**English Corner: Activity One**

**Opening Song** with all groups: “Oh, What is your name, friend?”

**Game: Last Word**

Each group will have approximately one minute to name all the objects they can think of in the category. The Assistant will not give answers, but write down {fast!} what the students are dictating. We will make this a competition.

<table>
<thead>
<tr>
<th>Beginners/Intermediates</th>
<th>Intermediates/Advance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
<td><strong>Name:</strong></td>
</tr>
<tr>
<td>Things you throw</td>
<td>Things that scare people</td>
</tr>
<tr>
<td>Things with an odor/a smell</td>
<td>Politicians</td>
</tr>
<tr>
<td>Things worn on the feet</td>
<td>Things found in a jewelry store</td>
</tr>
<tr>
<td>Round things</td>
<td>Heavy things</td>
</tr>
<tr>
<td>Square things</td>
<td>Things that have numbers</td>
</tr>
<tr>
<td>4-legged animals – on land</td>
<td>Things you plug in</td>
</tr>
<tr>
<td>Sea/water animals</td>
<td>Things found on a map</td>
</tr>
<tr>
<td>Things that are green</td>
<td>Things that are fast</td>
</tr>
<tr>
<td>Things you would find in a refrigerator</td>
<td>Things on the internet</td>
</tr>
<tr>
<td>Parts of a house</td>
<td>Things done in the water</td>
</tr>
<tr>
<td>Things that are red</td>
<td>Soft things</td>
</tr>
<tr>
<td>Things that are loud</td>
<td>Places you find water</td>
</tr>
<tr>
<td>Things on your face</td>
<td>Illnesses</td>
</tr>
<tr>
<td>Things people do in the morning</td>
<td>Things under the ground</td>
</tr>
<tr>
<td>Liquids</td>
<td>Things with a switch</td>
</tr>
<tr>
<td>Reasons people go to the doctor</td>
<td>That’s that make people smile</td>
</tr>
<tr>
<td></td>
<td>Things in a park</td>
</tr>
<tr>
<td></td>
<td>Foreign Cities</td>
</tr>
<tr>
<td></td>
<td>American movie titles</td>
</tr>
<tr>
<td></td>
<td>Vegetables</td>
</tr>
<tr>
<td></td>
<td>Fruits</td>
</tr>
<tr>
<td></td>
<td>Things in the sky</td>
</tr>
<tr>
<td></td>
<td>Things made from paper</td>
</tr>
<tr>
<td></td>
<td>Things (nouns – people, places, things) that begin with [S]</td>
</tr>
</tbody>
</table>

End with **Camp Song**
English Corner Activity Two

**Opening Song** with all groups: “Head and Shoulders, Knees, and Toes”

Head, shoulders, knees and toes,  [place hands on body parts]
Knees and toes.  [repeat]

And eyes, and ears, and mouth, And nose.

[repeat first 2 lines – repeat entire song going faster and faster]

**I. Game: Commands**
Nancy will illustrate with Assistants commands; i.e., Point to, etc.
(Group leaders, note what the students do not know!)

**Beginners:**
“Point to…”

Your eye       Your eyebrow       Your waist
Your other eye You're cheek       Your hip
Your ear       Your teeth         Your chin
Your nose      Your tongue        Your chest
Your mouth     Your arm           Your pants
Your head      Your knee          Your shirt
Your neck      Your leg           Your shoes
Your hair      Your foot          Your socks
Your lips      Your toes

Do this two times.
The third time, break into groups, the group leader points, they say. (Repeat if necessary.)

The fourth time, the group leader says, “What is this?” They answer, “This is my ......”

**Intermediates:** Add the following commands

Point to…

Your skin       Your left foot       The window
Your forehead   Your friend's back  The ceiling
Your shoulder   Your elbow          The blackboard
Your wrist      Your thumb          The light switch
Your right eye  Your ankle         The wall plug
Your left arm   The door            
Your right leg  The wall            

Do 4 times, see above on variations
II. Game – advanced commands
Nancy will model with group leaders, ex: “I want you to run around the room.”

