LingoLift

Around Town English

Teacher's Guide · PreA1 · Ages 7–17

How to Use This Guide

Around Town English is built for 1:1 classrooms where every student works on their own device and progresses through lessons independently. This guide gives you a reference for each unit and lesson: what students will encounter, the vocabulary covered, and the activities included.

WHAT'S IN THIS GUIDE

- A course overview with unit descriptions and learning objectives.
- A lesson-by-lesson breakdown for each unit, including lesson type, a content summary, keywords, and activities.
- Teacher tips for each unit with context-specific suggestions for supplementary support.

CLASSROOM SETUP

- Each student works through lessons on their own device at their own pace.
- Having headphones available is recommended, particularly for audio lessons.
- Consider preparing translated keyword lists or printed visuals for students who may benefit from additional language scaffolding.

Lesson Format Key	
🎬 **VIDEO LESSON** Each student watches a short video on their own device. Ensure audio is working on all devices before the session.	🎧 **AUDIO LESSON** Each student listens to audio content on their own device. Headphones are recommended. Students can replay sections as needed.

A Note on Lesson Activities

Each lesson includes multiple built-in activities. Depending on the lesson, these may include a listening or video quiz, pronunciation practice, spelling, grammar swipe, and bubble game.

Course Overview

Around Town English is a PreA1 English course designed for newcomers to English between the ages of 7 and 17 who are living in the United States. The course builds practical language skills that students can use immediately in their daily lives outside of school: on the phone, on the street, in stores, and in public spaces.

The course is organized into six units, each focused on a specific real-world context. In a 1:1 classroom, students work through audio and video lessons independently on their own devices, with the teacher circulating to provide support, clarification, and supplementary practice as needed.

COURSE GOALS

- Develop essential English vocabulary for everyday, community-based situations.
- Build listening comprehension for common public interactions.
- Equip students to communicate in basic real-world scenarios with growing confidence.

COURSE SNAPSHOT

Level	PreA1 (true beginner)
Ages	7–17
Setting	US-based 1:1 classroom
Units	6
Total Lessons	30
Lesson Formats	Audio Lessons, Video Lessons
Assessment	Built-in formative activities per lesson

UNIT SEQUENCE

#	Unit	Focus
1	**Answer the Phone**	Students learn to understand basic phone messages and begin simple phone conversations, including voicemails, greetings, and wrong-number situations.
2	**Go Out in Public**	Students learn to read and interpret common everyday signs and signals found on streets and in public spaces.
3	**Ask for Directions**	Students learn to ask for and follow basic directions, describe how they get to school, and talk about common commute and traffic problems.

4	**Money**	Students learn to identify US coins and bills, understand prices, and follow basic payment exchanges.
5	**Buy and Order**	Students learn to interact at stores and restaurants: asking where to pay, browsing without buying, placing simple food orders, and asking about prices.
6	**Getting Around and Review**	Students revisit and consolidate vocabulary and situations from all five previous units through new short dialogues covering transit, directions, shopping, and ordering.

UNIT 1

Answer the Phone

Unit Description

Students learn to understand basic phone messages and begin simple phone conversations, including voicemails, greetings, and wrong-number situations.

Learning Objectives

- Understand basic phone messages.
- Begin a basic phone conversation.

LESSONS

1	🎧 AUDIO **Please Leave a Message** **KEYWORDS** *this, leave, message, call you back*	Students listen to a short outgoing voicemail message: "Hi, this is Amy. Please leave a message, and I'll call you back." Focus is on recognizing standard voicemail language. **ACTIVITIES** Pronunciation, spelling, grammar swipe, bubble game
2	🎧 AUDIO **Leaving a Short Voicemail** **KEYWORDS** *again, wondering, could, gimme, call back*	Students hear a realistic voicemail left by a caller who gives her name and phone number. Introduces informal spoken language ("gimme", "wondering") alongside the formal callback request. **ACTIVITIES** Pronunciation, spelling, grammar swipe, bubble game, listening quiz
3	🎧 AUDIO **How Can I Help You?** **KEYWORDS** *office, how, help, how are you, doing well*	Students listen to a short phone exchange at a doctor's office. A receptionist answers, a patient identifies themselves, and both exchange greetings. Introduces professional phone openings. **ACTIVITIES** Pronunciation, spelling, grammar swipe, bubble game, listening quiz
4	🎧 AUDIO **Wrong Number** **KEYWORDS** *this, wrong, number*	A very short exchange: a caller asks for someone, is told they have the wrong number, and the call ends. Students practice the phrase "wrong number" and polite one-line responses. **ACTIVITIES** Spelling, grammar swipe, listening quiz, bubble game
5	🎧 AUDIO **How Have You Been?** **KEYWORDS** *how are ya, good, tired, need, coffee*	Students hear a casual phone conversation between two friends catching up. Introduces informal greetings ("How are ya?", "How have you been?") and natural small talk. **ACTIVITIES** Pronunciation, spelling, grammar swipe, bubble game, listening quiz

