is found.

14. CONSEQUENCES

The pupils work in groups of eight. Certain categories are chosen, for example: masculine name, feminine name, where they meet, at what time, what the weather is like, what he says, what she says, what the result is.

Each pupil in the group has a sheet of paper. After writing down an item corresponding to the category, he/she folds it over and passes it on to the next person, at the same time receiving a piece of folded over paper from someone else. The pupil receiving the paper last reads it out and illustrates the story with cartoon captions.

Another version of this is to draw a body with the teacher reading out the instructions as the drawing gets done, eg big green eyes, a little nose. It can even be drawn in two halves. The person at the end must describe the person that he/she has received.

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15. MAKE A SENTENCE WITH ...

Pupils can devise this game themselves. The basic shape for the board/ piece of paper is snakelike. Into each box on the snake is written a word in the foreign language – either related to the current theme or to recycle other topics. Perhaps a couple can be left blank to allow the imagination of the pupils to come into play when the game is underway. Pupils move around the board, the moves being decided by the number shown on the dice thrown, and must make a sentence with the word shown.

Another variation is that words should be written on cards and placed face down on a pile in the centre of the table. Each pupil then takes it in turn to pick up a card – or two – and to make a sentence with that word/ those words in it.

16. WHAT ANIMAL IS THIS?

Pupils are put into groups of four. On a card the teacher has a photo of an animal (or anything else that lends itself to such exploitation) with five or six statements about it. Each group must ask for a specific number and the teacher reads what it says for that number. When the group thinks that it knows what the animal is, it can guess – although it loses a point if the guess is wrong. Each group must listen carefully to the number requested by previous groups, because the teacher should read the number requested even if it has already been mentioned, effectively depriving that group of its turn. The score depends on the number of questions already asked for that card – eg if it is the first question, 6 points are awarded, 5 for the second etc.

17. THREE WORDS BEGINNING WITH ...

The teacher gives a letter and each pupil or pair or small group must find 3 (or 4, 5, 6) words beginning with that letter in the foreign language.

18. I'M GOING ON HOLIDAY AND I'M TAKING ...

The first pupil states what he/she is taking on holiday and the second pupils adds on his/her choice and mentions what the first person said, the third person gives his/her choice and mentions the other two and so on. It can be adapted to shopping, what is in a schoolbag, what I'd like to eat etc.

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19. ALPHABET GAME – CONNECT FOUR

On the blackboard draw an 8 X 8 grid and fill the squares with the first letter of words given by the pupils. Split the pupils into two groups and they have to find different words to go with these letters. The winner is the team that gets 4 in a row first.

20. I-SPY ...

Split the class into three or four groups. Each takes it in turn to say that they see an object in the class and that it starts with a specific letter. Extra points can be won if any group can spell the word that has been 'spied'.

21. CHARADES

Pupils are in teams or groups and each takes it in turn to act out an object, book title, item of food etc. The person acting out the item cannot speak but must demonstrate through actions.

A variation is that the person does not act, but thinks of an item, and the others must ask questions to which the answer can be only *oui* or *non*.

22. Pictionary

Pupils are split into two teams/small groups. Each pupil takes it in turn to draw an item on the card that he/she picks up, eg a hobby, a sport, a subject – and the other team has to guess what has been drawn. Time is very limited – use a stop-watch or egg-timer.

23. HEADS DOWN, THUMBS UP

The class sits with their heads on their desks and thumbs in the air and chants something in the foreign language, eg days of the week, new vocabulary items. One pupil gets up and pulls the thumb of anyone of his/her choice and then sits down. The person whose thumb was pulled must then say who it was who 'tapped' him/her. While he/she is finding out who it was, the rest of the class can count to see who guesses most quickly.

24. BONJOUR MONSIEUR LE ROI/MADAME LA REINE

Pupils are in an open space, the gym hall, assembly hall or GP room. One pupil – *le roi/la reine* – goes to the front of the room and stands with his/her back to the rest of the class. One of the pupils says '*Bonjour Monsieur le Roi/Madame la Reine*' in a disguised voice. The king/queen has to guess who it was who spoke.

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25. TRAFFIC ACCIDENTS

The class is split into teams and one of the pupils in each team is blindfolded. Obstacles are then put in the way of the persons blindfolded. The rest of the team has to guide this person to the goal – perhaps the other end of the room – by giving directions, not by moving him/her.

26. HIDE THE . . . , + COUNTING

A range of objects is placed on a desk and the person who is to find the object studies this closely before leaving the room. The class then hides the object, using the foreign language to tell the teacher where to hide it. The person outside comes back in and must say which object has been hidden, and then sets about finding it. As the search goes on, the rest of the class counts, raising voices as the person gets nearer the object and lowering them as he/she moves away from the object.

A variation is to repeat the word – for vocabulary assimilation – while the object is being sought, rather than counting.