Beginner and Intermediates

I want you to:

- Run around the room
- Stop
- Wave “hello”
- Sit
- Stand
- Shake hands
- Bow
- Drink
- Jump
- Hold hands
- Turn in circle
- Raise arm (right arm, left arm, both arms)
- Wave good-bye
- Put your hand on your head
- Close your eyes
- Shake your head “no”/’yes’
- Say your English name
- Say your English name 3 times
- Wake up!
- Stretch!
- Yawn
- Look at your watch
- Clap your hands
- Clap your hands five time [any number]
- Jump
- Jump three times [any number]

For Intermediate, if time: act out/pretend

- Paint a big picture
- Row a canoe
- Ride on a motorbike
- Be a monkey
- Fall in love
- Be a big lion
- Run like a penguin
- Brush your friend’s hair
- Swim in the sea
- Walk like an elephant
- Stand on a balance beam
- Shampoo your hair
- Play the trombone

Advanced
Three sentences Command Instructions – give each group leader six 3 X 5 cards and pen.
Nancy and the leaders will demonstrate:

1. Stand Up.
2. Walk to the door.
3. Kiss Doug on his balled head.

Each group will have a few minutes to discuss as a group 3 commands that they wish to write down. The funnier they are the better. Once they have decided on 3 sentences of command instructions, one will read them (one at a time) to the group on his right. Students in that group must carry out the commands. This should take the entire period.

End with CAMP SONG
English Corner Activity Three

Opening Song with all groups: review “Hands and Shoulders, Knees and Toes”

I. Game – Counting Backwards

Beginners/Intermediates/Advanced

Count numbers 10 to 0 backwards. Use right hand as a puppet, left hand, right foot (shake), left foot (shake). Start slow, then go faster and faster.

Nancy models counting forward. Then, with group leaders, models counting backwards for as many times as it takes! Each time, start with one less number. Note: beginners may not be able to add the hand and foot motions till they can count backwards with ease.

II. Tricky Tricky Bear

Beginners Only – emphasize rhythm

On a Sunday, a Monday, a Tuesday, Wednesday, Thursday, Friday, Saturday Night, Oh beware of the snare of the tricky tricky bear on any day or night.

Get everyone sitting in a circle with a cup or glass in front of them.

The game starts, with everyone singing the rhyme:

As you sing you must pass you cup on to the next person (to the left) in time with the rhyme. You pass for every day etc.

As you sing, the speed of the rhyme gets faster and faster. When you get to the line "Tricky Tricky Bear" you place the cup to the next person but don't let it go, then take it back.

So it goes:

"TRICKY" - give it to the person
"TRICKY BEAR" - take it back

If you drop a cup, you go out.

When it gets down to 2 people, just pass the cups in front, until someone messes up.

Winner is the last man in. [For advanced students, order a reverse!!]
II. Game - Unfinished sentences – use your imagination!!

Intermediates/Advanced

Nancy and group leaders model. This is done in 4 small groups. This will not be shared with the class, just shared in the group. The idea is to get them talking English, and speaking in complete sentences! [The group leader reads the unfinished sentence. The student answers by repeating the sentence, and answering it, sharing it aloud with the small group.]

What is your dream? My dream is.....
If you could go any place in the world....
On Saturdays, I like to.....
If I had only 24 hours to live, I would.....
If I could buy the car of my choice, I would buy.....
I feel best when people.....
If I had a million dollars, I would.....
Secretly I wish......
If I could change the world, I would.....
Right now the most important thing in my life is.....
If I could visit any place in the world, I would visit.....
The most exciting thing I have ever done is.....
One of my favorite times of the year is...
My favorite holiday is.....One of my best memories of childhood is.....
I am really looking forward to the time when I.....
What I remember most abut my closest childhood friend is.....
I came to this school because.....
One thing I think I am really good at is.....
One thing about me that I would like to change is.....
What I like most about China is.....
What I like most about America is.....
My favorite food is.....
In ten years, I would like to be.....
When I find time to be alone, I like to.....
My favorite TV program is.....
One of the most interesting times in my life was.....
A person I really admire is.....

