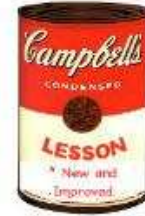


Become a Supporter and Get 100s of "Lessons In A Can" + more...



LESSONS IN A CAN [where not stated – a whole language activity]

1. **BATTLESHIP** - [speaking, guessing, games, verbs] Low
2. **WHO IS IT? / CELEBRITIES** – [speaking, people, description, questions] Low
3. **READ ALOUD GUESS THE DIFFERENCES** [reading, listening] Intermediate
4. **3 WISHES GAME** [past possibility, game] Intermediate
5. **MR. X'S AMAZING DAY** – [writing, daily routine, habits, verbs, video] Low
6. **WHERE THE HELL IS MATT** - [music, geography, nationality] Intermediate
7. **BEST FUNNY STORIES** – [humor, retelling, past tense,] High Intermediate
8. **DO YOU BELIEVE IN ...?** [speaking, questioning, beliefs, pairs] Advanced
9. **BIRTHDAY HOROSCOPE** [months, personal adjectives, tasks] Intermediate
10. **MINI-BOOK MAKING** [writing, comics, storytelling, past tense] ALL
11. **CLASSROOM INTERVIEWS** [speaking, role playing, questions] Low
12. **POP – UP CARS** [crafts, colors, camps] Low
13. **SIGN THE ALPHABET** [alphabet, reading, vocabulary, TPR] Low
14. **TV COMMERCIALS** [listening, critical thinking, media awareness] Intermediate
15. **TRANSL8IT – TEXTMESSAGES** [writing, decoding, game] Intermediate
16. **TEACHING NUMBERS** [listening, vocabulary, pairs] Intermediate
17. **BRANDS & PREFERENCES** [speaking, comparatives, game] Low Intermediate
18. **WHEN WAS THE FIRST/LAST TIME....** [speaking, survey, past] Low
19. **I HEARD IT THROUGH THE GRAPEVINE** [writing, idioms, humor] High Int.
20. **FINISH IT OFF!** [listening, stories] Intermediate
21. **LOOK ON THE BRIGHT SIDE!** [speaking, idiomatic expressions, pairs] Int.
22. **HORRIBLE, STUPID, FUNNY JOKES.** [humor, questions] Intermediate
23. **AT THE MOVIES** [media, posters, quizzes, presentations] Low
24. **WHAT TIME IS IT?** [numbers, time, pairs] Low
25. **THANK YOU GAME** [speaking, expressions, task, last lesson] Intermediate
26. **THE FAMILY** [family tree, vocabulary, getting to know students] Low
27. **CONVERSATION STARTERS** [interviews, questions, prompts] ALL
28. **PUBLIC SPEAKING** [speaking, skills, presenting] High Intermediate
29. **WHO ARE YOU?** [quizzes, pairs, questions] Intermediate
30. **SCHOOL IS.....** [adjectives, stating “why”, because, pairs] Intermediate
31. **THE TOP 5!** [vocabulary, ppt, game] ALL
32. **ALPHABET SIGNING** [alphabet, TPR, vocabulary] Low
33. **PRESENT GIVING** [speaking, X-mas, saying thank you, vocabulary, task] Low
34. **MR. BEAN** [speaking, pairs, video, verbs] Low
35. **N.Y. TIMES LESSON OF THE DAY** [current events, human interest] High Int.