27. NOUGHTS AND CROSSES WITH NUMBERS/LETTERS/OBJECTS

Draw a grid of 8 X 8 on the blackboard and fill it with numbers. Pupils can be split into two teams and the winner is the first to get four in a row, ie they must be able to give the number in the foreign language.

Similarly with letters and objects.

28. CORNERS – ELIMINATION GAME

Each corner or area of the room is labelled, eg colours, places in town, animals, and pupils must choose where to go when the music stops. The teacher chooses from a pile of cards the one which eliminates all pupils who went to that corner/area. Those left are brought into the centre of the room and given a forfeit, eg some aerobic actions, singing a song. The pupils who have been eliminated can be asked to choose the eliminating card and give out the forfeits.

29. GUESSING GAME (QU'EST-CE QU'IL/ELLE FAIT/MANGE . . . ?)

One pupil either mimes or thinks of an activity and the others must work out what it is. Good practice of questions as the person miming/thinking of the activity can respond with only *oui* or *non*.

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30. ALIBI

One pupil must leave the room and the others decide who is the culprit in a recently committed misdemeanour. The returning pupil must ask questions – physical description, what he/she is wearing, interests etc – to find out who the person is. A certain amount of time is allocated for guessing the culprit.

31. HANGMAN

One person thinks of a word/phrase in the foreign language and for each letter writes a blank. The rest of the class/group must guess which letters are in this word/phrase. Each wrong guess adds a part of the body to the person hanging on the gallows.

32. HEADS OR TAILS

In advance of the game, the teacher prepares a set of cards on which are written instructions, for example:

Levez les mains!

Mettez les mains sur le pied droit!

The pupils should be familiar with all of these commands. The teacher then chooses two of the commands and reads them out.

Pupils circulate around the room to music and when the music stops, each pupil must find a partner and decide which of the two instructions they are going to follow. The teacher then chooses which of the two instructions is the position which will be 'out', eg:

Si vous avez les mains sur le pied droit, vous êtes éliminés.

33. CLAPPING GAME

Eight to ten pupils sit in a circle on the floor, or even at their desks. Each receives a number, and the clapping/beating on legs/snapping of fingers begins in a rhythm. Number one chooses any number and must say his/her own number and this new number in rhythm to the clapping. That person must fit in his/her number and add another number, and so on. If a pupil breaks the rhythm he/she is out.

34. BATTLESHIPS

A grid is drawn with letters on one side and numbers on the other. In certain boxes an article is placed/picture is drawn and pupils must try to own that square. Either show them what is in the boxes and then cover them up, or use a grid with no markings at all and the pupils have to remember what was where, or no support is given – ie it is guess/deduction work. It can be done by finding two items the same.

35. LOTO

For use with numbers, letters of the alphabet or anything at all. Pupils either choose their own items to fill the boxes or are given cards where this is already decided. The winner is the first to have all of his/her choices called out. He/she should then tell the others what was on his/her card. The winner can then become the caller.

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36. PUT OBJECTS ON, UNDER . . .

Pupils work in pairs, with a screen between them. One tells the other what to put on/under various objects and does the same himself/herself. At the end a comparison is made of the two creations.

A variation is that pupils work in groups doing what the teacher tells them to do, and results are compared at the end to see who is correct.

A further variation is that pupils are put into teams and each has a number. Instructions are given as to what each pupil should do, then the number is called. The first to do it correctly gets the point for his/her team.

37. NUMBERS GAME ON BLACKBOARD

Pupils are split into teams. The teacher calls out a number and one pupil from each team must write that number on the board. The first to do so correctly is the winner.

A variation is that the numbers are already written on the board and the pupils should circle/cross out the one that has been called out.

38. FIRST TO TOUCH/SHOW AN ITEM/DO A DRAWING

Pupils are divided into teams and each pupil is given a number. When that pupil is told to do so, he/she must carry out an instruction given to him/her by the teacher. The first to do so wins a point for his/her team.

39. STICK UP! – MATCH PICTURES AND LABELS

A form of matching using either a magnetic board or blu-tack. Certain pictures or words are on display and pupils have to find matches – either word to picture or vice versa, or picture to picture – when the object is called out.

40. FORFEITS

Any team game or PE activity where the forfeit for the person being caught out or being last in the race must be carried out in the foreign language.

41. SIT DOWN/STAND UP IF YOU'RE WEARING . . .

Pupils sit in a circle or at their desks and respond to the commands and conditions spoken by the teacher/fellow pupil, eg stand up if you're wearing a ring/something blue, sit down if you have a birthday in February/if you have two brothers.

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42. TRUE/FALSE

One side of the classroom becomes 'true', the other 'false'. Pupils choose the appropriate side, depending on their reaction to a statement made by the teacher, eg there are 30 days in April. Those who choose wrongly must do a forfeit; the one who arrives last to the correct place must also do a forfeit. Pupils should be encouraged to make statements too.

43. DRESSING GAME

Two pupils put up a screen between them, eg a book – and one tells the other how to dress the cardboard doll that they both have. Compare results at the end.

