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“Hot seat”

Goal

The students activate their receptive and productive oral vocabularies by describing and guessing vocabulary. At the same time, they expand and practice their repertoire on sentence patterns in their first language.

3rd–6th grade

10–20 minutes



Procedure:

- The instructor divides the class into two equally strong groups (A and B). S/he designates two students to go first on the “hot seats”. For that purpose, two chairs are placed in front of the board, facing the class. One student represents group A, the other represents group B.
- The instructor writes a word on the board e. g. “cake” or “our capital city” or “to sneak”). The term involved should be familiar to all students. The students on the hot seat are facing the class and may not see the word.
- When the instructor signals the start of the game, the two groups begin to describe the word. The students may not name the word or the word stem under any circumstances. A group who violates that rule (e. g. by whispering the word to the student on the hot seat) must immediately forfeit that game). The two students on the hot seat must try to guess the word on the board, based on the hints from their group.
- As soon as one of the students on the hot seat correctly names the word on the board, his/her group wins the game.
- The game continues with different students on the hot seat and a new word on the board.

Variants:

- The terms are deliberately chosen in relation to HLT or current topics (Example: the water bodies in our country of origin, famous historical personalities). This way, the game also serves as an introduction to a new topic. If this should be too difficult for the younger students, this present variant should be used for the more advanced students and a simplified version implemented for the younger ones.
- The students choose the words themselves, either freely, or relative to a topic suggested by the instructor. The instructor then selects appropriate words from the students’ suggestions.