Lesson Plan: Animals — Can / Can’t

Vocabulary + Grammar (PPP)

Teacher: Ilnara Miftakhova
Level: Pre-A1 / A1 (Beginner)
Age: 7–9
Class size: approximately 30–40 learners, divided into four teams
Time: 35 minutes

Main Aim

By the end of the lesson, students will be able to produce simple affirmative and negative sentences about animals’ abilities using can / can’t, e.g. A bird can fly. A fish can’t fly.

Subsidiary Aims

- Vocabulary: bird, fish, monkey, rabbit
- Action verbs: fly, swim, climb, jump
- Listening: understanding simple instructions and recognising familiar sounds
- Speaking: choral, team and individual production of target vocabulary and sentences

Personal Aim

To keep teacher talk time low, maintain a brisk pace appropriate for a large young-learner class, and maximise whole-class participation through choral responses, gestures and team activities.

Assumptions

- Students are familiar with basic classroom routine language and greetings.
- Students know basic colours.
- Students have not yet studied can / can’t for ability.

Anticipated Problems and Solutions

Problem	Solution
Learners may find it difficult to hear the difference between can and can’t.	Emphasise the final /t/ in can’t and support meaning with □ / □ visuals and thumbs-up / thumbs-down gestures.
In a large class, individual turns may leave many students passive.	Prioritise choral, team and gesture-based responses and keep individual turns short.
Young learners may lose concentration during long presentation stages.	Present vocabulary in small chunks and alternate drilling with short recall and movement activities.
Technical issues (no internet / projector failure) may prevent the Wordwall activity from running.	Keep printed animal + action cards with tick/cross symbols as a low-tech backup for this stage.

Materials

- Animal flashcards and small animal cards
- Action cards, presentation / visual prompts, animal sound recordings
- Board, markers, team stars, computer/projector, Wordwall Open the Box activity

Reward System

The class is divided into four teams at the beginning of the lesson.

- Teams earn stars for active participation.
- Teams earn stars for correct answers.
- Teams earn stars for using English and good teamwork.

Stars are awarded after selected activities rather than after every individual response in order to maintain lesson pace.

Lesson Overview

#	Stage	Aim	Interaction	Time
1	Greeting & routine	Settle class, set up teams	T–Ss	2 min
2	Warm-up	Activate known language physically	T–Ss	2 min
3	Lead-in: Animal Sounds	Generate interest, elicit topic	T–Ss	2 min
4	Vocabulary Set 1: Bird & Fish	Present & drill new lexis	T–Ss, choral	3 min
5	Vocabulary Set 2: Monkey & Rabbit	Present & drill new lexis	T–Ss, choral	3 min
6	What's Missing?	Consolidate all 4 items	Ss, teams	3 min
7	Action verbs	Present verbs via TPR	T–Ss, choral	3 min
8	Presentation: can	Meaning/form/pronunciation of can	T–Ss, individual	4 min
9	Presentation: can't	Present can't by contrast	T–Ss, individual	3 min
10	Controlled Practice: Make a Sentence	Practise full sentences	class → teams → individual	4 min
11	Open the Box	Produce sentences with reduced support	individual → Ss	4 min
12	Round-off	Review and close	T–Ss	2 min
			Total	35 min

Lesson Procedure

1. Greeting & Routine — 2 minutes

- Greet the class: Hello! How are you today?
- Briefly check feelings using familiar language or visuals: happy / good / tired / sleepy.
- Review three classroom rules: Sit nicely. Listen to the teacher. Be quiet.
- Divide learners into four teams and remind them of the star reward system.

2. Warm-up — 2 minutes

Play a short familiar hello or action song.

Learners sing and follow the movements.
Keep the stage brief and energetic to settle the class and switch learners into English.

3. Lead-in: Animal Sounds — 2 minutes

Play two animal sounds, for example a bird and a monkey, without showing the pictures.
Ask: What can you hear?
Accept guesses without expecting learners to know the English target words yet.
Reveal the topic: Animals!

4. Vocabulary Set 1: Bird & Fish — 3 minutes

Bird — Flashcard Stop Drill

Show the flashcard and model Bird. Learners repeat chorally.
Move the bird flashcard through the air. While the card is visible, learners chant Bird, bird, bird…
Hide the card behind your back. Learners stop. Show it again and they continue. Vary the speed.
Optional follow-up: What colour is the bird?