Note: For Advanced group, go back and ask why? Use complete sentences.

End with CAMP SONG
English Corner Activity Four

**Opening Song** with all groups: “Skinnamarink”

**Game: Name as many Objects as you Can!**

**Beginners/Intermediates/Advanced**

Each group leader will have a pad and pen to write down all the objects named by the students [very fast], in about one minutes time. Beginners may have more time. We will compete with the other groups. When one group names something, the other groups must cross it off their list. Leaders may not help the students. Nancy and group leaders will first model the game.

**Name as many objects as you can that you would find in a…..**

**Beginners:**

- Kitchen
- Bedroom
- Bathroom
- School Room
- Body Parts
- Clothing
- Colors
- Food
- Drinks
- Sports
- Winter
- Animals
- Transportation

**Intermediates/Advanced**

Take some of the above if you have time left, but start with these categories:

- Musical Instruments
- Prepositions
- Jobs
- Feelings
- Subjects in School
- Family
- Fruit
- Vegetables

**Intermediates/Advance**

Nancy and group leaders model. Done in small groups, leader does not help but writes down answers with pad and pen. We will compete with other groups. When a group lists something, the other groups need to delete it from their lists.

**Game: “What would you need to take with you to survive on a [an]…..”**

- Island
- Mountain Top
- Dessert
- Jungle
- Siberia

**End with CAMP SONG**
English Corner Activity Five

**Opening Song** with all groups:  “Skinnamarink”

**Game:** “I Love My Neighbor”

**Beginners & Intermediates**

Nancy and group leaders will demonstrate. All sit in one large circle. Nancy is in the middle and says, “I love my neighbor who is wearing jeans.” The assistants help all those wearing jeans to stand up, and all fight for a vacant seat. There is one less chair. The one left standing says the next “I love my neighbor…”

I love my neighbor who….

- is wearing jeans
- who is wearing a necklace
- who is wearing sneakers
- who is wearing the color orange [red, back, blue, white, etc]
- who is wearing glasses
- who has a birthday in July [August, October, December, etc.]
- who plays soccer [basketball, snow skies, etc]
- who has a pet at home
- who has two pets at home
- who plays or watches basketball
- who plays a musical instrument
- who has brown eyes
- who loves to dance!!

**Intermediates/Advance**

**Act out skit of Good Samaritan.** Nancy tells the story 3 times, teaching vocabulary. Group leaders help with skit. Groups do skits in front of class.

**Love Your Neighbor!!**

A priest served in the temple and offered prayers and sacrifices to God for the people. Surely he would help.

A Levite was a priest’s assistant and took care of the temple. Surely he would help.

A Samaritan was a person the Jews did not like because they thought a Samaritan was not pure.

**Scene 1** – The robbers beat the man and leave him for dead.
**Scene 2** – The priest walks by the man and ignores him.
**Scene 3** – The Levite walks by the man and ignores him.
**Scene 4** – The Samaritan stops and helps the man
**Scene 5** – The Samaritan takes the man to the inn and pays for his care.
You need a Narrator, a priest, a Levite, a Samaritan, a man who gets beat up, and thugs who do the beating!

If time: **Lead a discussion** to help the students understand that they should love others regardless of where they live, what they do, the language they speak, etc.

Prejudice is treating a person unfairly because of who they are, what they are, how much money they make, etc.

Examples of reasons for prejudice include money, position in society, gender, language, race, nationality, athletic skills, mental abilities, popularity, etc.

Ask the students for examples of kids who treat others unfairly. Examples could include the popular kids are unkind to the unpopular, the good athletes make fun of those who are not good, the smart kids laugh at those who make bad grades, the kids who have nice clothes, etc.