- 36. LAST ONE STANDING** [listening, music, vocabulary, game] ALL
- 37. THE 3 SENTENCE ACTIVITY** [speaking, grammar, game] ALL
- 38. ANGEL VS DEVIL** [speaking, comparatives, transitions] Intermediate
- 39. BAAM GAMES** [vocabulary, review, quizzes, game] ALL
- 40. ZIP – ZAP GAMES** [vocabulary, word association, game] Low
- 41. ONE OF THESE THINGS IS LIKE THE OTHER** [speaking, cooperative learning, critical thinking, comparing] LOW
- 42. INTRODUCING THE TEACHER** [question making, groups, first lessons, assessment] ALL
- 43. GET TO KNOW YOUR STUDENTS** [guessing, questions, pairs] Intermediate
- 44. MAKE A DIFFERENCE** [song, story, critical thinking] High Intermediate
- 45. WHERE YOU FROM?** [geography, nationality, flags, countries] Low Intermediate
- 46. BINGO GAME – LESSON PLAN** [speaking, vocabulary, game] Low
- 47. LESSON IDEAS – PEOPLE** [song, adjectives, grammar, have/has got] Low
- 48. BREAKING NEWS ENGLISH** [listening, current events, news, exercises] High Int
- 49. WHAT’S YOUR JOB?** [vocabulary, jobs, careers, listening] Low
- 50. STORYBOOK MAKING** [writing, past tense, comics, reading] Low
- 61. DIGITAL STORYTELLING** [technology, reading, pictures, writing] Intermediate
- 62. SURVEYS AND QUIZZES I** [speaking, tasks, grammar] Low
- 63. SURVEYS AND QUIZZES II** [speaking, reading, personality adj., quizzes] High Intermediate
- 64. PLAYS – THE LITTLE MOLE** [plays, listening, reading, animals] Low Int
- 65. WEBQUESTS** [technology, internet, task, computers] Low Intermediate
- 66. WHITEBOARD SOCCER** [vocabulary, game, trivia, questions, test] All
- 67. JUST A BLANK PIECE OF PAPER – I** [drawing, vocabulary, creativity] All
- 68. JUST A BLANK PIECE OF PAPER – II** [introductions, personal information, questions] All
- 69. JUST A BLANK PIECE OF PAPER – III** [family, speaking, relationships] All
- 70. JUST A BLANK PIECE OF PAPER – IV** [questions, prepositions, homes] All
- 71. \$100 LAPTOP** [listening, current events, technology, exercises, vocab.] High Int
- 72. IT’S A WONDERFUL WORLD!** [song, music, vocabulary, brainstorming] Int
- 73. HOMONYMS AND HOMOGRAPHES** [pronunciation, vocabulary, listening] Adv
- 74. TEACHING TEACHERS** [question making, prof. development, skills] Advanced
- 75. ? MAKING – GETTING TO KNOW YOU** [questions, surveys, conversation] Low
- 76. ? MAKING - WALKAROUNDS** [speaking, tasks, vocabulary] Low
- 77. ? MAKING - PHOTOS RESPONSE** [questions, vocabulary, game] Intermediate
- 78. ? MAKING - THE 5WS** [current events, speaking, news, video, listening] Int
- 79. ? MAKING - TIC-TAC-TOE** [questions, game, grammar] Intermediate
- 80. ? MAKING - BATTLESHIP** [game, vocabulary, questions] Low
- 81. GAMES 4 REVIEWING TENSES** [games, grammar, tenses, questions] Low
- 82. TRAVEL TALK** [conversation, retelling, past tense, holidays] Low Intermediate
- 83. NOSY NEIGHBORS** [speaking, vocabulary, verbs, game] Low
- 84. LET’S TALK!** [speaking, vocabulary, game, conversation] Low Intermediate
- 85. DEBATE IN THE EFL CLASSROOM** [debate, critical thinking, problem solving] High Intermediate