Teacher Tip: Unit 1

The unit covers four distinct phone situations: voicemails, a professional call, a wrong number, and a casual catch-up. A natural way to reinforce each one is to role-play it after the lesson, with you as the caller and the student answering. One important gap the unit does not cover is what to say when you do not understand something on the phone. Giving students a few repair phrases to practice alongside this unit (for example: 'Could you repeat that?', 'Could you speak a little more slowly?', 'I am sorry, I did not catch that') gives them a real safety net for actual phone interactions, where they cannot rely on facial expressions or body language to fill in meaning.

UNIT 2

Go Out in Public

Unit Description

Students learn to read and interpret common everyday signs and signals found on streets and in public spaces.

Learning Objectives

- Explain common signs and signals.
- Read common street signs.

LESSONS

1	AUDIO **Crossing the Street** **KEYWORDS** *button, cross, street, signal, red*	Students hear instructions for using a pedestrian crossing signal: push the button, wait for the signal, don't cross on red. Focuses on safety vocabulary and imperative sentences. **ACTIVITIES** Spelling, grammar swipe, bubble game, listening quiz
2	AUDIO **Sidewalk Closed** **KEYWORDS** *sign, sidewalk, walk, closed*	A short audio explaining that a sidewalk is closed based on a posted sign. Students practice reading and interpreting construction/detour signage language. **ACTIVITIES** Spelling, grammar swipe, bubble game, listening quiz
3	AUDIO **No Trespassing** **KEYWORDS** *sign, danger, construction site, trespassing*	Students hear the text of a warning sign: "Danger: Construction site. No trespassing." Introduces formal warning vocabulary common on fences, gates, and work zones. **ACTIVITIES** Pronunciation, spelling, grammar swipe
4	AUDIO **The Bike Lane** **KEYWORDS** *bike lane, park, drive, car*	Students listen to an explanation of bike lane rules: no parking, no driving. Introduces road-sharing vocabulary and prohibition language ("Do not park here"). **ACTIVITIES** Spelling, grammar swipe, bubble game
5	AUDIO **Wet Floor Sign** **KEYWORDS** *caution, wet, floor, water, careful*	Students hear the text of a wet floor sign ("Caution: Wet floor") and a follow-up warning to be careful. Introduces caution signage commonly seen in stores and schools. **ACTIVITIES** Spelling, grammar swipe, bubble game, listening quiz

Teacher Tip: Unit 2

Each lesson in this unit already includes a photo of the sign being covered, so the visual context is built in. A great way to extend the learning is to gather images of other common signs students are likely to encounter. Look for examples both around the school (restroom, exit, fire

extinguisher, office) and in the community (bus stop, no parking, open/closed, one way). Reviewing a small set of these alongside the unit can meaningfully expand students' real-world reading vocabulary beyond what the lessons cover.

UNIT 3

Ask for Directions

Unit Description

Students learn to ask for and follow basic directions, describe how they get to school, and talk about common commute and traffic problems.

Learning Objectives

- Ask for directions.
- Describe your commute.
- Explain traffic and transit problems.

LESSONS

1	🎬 VIDEO **Asking for Directions** **KEYWORDS** *restroom, floor, down, hall, stairs, left, right, next to, across, elevator*	A video showing someone asking for the restroom in a building and receiving step-by-step directions: down the hall, up the stairs, take a left. Introduces spatial direction vocabulary including next to, across from, and elevator. **ACTIVITIES** Pronunciation, spelling, grammar swipe, video quiz, bubble game
2	🎧 AUDIO **How Do You Get to School?** **KEYWORDS** *get to, ride, drive, walk, used to*	Students hear different students describe how they get to school: by bus, by car, on foot. Introduces commute vocabulary and the past structure "used to" (e.g., "I used to walk"). **ACTIVITIES** Spelling, grammar swipe, bubble game, listening quiz
3	🎧 AUDIO **I Was Late to School Today** **KEYWORDS** *late, school, bus, came*	A brief audio about missing the bus: "I was late to school today. The bus never came." Introduces simple past tense for describing transit problems. **ACTIVITIES** Spelling, grammar swipe, listening quiz, bubble game
4	🎧 AUDIO **I Got Stuck in Traffic** **KEYWORDS** *get to, so, stuck in traffic, on the way*	A short dialogue where someone explains why they were late: "I got stuck in traffic on the way here." Introduces the common idiom "stuck in traffic" in a natural conversational context. **ACTIVITIES** Pronunciation, spelling, listening quiz
5	🎧 AUDIO **How To Get to Washington Street** **KEYWORDS** *excuse me, get to, here, straight, half, mile, way, intersection*	Students hear someone asking a stranger for directions to a street and receiving a response: go straight about half a mile and look for the intersection. Reinforces polite direction requests and distance vocabulary. **ACTIVITIES** Pronunciation, spelling, listening quiz, grammar swipe, bubble game

