



Ready to teach

Teacher page 3 | A1 | Ages 6-8 | 30 minutes

Outcome: ask for one toy, give the matching card and say thank you. If a toy is missing, understand the reply and choose again.

Print: pages 1-2 for each pair. Keep pages 3-4 for yourself. No writing, money or recording is needed.

Prepare once

Page 1 already has four illustrated cards. Cut one set per pair, or let learners point on an uncut sheet. An adult can cut the cards in advance. Keep one uncut copy visible for language support. Place the shop and cards where all learners can reach or see them.

A short, complete route

0-4 minutes | Notice. Show page 1. Say each toy word with a pointing model. Name the toys in a new order and check that learners choose the correct pictures.

4-7 | Guess. Demonstrate the secret-toy game at the bottom of page 1. Choose silently; a partner asks A ball? Reply Yes or No. Swap. Stop after two short turns each.

7-11 | Hear and try. Show page 2. Ask which toy the girl wants. Read the three lines and let a learner hand you the ball card. Practise one line at a time, then a whole exchange.

11-18 | Open the shop. Customer chooses two different toys silently. Shopkeeper starts with all four. Customer requests one at a time; the shopkeeper hands over the matching card. Customer says thank you. Reset all cards and swap jobs.

18-23 | Some toys are missing. Shopkeeper secretly puts two cards away. Customer tries to get two available toys. Model Sorry, no kite and choosing again. Hand over only available cards. Reset and swap.

23-30 | Finish speaking. Use the oral prompts on page 4. Choose four or more; point, model and let partners answer. Finish with each child making one new request to you or another partner.

Use just enough language

Core: **A ball, please. / Here you are. / Thank you. / Sorry, no ball.** Each toy is one countable item, so the request uses a. Model the article within the whole phrase. There is no need to explain countability to these learners.

Accept pointing or one word as a starting response. Offer the short spoken phrase again and invite another try. For a ready learner, extend to Can I have a ball, please? Keep the short phrase available to everyone.



Answers and more talking

Teacher page 4 | Keep this page separate

What to check

Page 1: top left ball; top right car; bottom left doll; bottom right kite. The guessing game has no fixed answer. Listen for a clear toy word and a matching yes/no reply.

Page 2 picture: the girl wants a ball. The picture and dialogue give the same answer. Shop-game choices are open: the card given must match the request. If that toy is hidden, the customer must choose an available one. Confirm the meaning before correcting the form.

Full missing-toy model

A kite, please. / Sorry, no kite. / A car, please. / Here you are. / Thank you.

A speaking finish: choose a few

Keep the pictures visible. Say one question and model an answer. Invite partners to ask the same question. Use pointing for either/or choices and yes/no questions; do not require reading. Stay with an answer if the children have more to say.

1. What is this? **A ball.** (Point to a different card on each turn.)
2. Which toy do you want? **A kite, please.**
3. A car or a ball? **A car, please.**
4. A doll or a kite? **A doll, please.**
5. What colour is the car? **Red.**
6. What colours can you see on the kite? **Yellow and blue.**
7. Do you like the ball? **Yes. / No.**
8. Do you like the doll? **Yes. / No.**
9. What toy do you like best? **The kite.** (Point or name it.)
10. What colour ball do you want? **A blue ball, please.** (Invent a colour.)
11. What can you say if the shop has no car? **A ball, please.** (Choose again.)
12. What do you say when you get a toy? **Thank you.**

Online, one-to-one and a fresh check

Online: show the uncut cards; point or mark the requested toy. Cover two cards with paper or on screen for the missing-toy round. **One-to-one:** teacher and child swap roles. **Fresh check:** offer a different available toy from the child's last choice; wait for a request and thanks with less prompting, keeping support available.

Keep for next time: note one phrase used independently and one helpful prompt. Use the four pictures again for a brief shop opening at the next lesson. No compulsory homework.