End with CAMP SONG
English Corner Activity Six

Opening Song with all groups – “I’ve Got Hands” [“Father Abraham”]

Beginners

Game – Mystery Bag

Nancy will have 4 paper sacks. One object will be placed in the sack at a time. The students must put in a hand to touch/feel it and say one word to describe it. After each has said a descriptive word, they will guess the object. They must not look into the bag. Groups will compete.

Objects:
- Pinecone
- Q-tip
- Plastic egg
- Hair clip
- Cotton ball
- Fork
- Curler
- Beans
- Paper clip
- Noodles
- Others? [Have students put something from their pocket or purse into the bag for variations.]

Intermediate

Jazz Chants help non-native speakers get the "feel" of American English. The student learns the stress, rhythm, and intonation patterns by "doing" them. It's a very effective and enjoyable way to learn.

Steps in teaching a jazz chant:

1. Be sure students know all the key vocabulary.
2. Have the chant in the Student Workbook.
3. Read the entire chant to the class - slowly
4. Read one line at a time of chorus and have students repeat the line until they can say most of the words.
5. Add the rhythm (clapping, marching, pounding the table or a drum) to the chorus. Let the class do the rhythm and say it at the same time.
6. Let "soloists" say it while everyone else claps [you can be the soloist, an assistant, or one of the better English speaking students – and they can each take a verse]
7. Eventually, class also takes part of soloist.
8. Move toward acting it out as chorus does whole chant (have a student take soloist part, or whole group take soloist part)
9. This activity [jazz chant alone] may take one entire class period, especially if a skit comes out of this
10. Suggestions – you may divide this into groups of 4, then put it all together for final production.
The Good Samaritan

Chorus:
Walkin', walkin', walkin' down the road.
Walkin', walkin', walkin' down the road.

1. I'm going to Jerusalem, walkin' down the road.
   Peace in my heart, not a care in the world.   Chorus

2. Along came some robbers, beat me on the head.
   Took all my money, left me for dead.     Chorus

3. Along came a rich man, dressed so fine.
   Stuck his nose in the air, he didn't have the time. Chorus

4. Along came a poor man with a heart so kind.
   He took one look at me and changed his mind. Chorus

3. He put me on his donkey, took me into town.
   True friend, true friend, couldn't let me down.

Fade out: True friend, true friend, couldn't let me down.

True friend, true friend, couldn't let me down.
True friend, true friend, couldn't let me down.
True friend, true friend, couldn't let me down.

Skit:

Act out skit of Good Samaritan. Teacher tells the story 3 times, teaching vocabulary.
Advanced Plus

Read all of 5 stories. The activities are listed on the page of instructions for each group leader.
Lesson 1 – A Soldier’s Lie

The Story

Once a soldier asked his commanding officer for a day’s leave to attend his sister’s wedding. The officer asked him to wait outside the door for a few minutes while he considered the request. The officer then called the soldier back in and said, “You are a liar. I have just phoned your sister and she told me she is already married.”

“Well, sir, you are an even bigger liar” the soldier replied, “because I do not even have a sister!”

Vocabulary Practice

Mark the best choice.

1. ‘Leave’ means.....
   a. going out from a place
   b. one part of a tree
   c. permission to be absent from work
   d. asking a person for some money

2. To ‘attend’ means to.....
   a. take care of
   b. pay for
   c. be present at
   d. look at
Questions for Discussion

1. Why did the soldier tell the officer a lie?
2. Why did the officer tell the soldier a lie?
3. What is a sin?
4. Is telling lies ‘sin’?
5. Can you remember telling any lies?

Activities

1. As a group, have the students pronounce the following words several times:
   a. Command
   b. Officer
   c. Attend
   d. Soldier
   e. Already

2. Have one person start the story, telling one line. Then ask, “then what happened next?” and the next person continues. Go around the circle until the story has been completely told.

3. Form pairs, and each tells the other the story in his/her own words.
   I have for other stories taken from the Directors’ Handbook to continue with this activity.

Remind students that on Wednesday, the last day for English Corner, they get to ask their questions. Prepare them all week. This is also true for beginners.