Teacher Tip: Unit 3

After completing this unit, try walking through a simple direction sequence together using your actual classroom or hallway. Point and say: 'Go straight, turn left, the door is on your right.' Even 30 seconds of real-world practice makes the vocabulary stick significantly better.

UNIT 4

Money

Unit Description

Students learn to identify US coins and bills, understand prices, and follow basic payment exchanges.

Learning Objectives

- Talk about coins and cash.
- Understand prices.
- Explain payment options.

LESSONS

1	🎬 VIDEO **Coins and Dollars** **KEYWORDS** *coins, dollars, penny, cent, nickel, dime, quarter, half-dollar, bill*	A video introducing all US coins (penny through $1 coin) and bills ($1 through $100), naming each and stating its value. The only video in this unit and a foundational reference lesson for all that follows. **ACTIVITIES** Pronunciation, spelling, grammar swipe, video quiz, bubble game
2	🎧 AUDIO **This Book Costs $10.99** **KEYWORDS** *book, costs, dollars, cents*	Students hear a price stated two ways: "This book costs ten dollars and ninety-nine cents. It's $10.99." Bridges the gap between spoken prices and written dollar/cent notation. **ACTIVITIES** Spelling, grammar swipe, bubble game
3	🎧 AUDIO **Asking About the Price of a Book** **KEYWORDS** *book, interesting, cost, sale, only*	A short dialogue at a bookstore where a customer asks how much a book costs and learns it is on sale. Introduces "How much does it cost?" and sale pricing language. **ACTIVITIES** Spelling, grammar swipe, listening quiz, bubble game
4	🎧 AUDIO **Your Total Is $10.06** **KEYWORDS** *total, exact change, bill, nickel, penny*	A checkout exchange where a customer tries to pay with exact change using a $10 bill, a nickel, and a penny. Reinforces coin names and introduces "total" and "exact change". **ACTIVITIES** Pronunciation, spelling, listening quiz, grammar swipe, bubble game
5	🎧 AUDIO **Tax Isn't Included** **KEYWORDS** *how much, take, more than, price, include tax*	A store dialogue where a customer is surprised that their total is higher than the price tag. The cashier explains that tax is not included. Introduces the concept of sales tax in everyday US shopping. **ACTIVITIES** Spelling, listening quiz, grammar swipe, bubble game

Teacher Tip: Unit 4

Bringing in real US coins and bills for Lesson 1 makes a significant difference: handling physical objects is more memorable than watching a video alone. One thing the unit does not explicitly address is that prices in natural American speech are almost always shortened: '$10.99' is said 'ten ninety-nine,' not 'ten dollars and ninety-nine cents.' Pointing this out helps students recognize what they will actually hear at a register. It is also worth briefly introducing tipping, which the unit does not cover but students will encounter immediately at restaurants and some other service settings. A general note that 15 to 20 percent is standard practice in the US, and that it is typically added by the customer after the bill arrives, gives newcomers useful context that goes hand in hand with what this unit teaches.

UNIT 5

Buy and Order

Unit Description

Students learn to interact at stores and restaurants: asking where to pay, browsing without buying, placing simple food orders, and asking about prices.

Learning Objectives

- Offer help at a store.
- Place a simple order for food.
- Understand your options at a shop or restaurant.