- 86. GUESSING ABOUT CLASSMATES** [classmates, questions, game] Intermediate
- 87. CULTURE SPECIFIC TEACHING**[vocabulary, grammar, poetry, expression] Int
- 88. GOOD NEWS / BAD NEWS** [speaking, idioms] High Intermediate
- 89. Pictionary** [speaking, technology, drawing, crafts, game] All
- 90. INFORMATION GAP** [speaking, idea, tasks, communication] All
- 91. ASK THE TEACHER**[speaking, game, interview, introductions] Low Intermediate
- 92. HOW MUCH IS IT?** [game, numbers, shopping, prices] All
- 93. COOPERATIVE LEARNING** [critical thinking, group work, tasks] Intermediate
- 94. CELL PHONE SCRAMBLE** [technology, dialogue, writing, game] Intermediate
- 95. THE POWER OF PREDICTION** [reading, future tense, stories] All
- 96. JEOPARDY BRAINSTORMING** [game, questions, brainstorming] All
- 97. CLOTHING** [vocabulary, categorizing, description] Low
- 98. CLASS GIFT GIVING** [vocabulary, thanking, task, Christmas, because] Int
- 99. CARD MAKING** [Christmas, crafts, thanking, drawing] All
- 100. COOTIE CATCHER** [craft, game, vocabulary] All
- 101. NFB SHORT VIDEOS** [video, description, stories, vocabulary] Low Int
- 102. HAPPY NEW YEAR** [future tense, resolutions, agreement, song] Intermediate
- 103. SIGNS** [modals, song, vocabulary, commands] Intermediate
- 104. EXERCISE AND TREADMILLS** [video, music, current events reading, vocabulary] Intermediate
- 104b. GAZA WAR OF WORDS** [current events, news, reading] High Intermediate
- 106. RUNNING DICTATION** [writing, reading, game, korea] All
- 107. FIND SOMEONE WHO** [speaking, task, questions, game] All
- 108. CLOZE ACTIVITIES** [speaking, listening, vocabulary] All
- 109. BACKDOOR** [description, tenses, video, Mr. Bean] All
- 110. FLASHCARDS** [vocabulary, game, task, pictures] All
- 111. Zoo Making and Animal Talk** (animals, description, prepositions) LOW
- 112. The Multi-Platform Male** [commercials, adjectives, media] High Intermediate
- 113. Words, Words, Words** [Collocations, Vocabulary, Video] Intermediate
- 114. Spiderman and Superheroes** [listening, drawing, ability] Low Intermediate
- 115. I am not Afraid** [questions, chant, lyric rewrite, song] Low Intermediate
- 116. This is the Truth –Adidas** [commercial, beliefs, writing, listening] H. Intermediate
- 117. The Incident At Tower 37** [retelling, story, environment, animation] Intermediate
- 118. Technologic – Talking about tech** [verbs, phrasal verbs, matching, media] Int.
- 119. Making a P and J Sandwich** [Mr. Bean, food, transitions, retelling] Low Int.

MORE COMING EVERY WEEK!

1. Battleship (low)

Today I offer a very good way to get low level students to practice and learn the target language. BATTLESHIP.

Play first as a whole class, teams guessing. Later the students play in pairs. Draw a grid equal to the battleship grid on the board. Prepare 6 ships on your own hidden paper. (2 3 squares, 2-4 squares , 2-5 squares. Only horizontal or vertical.



Students from each team ask you, using the target language and try to get a "hit". If they hit, they continue and get a point. If they sink a ship, scream "Battleship" and they get the amount of points the ship is worth (3, 4 or 5) plus the point for the hit. But then they must stop guessing, next team's turn. Continue until all battleships are sunk. Team with the most points wins.

Then have the students draw their own ships in and play, using the bottom grid. Circulate and help as necessary. I even got a few classes who loved the game, making their own cardboard battleship holders. Just fold hard/thick cardboard and staple together. They glue or paper clip their sheet to the board and play, their paper well hidden. Works like a charm . Here, attached is one sheet. Find many more [HERE](#) and [HERE](#). Enjoy! Can be prepared by any teacher and used for any grammatical target language....be inventive!

You can also play online battleship in [our ARCADE](#)

[Battleship Vacation](#) (example) [How to Play](#) (handout)

2. Who is it? (low)

Today's Canned Lesson is a quick but very effective way to get conversation started in your class. For low beginners to advanced.

Also try [Uwall](#) for a visual prompt and music!



1. Put some pictures of celebrities/famous people on the board. (I just print and use magnets to hold). Describe some and get the students to respond, who they think you are describing. Circle that picture. It is eliminated. Continue until all have been guessed. You may even do this in the form of a point game.

2. Hand out the Who Is it ? sheet. I sheet / 2 or 3 students. Students describe a person on the sheet and the others guess. When guessed or if they say "We give up!", a circle is drawn around the person's name. It is eliminated. Students continue taking turns until most of the names are eliminated.