Sing CAMP SONG
English Corner Activity Seven

Opening Song with all groups – “I’ve Got Hands” [“Father Abraham”]

Beginners

Game – Mystery Bag

Nancy will have 4 paper sacks. One object will be placed in the sack at a time. The students must put in a hand to touch/feel it and say one word to describe it. After each has said a descriptive word, they will guess the object. They must not look into the bag. Groups will compete.

Objects:

- Pinecone
- Hair clip
- Curler
- Paper clip
- Q-tip
- Cotton ball
- Beans
- Noodles
- Plastic egg
- Fork
- Others? [Have students put something from their pocket or purse into the bag for variations.]

Intermediate/Advanced

Read all of 5 stories. The activities are listed on the page of instructions for each group leader.

Remind students that on Wednesday, the last day for English Corner, they get to ask their questions. Prepare them all week. This is also true for beginners.

Sing CAMP SONG

English Corner Activity Eight

The last day for English Corner, they get to ask their questions. Prepare them all week. This is also true for beginners.
English Corner Ideas

The following ideas were taken from the book *Keep Talking*, by Friederike Klippel. Published by Cambridge University Press. The conversational lessons were sent to us by Sharon Riegel.

Another great resource is *Five-Minute Activities* by Penny Ur & Andrew Wright. Published by Cambridge University Press.

Adverb charade
Level: Beginners / intermediate
Organization: pairs, class
Preparation: About 50 small pieces of paper
Time: 10 – 15 minutes
Procedure: Step 1: The pieces of paper are distributed, so that each student receives two. On one piece paper he writes a simple action, e.g. eating a banana, knitting, reading a paper; on the other an adverb, e.g. angrily, badly, cautiously, etc. All the pieces of paper are put in two piles face down.
Step 2: Each student teams up with a partner. The first pair of students come to the front of the class. One draws a piece of paper from the action pile, the other from the adverb pile. Both mime their action in the manner described by the adverb. The rest of the class guess.
Variations: This can be played as a competitive team game.

Choosing Pictures
Level: Beginners/ intermediate
Organization: Individuals or work in small groups
Preparation: Collect about three times as many different pictures (of objects, people, scenery, etc.), as there are students.
Time: 15 – 20 minutes
Procedure: Step 1: All the pictures are put on a table. Each student chooses two: one picture of something he likes; one of something he dislike.
Step 2: Each student shows the two pictures to the class and explains why he likes or dislikes them.
Variations: Other selection criteria can be used, e.g. choose a picture that you have strong feelings about (positive or negative) and one that leaves you cold.
Note: Suitable pictures can be found in newspapers, magazines and among one’s own collection of snapshots.
**Question Game**

*Level:* Intermediate/Advance  
*Organization:* Groups of six  
*Preparation:* Two dice of different color, a question board and question cards and 10 question cards for each group  
*Time:* 15 – 30 minutes  

**Procedure:**  
Step 1: Each group receives the dice, question board and question cards. The question cards are put in piles face down next to the numbers 1 – 5 on the question boards. Each student in the group is given a number 1 to 6.  
Step 2: Taking turns, each student throws the dice. One die indicates the question to be asked (the one on top of the pile of question cards next to the number thrown) the other, the person who must answer the question. If the ‘question-die’ show a 6, the person whose turn it is may ask a question of the student whose number was thrown with the ‘student-die’. The exercise is finished when everybody has answered every question.  

**Variations:**  
1: Students can prepare different questions.  
2: Instead of personal questions others concerning subject or topics taught in class can be chosen.
Discussion Wheel

Level: Intermediate/Advance
Organization: Groups of six students
Preparation: One handout for each group, three dice per group
Time: 15 - 25 minutes
Procedure: Each group receives a copy of the handout and three dice. Each group member is given a number from 1 to 6. The dice are thrown: two dice indicate the students who start the discussion, the third die indicates the topic they have to talk about. After a short while the other group members can join the discussion. Every topic on the wheel should be discussed at least once. If the topic die shows the number 5, the two students choose their own discussion topic.

