

A first English lesson

Teacher notes · Beginner · Suggested ages 6-9 · About 35-40 minutes

One small goal

Hear **book, pencil, ball** and choose the right picture. Then ask for one using **Book, please**. Listening and speaking are separate steps. Add **Here you are**. and **Thank you**. gradually. Children do not have to read or write to join in.

Prepare in five minutes

Give each child learner pages 1-2. Cut page 3 yourself: it makes two identical three-card sets. Use one set per pair. You can show the page online instead. Real objects are optional; keep a ball still rather than throwing it. Pages 4-5 are teacher-only. No audio recording is needed; the script is included.

A calm, connected route

0-4 · Hello. Wave and greet each child. Show the lesson path with your fingers: hello, pictures, listen, play, goodbye. Model one attention cue.

4-10 · Meet the objects. Show two cards first, then add the third. Say a word and let children choose, point or repeat. Change card positions.

10-16 · Picture story. Show page 1. Tell the short story on page 5. Invite waving, pointing and an optional word. Repeat once; children help you find the ball.

16-22 · Listen and choose. Model the example on page 2. Read the three check words from page 5. Give each child time before classmates show an answer.

22-32 · Ask and give. Model the three-line exchange. One child holds the set; the other chooses and asks. Give the card back before the next request. After two or three requests, swap roles and the whole set.

32-36 · What is missing? Show all three cards, hide one out of sight and rearrange the other two. Children name the missing object or point to its picture on page 1.

36-40 · Finish well. Change the card order and offer one fresh request. Notice the help needed. Share one success and wave goodbye. Shorten or repeat a stage to suit the group.

Useful support and a next step

Accept pointing before speaking. Model one action at a time and use a shared language if helpful. If a choice is difficult, offer two cards, model and retry. Praise the specific action rather than speed or loudness.

For children who already know the words, keep the same cards and add **Can I have the ball, please?** as a whole phrase. Do not add a long grammar explanation. In one-to-one teaching, take the other role. Online, show pictures and let the child point, select or say; no home printing is assumed.

Story, answers and next steps

Teacher-only · Keep the listening answers off the learner pages

Tell the picture story

Picture 1: Hello, Mia! Hello, Sami! Wave. Let children wave back.

Picture 2: A book! Point to Mia's book. Children point to the book or hold its card.

Picture 3: A pencil! Point to Sami's pencil. Children choose the pencil card.

Picture 4: Where's the ball? Here it is! A ball! Point to the ball. Invite a word, a point or a smile.

Repeat, pausing before each object word so children can help. The story gives the three words a context; recognising one object does not prove understanding of the whole story. There is no need to teach the question grammar.

Page 2 listening script and key

Example: say **pencil** and point to the middle picture yourself. Demonstrate circling if you use pencils. Then say one word per numbered row, with time to choose: **1. book. 2. ball. 3. pencil.** Repeat if useful and note that help.

Answers: row 1 = middle; row 2 = right; row 3 = left. The objects are deliberately in different positions. Observe individual responses before revealing answers. This is a classroom check, not a level test.

Model the card exchange

A: Book, please. **B:** Here you are. **A:** Thank you.

Point to the picture while you model. The giver hands over the named card; check the match together, return it, then choose a different object. Let a child start with the object word or a point and build towards word plus please. Do not demand all three phrases before the child can join.

Notice what happened

Keep the two observations separate: choosing after hearing a word, and making a spoken request. Note the object and the help used: model, gesture, two choices or no prompt. A correct response after a model is useful supported practice, not independent mastery.

Child / date	Heard and chose	Asked for	Help / next step

Next time

Use the same short story with a changed card order or a different partner. Let children take a turn choosing the object. Older beginners can use the longer request. A brief card game with a family member is optional; no written homework is needed. Timing and classroom response remain untested for this revision.