3. Students ask you / quiz you. This is necessary, reverse the process to help language learning. Also, they will ask you about the ones they don't know!

I have 2 versions, One is for where I teach presently Korea. The other for the whole wide world. But as with all materials, modify for your own class/ culture.

Have fun gossiping! Also see [these ppt Guess Who / Guess What games](#). Perfect! [Akinator](#)- where the computer guesses a person the class chooses, is also wildly useful and popular.

[Who is it \(Korea\)](#)

[Who is it \(Celebrities\)](#)

3. Spot The Differences (Int.)

Today's Canned Lesson is for mid to higher level students. It's called Read Aloud and Spot the Differences.

This is similar to the conversation activity in which students look at pictures, describe the pictures, and discover the picture differences. However, this is done with a reading text and students read and listen. In the example below, which is done in pairs, one student reads a text aloud about one animal. The other student listens and reads a text silently until he or she realizes there is a difference. This student informs the partner of the difference in the text. Students write the differences on their texts, and after each student has read aloud, they discuss the differences and decide which information is correct. The teacher can provide the students with a new text which has all the correct information. Students scan it to discover the correct answers.



Sound easy enough? Yes, an instant lesson but make sure you the teacher read these beforehand!

Also, this ["Spot The Differences" power point with pictures](#) is a perfect compliment. Students look at the pictures and find as many differences as possible.

Put on the board - In Picture A there is / isn't but in Picture B there is / isn't.

Students talk about their reading using this structure.

[Reading: Find The Differences 1](#) [Reading: Find The Differences 2](#) Also find many online presentation/games like this in [our GAMES directory](#).

4. Make A Wish (Int.)

Today's lesson activity has to do with "wishing". Practice beforehand the proper grammatical form of stating wishes. Then maybe tell the 3 genie joke as outlined in the handout --- marooned on an island each wishes to be home, the last wishes they'd come back, he's lonely!. [Here it is in presentation.](#)

Once you've covered that, play the LIE game.

1. Write down 4 wishes on the board, one is a lie and the students guess which one is the lie. Use this form;

A) **I wish I had**

B) **I wish I could**

C) **I wish I were er / more**

D **I wish I had (n't) (regret)**

2. Students do the same and others try to guess which is their lie.

3. Handout the cards and tell them they are genies but with only the powers on the cards. They walk around the class trying to get their wishes granted!

Really fun, read in detail on the handout below. Thanks to Jill Hadfield and her great set of Communication Games for the inspiration for this activity which I modified. Have fun wishing!

[3 Wishes Game Handout](#)



5. Mr. X's Amazing Yesterday (Low)

This truly is a Canned lesson. About daily routines and basic verbs expressing daily habits. The goal is for students to create a minibook at the end. Colour and show some self expression and "product pride" in their own learning. Use for the past tense or just the present tense (routines)



It's called Mr. X's Amazing Day. (you might show a warm up of Mr. Bean for this and have students describe what Mr. Bean is doing or did).

1. Review the basic vocabulary by showing the powerpoint (attached) and asking students for the answer to "What is Mr. X doing? or What did Mr. X do? " (I have two ppts / two movies one with the present habitual tense and one using the past tense - find in our ppt folder). Reshow the ppt and have them ask in groups - one student the teacher.

2. Next, show the video with sound effects.

3. Give the hand out and have students write a sentence or two, depending on their level/ability about each picture. Edit as necessary. Then students cut out the pictures and paste into a minibook {fold 3 sheets of A4 twice, cut the fold edge on top, staple and you have a little mini book - students love them! A real pocket book!} Students colour, decorate, make a title page and write in their sentences/story.

Then in some other classes (but this might take a few classes) SHARE. Chose some students to share their work/present - the final stage in the writing process....

There you go, you have Mr. X's Amazing Day!

[Mr. X's Amazing Day handout](#) [Mr. X's Amazing Day powerpoint](#)
[Mr. X's Amazing day video](#) [Mini PPT](#) [Amazing Yesterday PPT](#) [Movie](#) (wmv)

6. Where The Hell Is Matt (low)

This video reviews countries and is really fun for students.