Fish — Swim Drill

Show the flashcard and model Fish. Learners repeat chorally.
Move the flashcard as if the fish is swimming. When it moves upwards, learners say FISH! loudly.
When it moves downwards, learners say fish… quietly. Vary the height and speed.
Optional follow-up: What colour is the fish?

Quick Recall: Bird or Fish?

Show the two flashcards quickly in random order. Learners call out Bird! or Fish!
For the final round, deliberately say the wrong word while showing a card. Learners correct the teacher.

5. Vocabulary Set 2: Monkey & Rabbit — 3 minutes

Monkey — Speed and Volume Drill

Show the flashcard and model Monkey. Learners repeat.
Repeat the word slowly, quickly, quietly and loudly. Learners copy the teacher.
Briefly alternate between whole-class and team repetition.
Optional follow-up: What do monkeys eat? Support with a banana gesture or picture if necessary.

Rabbit — Teacher–Class Rhythm Drill

Show the flashcard and model Rabbit. Learners repeat.
Teacher says Rabbit. Class repeats Rabbit.
Vary the rhythm: Rabbit! / Rabbit, rabbit! / Rabbit — rabbit — rabbit!
Learners reproduce the same rhythm.
Optional follow-up: Do you like rabbits?

Quick Four-Word Check

Show the four flashcards in random order: bird — fish — monkey — rabbit.
Learners name them chorally. Increase the speed.
For the final round, partially cover the picture and ask learners to identify the animal.

6. Consolidation: What's Missing? — 3 minutes

Place all four flashcards on the board and review the words together once.
Ask learners to close their eyes. Remove one flashcard and ask: What's missing?
Teams raise their hands. A correct answer earns a star.
Repeat several rounds. Increase difficulty by changing card positions or removing two cards in the final round.
After each answer, the whole class repeats the missing word once.

7. Action Verbs — 3 minutes

Introduce fly — swim — climb — jump through TPR and visual demonstration rather than translation.

Model each action while saying the word. Learners copy the movement and repeat.
Give quick commands and change the order and speed.
Connect each animal with its natural action: bird–fly, fish–swim, monkey–climb, rabbit–jump.

8. Presentation: can — 4 minutes

Show bird + fly. Ask: Bird. Fly. Yes or no?
Learners answer Yes! Show □ and model: A bird can fly.
Continue with: A fish can swim. A monkey can climb. A rabbit can jump.

CCQs

Can a bird fly? — Yes.
Can a fish swim? — Yes.
Can a monkey climb? — Yes.
Can a rabbit jump? — Yes.

Scaffolded Drilling

1. Picture + written sentence → learners repeat.
2. Picture + action only → learners produce the sentence.
3. Animal picture + teacher gesture → learners produce the full sentence.

9. Presentation: can't — 3 minutes

Show fish + fly. Ask: Can a fish fly?
Learners answer No! Show □ and model: A fish can't fly.
Continue with clear examples: A monkey can't fly. A bird can't swim. A rabbit can't swim.
Use □ / □ and thumbs-up / thumbs-down gestures consistently.

Quick Can / Can't Drill

Show different combinations. Learners first respond Can! or Can't!, then move to complete sentences.

10. Controlled Practice: Make a Sentence — 4 minutes

Show visual prompts without complete written sentences.
Examples: bird + fly □; fish + fly □; monkey + climb □; rabbit + jump □; monkey + swim □; rabbit + climb □.
Learners produce complete sentences. Begin with whole-class responses, then teams, then several individuals.
Keep the sentence frames visible if necessary: A ___ can ___. / A ___ can't ___.
Award stars for accurate full sentences.

11. Open the Box — 4 minutes

Open the Wordwall Open the Box activity on the screen.
Invite a learner to choose and open one box.
The box reveals an animal picture, an action prompt and a □ or □ symbol.
The learner uses the visual prompt to make a complete sentence, e.g. A bird can fly.
Run several quick turns with learners from different teams; the class confirms or repeats each sentence.

12. Round-off — 2 minutes

Review the four animal flashcards, elicit two final sentences, count team stars and announce the winning team.

Optional Extension

Guess the Animal / Guess My Animal: learners identify an animal from partial visual clues or give 1–2 clues using can / can't.