Variation: 1: Instead of writing the discussion topics on the discussion wheel, they can be put on small cards and laid face down on the wheel.
2: More factual or more personal topics can be chosen.

Note: I have included the wheel. Feel free to change the wheel to best suit your needs.
Clusters
Level: Beginners/intermediate
Organization: Class
Preparation: A list of commands for the teacher; a radio or cassette recorder for background music. The room should be cleared of tables and chairs.
Time: 15 - 30 minutes
Procedure: Step 1: The students walk around the room while the music is playing. As soon as the music switched off the teacher gives a command, e.g. ‘Stand together I groups of five.’ When the students have sorted themselves into groups the music continues and everybody again walks around alone until the next command. Possible commands: ‘Shake hands with as many people as possible’; ‘Form a group with people of roughly the same height’; ‘Stand together I groups of four and agree on a song you want to sing’; ‘Mime a scene with at least three other people’; ‘Find people whose birthday is in the same month as yours.’
Step 2: After about five to eight commands which involve everybody, the game can be finished off by calling out numbers, e.g. ‘seven’. That means that separate groups of seven students have to be formed. Anyone who is not in a group of seven is out.
Note: Step 2 is only suitable for younger students since it involves a lot of pushing and pulling.

Back to Back
Level: Beginner
Organization: Pairs
Preparation: (Cassette recorder with music tape or radio)
Time: 10 - 20 minutes
Procedure: Step 1: While the music is playing or the teacher is clapping, everybody walks around the room observing other people’s clothes, hairstyle, etc. As soon as the music stops, each student pairs up with the person standing nearest and they stand back to back. Taking turns, each of them makes statements about the other’s appearance, e.g. Student A: ‘I think you’re wearing blue jeans’. Student B: ‘That’s not right. My pants are blue, but they aren’t jeans’ etc.
Step 2: After a few minutes the music starts again and all partners separate. When the music stops a second time, the procedure described in Step 1 is repeated with a different partner. Three or four description phases are sufficient.
Variations: A student is allowed to keep making statements as long as they are correct. As soon as he mentions something that is wrong, it is his partner’s turn to start describing him.

What’s in the Box
Level: Any Level
Organization: Pairs / Groups
Preparation: As many small boxes as there are groups; various items, familiar and unfamiliar
Time: 10 - 30
Procedure: Step 1: The leader in each group passes the box around the circle. Each student is allowed to reach in and feel the object. That student must then give a one word description of the object. After everyone has felt the object and given a one word description. The group then discusses what the object could be.
Step 2: Once the object has been discovered, the leader then exchanges it for another object. Be sure the students do not see what is placed in the box.
What is being Advertised?
Level: Intermediate/Advance
Organization: Pairs
Preparation: A number of different advertisements (cut out from magazines) from which all names and pictures of the products advertised have been removed, half as many advertisements as there are students. (Don’t throw away the bits that have been cut out.)
Time: 15 - 20 minutes
Procedure: Step 1: Each pair of students receives one advertisement. The partners discuss what product the advertisement could be for and why they think so. One of each pair makes some notes. After about five minutes the advertisements are exchanged and each pair of students discusses another advertisement in the same way.
Step 2: Taking turns, each pair of students show their second advertisement to the rest of the class and report their ideas on the product being advertised. The two students who discussed this particular advertisement in the first round say where they agree or disagree and give reasons. When all the advertisements have been discussed the teacher gives the solutions (by presenting the cut-out parts of each advertisement).
Note: When the students are making suggestions about the type of product being advertised by, for example, idyllic scenes in the country, their attention can be drawn to the associations which certain pictures give us (e.g. waterfall - clean air, health - cigarettes).