1. Warm up -- Show the students one of the ["Where the hell is Matt?" videos](#). Pause the video and have a student ask others - "Where "the hell" is Matt?" (a good full screen version is in [the A/V player. \(assorted folder\)](#). Put full screen and then keep hitting pause.

2. Activity. - Write some names of countries on the board. Describe a country using the target language of the handout. Students guess which country is being described. Once guessed, cross off the list. Continue with students playing each other in 3s, competing using the handout. Also use this [What the Wordle Countries game!](#) Or quiz with this [FLAG slideshow](#).

3. Warm Down. You might use any of the videos on [Geography at the movies](#) or any of the games about countries in our [Games resources](#) or [Games pages](#). (like Jeopardy / Baam - about countries/flags) This "LILY" video is great too. Play and pause and have a student point out the country before Lily does!.



Finally, in pairs, students can play using the [Which country is it? handout](#).

[World Map](#) [Flags Of The World Game PPT](#)

7. Funny Stories (Int)

Stories are powerful ways to activate language and also help students "frame" and retain language. This lesson about Funny stories is for higher level students but is really fun and engaging. See our [Stories/Reading resources](#) for many more resources.

[Full Screen](#)



1. Start by giving one of the funny stories (I like to give the 3 wishes story) to one of your better students to read. Ask them to step out of the class and read alone. You will call them back in, in a few minutes.

2. Tell another story to the class. Stop before the punchline and ask them to guess.

3. Give students a funny story (see below). You can either just chose 3/4 and give these out to groups so each member has a different story or use all the stories. Students are to read the stories quietly for a few minutes, asking about any difficult understanding or vocabulary.

Then in groups of 3/4 they try to retell their story to other group members. Explain they should try to only read if it is too difficult to state in their own words. When the teacher signals (after about 10-15 min.) students change groups once more and retell again (it will be easier).

4. Ask them as a group about which story they found the funniest / liked the best. Have one student retell that story as review (some will not have heard it!).

The times I've done this lesson, it has always succeeded. The stories are funny and it can lead into the students telling their own / sharing their own funny stories/jokes. Also, if time permits, keep getting them to retell as many times as possible by changing groups. Also challenge them to retell another person's story! You might even extend for very high level students by having them write down a story they heard and then have other class members edit and read. (see the story frame template attached).

[Funny Stories ppt](#) [Best Funny Stories handouts](#) [Story frame template](#)

8 Do you believe in.....? (Adv)

This is for higher level students and is a discussion activity. Fits right in with the theme of Halloween but can be used any time of the year. Lots of critical thinking.

Start the lesson by asking students about their beliefs regarding a few of the topics. Prompt with "why?", "How come?" Then students sit in pairs and discuss their beliefs. If they have differing beliefs, they should tell why they believe what they do.



Finally, if time permits, give students a topic and have them do a quick survey - walking around the classroom. To finish up, they tell the class the results of their survey. Many might surprise you! Modify for the culture you teach in - see the attached.

This is what makes the world beautiful - the variety of beliefs!

[Do You Believe In...? Handout](#)

9 Birthday Horoscope activity (Int)

This lesson activity is for mid to high levels. It practices adjectives to describe character.

First, quiz the students about the zodiac, birthdays etc.... Review months, ordinal numbers. Then ask them to walk around the class, asking everyone when their birthday is and recording the info. / name of the person beside the zodiac category.

Then, the students come together in groups. They should look at the categories of adjectives and write a classmates name under the list that best describes that person. Can lead to lots of discussion but it should be a best fit. Ask them to decide which list best suits you, the teacher, to start the discussion.


After groups have written the names of classmates under the lists, tell the students that each list corresponds to a particular zodiac sign! Ask about different students and what other groups thought was his/her personality profile. Then reveal which sign it is, really.