Variation 1:

Pupils are seated on the floor in a circle in two teams, each pupil with a number. In the centre is a bag of assorted items of clothing. The teacher states which article of clothing is to be put on and then gives the number of the pupil to get it. The first to do so puts on that particular item of clothing, the other gets a forfeit to do.

Variation 2:

As above, but instead of calling out the clothing, call out a weather expression and the pupil must find an article of clothing appropriate to that weather.

Variation 3:

Similar to the above, but have two bags of clothing, each containing similar items of clothing. Each team must go to its own bag and the first to get the article of clothing wanted gets the point for his/her team.

44. PIN THE TAIL ON THE DONKEY

A picture of a donkey, or any other animal with a tail, is given to each group and one pupil is blindfolded. He/she must place the tail on the animal, following the instructions of the group.

45. PELMANISM

Matching pairs – either word to word, picture to word, or picture to picture. All cards are placed face down. It is helpful if one set is on different coloured card. Pupils must remember where the cards are placed as they try to find the partner.

APPENDIX 1 – Description of Games.

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| <p><u>Find Your Partner</u></p> <p>Two teams are given identical names or colours or animals (any language requiring practice).</p> <p>Children have to ask a question of their opposite team to find matching person.</p> <p>eg</p> <p><i>Comment tu t'appelles? Je m'appelle ... et toi ...</i> <i>Wie heißt du? Ich heiße ... und du ...</i></p> | <p><u>Blockbusters</u></p> <p>As TV game</p> <table><tr><td>p</td><td>j</td><td>e</td><td>s</td><td>v</td></tr><tr><td>s</td><td>m</td><td>a</td><td>i</td><td>m</td></tr><tr><td>t</td><td>r</td><td>p</td><td>n</td><td>s</td></tr><tr><td>b</td><td>d</td><td>v</td><td>k</td><td>h</td></tr><tr><td>g</td><td>h</td><td>i</td><td>o</td><td>y</td></tr></table> <p>Teams have to cross the grid giving a word that begins with the letter. Winner is one who reaches the other side. Again use to learn new vocabulary.</p> | p | j | e | s | v | s | m | a | i | m | t | r | p | n | s | b | d | v | k | h | g | h | i | o | y | <p><u>Jeu des Sept Familles/Quartett</u></p> <p>As per Day 3 SOEID (French Materials) <i>Le jeu des Sept Familles</i></p> <p>Can also make up own game of families with mother, sister (any combination). Children are given a card with details of their families ages, who their brothers and sisters are. They are not allowed to say their name but must find their family.</p> |
| p | j | e | s | v | | | | | | | | | | | | | | | | | | | | | | | |
| s | m | a | i | m | | | | | | | | | | | | | | | | | | | | | | | |
| t | r | p | n | s | | | | | | | | | | | | | | | | | | | | | | | |
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| g | h | i | o | y | | | | | | | | | | | | | | | | | | | | | | | |
| <p><u>Chain Building</u></p> <p>Shops/buildings/holidays/weather</p> <p>I put in my suitcase ... It is raining so I wear ...</p> <p>I go to market and buy (in a circle children add item they have bought) (later they add name of shop and item)</p> <p>This can lead to preparing for speaking on a topic.</p> | <p><u>Paul Jones Game</u></p> <p>For any question and answer practise.</p> <p>2 circles one inside/one outside. Pupils walk around in opposite directions and at a time indicated by music/teacher; the circles stop and children face each other; one circle asks a question, the other answers.</p> <p>Use a variety of language exchanges. Can be 1/2/3 questions and answers - any topic A follow on can be a questionnaire to complete.</p> | <p><u>4 Corners Game</u></p> <div><div><input type="checkbox"/><input type="checkbox"/></div><div><input type="checkbox"/><input type="checkbox"/></div><div>Use numbers colours/fruit shops etc to label the corners</div></div> <p>Pupils move around the room in time to music; when the music stops pupils must select a corner. The teacher calls out the name of one corner and all pupils in that corner are eliminated.</p> | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p><u>Fruit Salad</u></p> <p>This game can be used to practice a wide range of vocabulary not just names of fruit.</p> <p>Children sit on seats in a circle, one child does not have a chair and stands in the middle.</p> <p>Children are then given words – several children will have the same word; when the teacher calls out this word, these pupils must change seats and the pupil in the middle must try to find a seat</p> <p>When teacher calls Fruit Salad all pupils change .</p> | <p><u>Cut & Match Phrases to Pictures</u></p> <p>Materials required -magazine pictures, pack of cards with description of people.</p> <p>Pupils match descriptions to pictures.</p> <p>This might be played as a card game or a team game.</p> | <p><u>Kim's Game</u></p> <p>Teacher places a variety of objects on a table.</p> <p>Pupils have time to look at them. Pupils then close their eyes and the teacher removes one object.</p> <p>Pupils must say which object is missing.</p> | | | | | | | | | | | | | | | | | | | | | | | | | |

APPENDIX II -- 45 Five Minute Activities.