Four Corners
Level: Intermediate/Advance
Organization: Class, groups
Preparation: Masking tape, 20 big pieces of paper with one word on each. The classroom should be cleared of tables and chairs.
Time: 20 - 30 minutes
Procedure: Step 1: The teacher fixes a piece of paper to the wall in each of the four corners of the room. The words on each piece of paper should belong to the same category, e.g. colors: white, red, brown, purple. Other possible categories for the signs are: types of music, articles of clothing, tools, cities, countries, beverages, numbers, animals, etc.
Step 2: The students are asked to read all four signs and stand in the corner which suits them best. All the students in one corner interview each other about why they chose this one. When the next four signs are hung up everyone chooses again.
Step 3: At the end a short discussion can follow on which students often chose the same corner, which student never met, etc.
Variations: Instead of single words, statements, quotations, proverbs or drawings can be used.
What Would Happen If . . . ?
Level: Intermediate/Advance
Organization: Class/Groups
Preparation: About twice as many slips of paper with an event/situation written on them as there are students
Time: 10 - 15 minutes
Procedure: Every student receives one or two slips of paper with sentences like these on them:
  "What would happen if a shop gave away its goods free every Wednesday?" 'What would you do if you won a trip for two to a city of your choice?' One student starts by reading out his question and then asks another student to answer it. The second student continues by answering or asking a third student to answer the first student's question. If he has answered the question he may then read out his own question for somebody else to answer. The activity is finished when all the questions have been read out and answered.
Variations: The students can prepare their own questions. Some more suggestions:
  What would happen . . .
  if everybody who told a lie turned green?
  if people could get a driving license at 14?
  if men were not allowed to become doctors or pilots?
  if children over 10 were allowed to vote?
  if gold was found in your area?
  if a film was made in your school/neighborhood?

What would you do
  if you were invited to the President's party?
  if a photograph of yours won first prize at an exhibition?
  if you found a snake under your bed?
  if you got lost on a walk in the woods?
  if you could not sleep at night?
  if you suddenly found out that you could become invisible by eating spinach?
Mystery Box
Bring to class a very colorful and decorated box, which is approximately 10 inches deep and six inches wide. Inside the box are six ping pong balls, numbered 1-6.
Equally divide the class, according to rows, into two teams and in my current class arrangement, rows 1-3 being the Dragons and rows 4-6 being the Tigers.
Write six topics on the board and since the students are senior grade level, their English is mostly intermediate to advanced, by current Chinese standards.
Some examples of topics that I have used include: "Farmers should get more money for their work, China should send someone to the moon, Cigarettes should have higher taxes, People who marry should stay together", etc. Use your imagination concerning the topics according to your student’s abilities and according to which country you are teaching in. I number the topics according to difficulty, with topic # 1 being the easiest and topic # 6 being the most difficult. The student must agree or disagree with the topic and give their opinion why.
Start with row one, seat one, and I shake the box and allow the student to draw one numbered ping pong ball, without looking into the box. The number they draw is the topic that they must discuss.
If the student can complete his opinion, he gets the number of points on the ping pong ball and I write it on the chalk board, which has been divided into the two teams. Next, it is the other team’s turn, usually row four seat one, and they repeat the process. I also write their score on the chalk board. I simply designate the next student who must discuss the topic, according to rows, seats and teams. After the second set of students take their turn, all the students can see the score on the chalk board, as I tally the two scores before moving on to the third set of students, for example: Dragons 10, Tigers 4. Some students may try to peek into the box, looking for the ping pong ball with the number six, but I have explained at the beginning that if they do, they lose their turn and it is the next team’s turn. I have very little problem with this, however.
I have utilized this game many times and it is great for a 45 minute class period. Once the last student has drawn and if the game has ended in a tie score, I have one short round, deciding the winning team, according to how much of class time is left. Usually no more than two or three students, according to their turn in the rotation, participate in the tie breaker round.
It never fails to bring excitement to the classroom. Chinese students enjoy this English game very much.

Skit-in-the-bag
Divided the class into groups of 4-5 students and give each student a bag. In each bag is a collection of unrelated things. For example, 1) a small Mount Rushmore oil lamp; 2) a velour bathrobe; 3) a lint brush; 4) a fry pan and 5) a windshield wiper (the weirdness of the items may vary). Each group must come up with a 2-3 minute skit, utilizing all the objects. The students could either perform the skit in front of the class.