[Birthday Zodiac Handout](#) [Adjective Horoscope sheet](#)

*** Sagittarius is group 1 , Scorpio 2 etc...keep going clockwise.

An interesting activity. This will take a full lesson, leave lots of time! [Use these flashcards too!](#)



 ARIES (March 21–April 19) You have more than one fresh start ahead of you—don't be afraid to reboot Vista often. Your lucky numbers for today are: 3,428, 1,417, 1,155, 1,096, and 1,043.	 LIBRA (September 23–October 22) Signs are strong for you this year. There are signs everywhere in your journey—dangerous signs abound! Oh, and take extra care before you sign that Actuarial Opinion.
 TAURUS (April 20–May 20) There is harmony in the universal machinery that regulates the heavens. Get that filing in now!	 SCORPIO (October 23–November 21) Self-realization peaks for you this year. You will figure out who the anchor in the room is, and it is you. Repeat this self-affirmation after every meeting: "Mom still loves me."
 GEMINI (May 21–June 21) You learn that your controllers are more or less of one mind—that you need to get the team moving and on to new projects. Focus them on personal hygiene.	 SAGITTARIUS (November 22–December 21) Karma will play a big role for you this year. Refriend a Life Actuary. This act of charity will come back to you 52,329-fold (on an actuarial NPV basis).
 CANCER (June 22–July 22) CFDs are reawakening their chakras. Channel this energy to strengthen reserves.	 CAPRICORN (December 22–January 19) You have finally found it—tranquility, solitude, inner peace, and enlightenment. However, you do need to get out of the library every once in a while.
 LEO (July 23–August 22) Your negative energy is blocking your ability to utilize MS Office fully. Look to leverage pre-existing analyses and presentations. Don't forget to update those headers and footers!	 AQUARIUS (January 20–February 18) Berquist is in the house of Sherman—take care when adjusting your losses!
 VIRGO (August 23–September 22) Triangles are aligning with the 5th moon of Neptune. Multiplicative methods beware! Cape Cod is more than a summer vacation destination!	 PISCES (February 19–March 20) You need to relax today, no matter the insanity going on around you. Your mantras: "Remember, they're only underwriters."

10 -- Comic books or Mini books! (All)

This lesson idea is SUPER and really works. Kids love comics and drawing and it really unleashes the power of "personalization" - meaning that to retain language students have to use it in a personal fashion. Whether that means asking to do something in real life or making their own storybook.



Use the Action story pictures attached. Run through them using the ppt if possible (in our [ppt presentation folder](#)) and eliciting response about Mr. X. Then students write sentences about him.

Low level students can use the models and higher levels can add more information. Edit and then students can cut the pictures and enter the edited language into a "mini book". See the pdf attached on how to create this book.

Finally, share it in class. Students can read and pass their own book around. Start building a class library of mini books, you'll be amazed at how fast it can grow.

Also see the Action story handouts which can also be used for either pictures or to write a whole comic book.

See all our Comics/Cartoon resources [HERE](#). Get a full description of making a storybook [HERE](#).

Resources: [Action Story Photos](#) | [Making a Mini Comic Book](#) | [Action Pictures](#) | [Video and more...](#)

119 - Making A P and J Sandwich (Int)

This is a standard lesson in many countries and a powerful form of "learning by teaching" . Also, a great way to practice steps, transitions.



1. Write transitions on the board. First , Next, Then, After That, Finally. Tell the students how to tie your shoe (or something like that) using the transitions. See if other students can tell you how to do other simple things (start a computer, make an egg, shave etc....)

2. Watch the video. Ask students to think/note the stages of making a P and J sandwich.



3. Give the handout (attached). Ask students to put the stages in order. Watch the video again and check your answers. Ask students to not look at their sheet - can they retell to their partners? You might even after the lesson, assess students using the sheet in the attached ppt as a tool. More info. they can retell, the more points they get.

4. Students write out a recipe for their own food. If the students are lower level, do this as a class. After, get some students to retell.

5. [Mr. Bean Makes A Sandwich](#). Finish on a high note watching the video. Get Ss to retell and use the attached ppt to prompt.

Resources: [Making A Sandwich is Easy](#) (handout) | [Making A Peanut Butter and Jelly Sandwich](#) (PPT) | [Make A P and J story](#) (pdf)