LESSONS

1	🎧 AUDIO **Where Do I Pay?** **KEYWORDS** *pay, checkout, over there*	A brief store exchange: a customer asks where to pay and a staff member points them to the checkout. Introduces one of the most practically useful shopping phrases for newcomers. **ACTIVITIES** Spelling, grammar swipe, bubble game, listening quiz
2	🎧 AUDIO **Just Looking** **KEYWORDS** *help, no thanks, looking*	A two-line exchange where a customer declines help from a store associate: "No thanks, just looking." Teaches a common and important social phrase for navigating retail situations comfortably. **ACTIVITIES** Spelling, grammar swipe, bubble game
3	🎧 AUDIO **Can I Get...?** **KEYWORDS** *get, cookies, of course*	A student orders two cookies at a counter: "Can I get two cookies, please?" and receives a friendly confirmation. Introduces the casual ordering phrase "Can I get...?" common in American English. **ACTIVITIES** Pronunciation, spelling, grammar swipe
4	🎧 AUDIO **For Here or To Go?** **KEYWORDS** *for here, to go*	A very short restaurant exchange: the server asks whether the customer wants to eat in or take out. Students learn the standard American phrases "for here" and "to go". **ACTIVITIES** Pronunciation, meaning match, listening quiz
5	🎧 AUDIO **How Much Is This?** **KEYWORDS** *how, brownie*	A customer points to a brownie and asks how much it costs; the cashier gives the price ($2.50). Reinforces price-asking vocabulary from Unit 4 in a new food-ordering context. **ACTIVITIES** Pronunciation, meaning match, spelling, listening quiz

Teacher Tip: Unit 5

Because these lessons are so short, role-play is the most effective reinforcement: set up a simple store or food counter scenario and have students practice both sides of each exchange.

It is also worth teaching a few ordering variations the unit does not include. 'Can I get...?' is introduced in Lesson 3, but 'I'll have...' and 'I'd like...' are equally common in American English and students will hear all three in real settings. Similarly, for Lesson 4 (For Here or To Go?), students may also hear 'Is that for here?' or 'Will that be to go?' as alternate phrasings of the same question. Exposing them to this variation before they encounter it in the real world builds confidence.

UNIT 6

Getting Around and Review

Unit Description

Students revisit and consolidate vocabulary and situations from all five previous units through new short dialogues covering transit, directions, shopping, and ordering.

Learning Objectives

- Review skills and vocabulary from previous units.

LESSONS

1	🎧 AUDIO **My Bus Was Really Late** **KEYWORDS** *bus, great, late, morning, traffic*	Two friends chat about a bad commute: "My bus was really late this morning." The other responds with empathy about traffic. Reviews commute and transit vocabulary from Unit 3 in casual conversation. **ACTIVITIES** Spelling, grammar swipe, bubble game, listening quiz
2	🎬 VIDEO **Following Directions** **KEYWORDS** *turn, right, then, turn, left*	A video showing turn-by-turn navigation: turn right onto one street, then turn left onto another. Reinforces the core directions vocabulary from Unit 3 in a real navigation context. **ACTIVITIES** Spelling, grammar swipe, bubble game, video quiz
3	🎧 AUDIO **Can You Help Me Find the Checkout?** **KEYWORDS** *help, excuse me, find, checkout, of course, straight, aisle, turn*	A customer asks a store employee how to find the checkout and receives walking directions through the store. Combines shopping vocabulary from Unit 5 with directions vocabulary from Unit 3. **ACTIVITIES** Pronunciation, spelling, grammar swipe, listening quiz, bubble game
4	🎧 AUDIO **Do You Want Anything?** **KEYWORDS** *order, coffee, anything, no thanks, in a minute*	A casual workplace exchange where one person offers to pick something up from a coffee run. Reviews ordering language from Unit 5 and informal social phrases ("in a minute", "no thanks, I'm good"). **ACTIVITIES** Pronunciation, spelling, grammar swipe, bubble game
5	🎧 AUDIO **Would You Like a Bag?** **KEYWORDS** *all right, total, comes to, would you like, bag, please*	A checkout interaction where the cashier announces the total ($113.47) and offers a bag. Reviews money and checkout vocabulary from Units 4 and 5, and introduces "Would you like...?" as a polite offer. **ACTIVITIES** Pronunciation, spelling, listening quiz, grammar swipe, bubble game

Teacher Tip: Unit 6

Because this unit draws from all five previous units, it functions as a natural diagnostic: if a student struggles with a particular lesson, it points directly back to the unit that vocabulary came from, giving you a clear signal for where to revisit before moving on. Lesson 5 (Would You Like a Bag?) introduces 'Would you like...?' as a new structure not seen elsewhere in the course. It is a polite, widely-used offering phrase worth practicing explicitly so students can both respond to it and eventually use it themselves. A strong way to close the course is a short capstone role-play that ties all five unit contexts together in sequence: a phone call, navigating in public, asking for directions, making a purchase, and placing a food order. Even a loose run-through of all five reinforces how much students have learned and how these situations connect in real life.