LingoLift

School English

Teacher's Guide · PreA1 · Ages 7–17

How to Use This Guide

School 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. Use it to prepare, to support students during a session, and to review results afterward.

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	🎧 AUDIO LESSON
Each student watches a short video on their own device. Ensure audio is working on all devices before the session.	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. Activity results for each student are viewable in the platform. How you use those results is at your discretion, whether to inform pacing, guide follow-up, or factor into a grade.

Course Overview

School 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 for navigating a US school environment: understanding the school building and classroom, asking for help, telling time and identifying days and dates, and sharing contact information.

The course is organized into 5 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 vocabulary for the physical school environment and common classroom situations.
- Build confidence in asking for help and expressing confusion in English.
- Equip students to communicate essential personal and scheduling information.

COURSE SNAPSHOT

Level	PreA1 (true beginner)
Ages	7–17
Setting	US-based 1:1 classroom
Units	5
Total Lessons	27
Lesson Formats	Audio Lessons, Video Lessons
Assessment	Built-in formative activities per lesson

UNIT SEQUENCE

#	Unit	Focus
1	**The School**	Students learn vocabulary for school subjects, colors, classroom supplies, classroom objects, and the school calendar.
2	**Ask for Help**	Students learn to ask about locations and items in school, express when they do not understand, and make simple requests for assistance.
3	**Say the Time and Day**	Students learn to tell time in English and identify the days of the week.
4	**Say the Date**	Students learn to identify and say months of the year, understand ordinal dates, and state their date of birth.

5	**Contact Information**	Students learn to say and understand phone numbers, email addresses, and US street addresses.

UNIT 1

The School

Unit Description

Students learn vocabulary for school subjects, colors, classroom supplies, classroom objects, and the school calendar.

Learning Objectives

- Find locations inside of a school building.
- Understand information from signs.
- Make requests at the office.

LESSONS

1	VIDEO **School Subjects** **KEYWORDS** *art, band, cafeteria, english, gym, history, library, math, science, take the bus, walk*	A video introducing school subjects (math, English, history, science, art, gym, band) and areas of the school (library, cafeteria), plus how students get home. A broad orientation to the US school environment. **ACTIVITIES** Pronunciation, spelling, grammar swipe, video quiz, bubble game
2	VIDEO **The Colors in Context** **KEYWORDS** *black, blue, brown, color, gray, green, orange, pink, purple, red, white, yellow*	A video connecting all basic colors to familiar real-world objects: the sky is blue, the grass is green, chocolate is brown. Introduces color vocabulary in a memorable, visual context. **ACTIVITIES** Pronunciation, spelling, grammar swipe, video quiz, bubble game
3	VIDEO **School Supplies** **KEYWORDS** *backpack, pens, pencils, books, textbooks, laptop, folders*	A checklist-style video of items students need to bring to school. Introduces the names of essential supplies students will encounter and use daily. **ACTIVITIES** Video quiz, pronunciation, spelling
4	VIDEO **Around the Classroom** **KEYWORDS** *classroom, desk, board, teacher, projector, cabinets, student*	A walkthrough of a classroom naming key objects: desk, board, projector, cabinets. Gives students vocabulary for the physical space they spend most of their day in. **ACTIVITIES** Video quiz, pronunciation, spelling
5	AUDIO	A teacher announcement: no school tomorrow (teacher work day) and no school Monday (holiday). Introduces school

	No School Tomorrow! **KEYWORDS** *come, holiday, long weekend, off, work day*	calendar vocabulary and the concept of US holidays and teacher work days. **ACTIVITIES** Spelling, grammar swipe, listening quiz, bubble game

Teacher Tip: Unit 1

This unit covers a lot of ground across four video lessons. After completing it, try a quick vocabulary walk around your classroom: point to objects and ask the student to name them in English. For school subjects (lesson 1), ask which classes the student currently has and practice saying the subject names together. The color lesson (lesson 2) is an easy extension opportunity throughout the school day: any time a color is visible in the environment, it is a natural moment to ask 'What color is that?'

UNIT 2

Ask for Help

Unit Description

Students learn to ask about locations and items in school, express when they do not understand, and make simple requests for assistance.

Learning Objectives

- Ask about locations and times.
- Express confusion or uncertainty.
- Request information.

LESSONS

1	AUDIO **Where Is the Pencil Sharpener?** **KEYWORDS** *over there, pencil sharpener, where*	Students hear a quick classroom exchange: "Where's the pencil sharpener? It's over there." Introduces the simplest form of asking for the location of an object. **ACTIVITIES** Pronunciation, spelling, listening quiz
2	AUDIO **Where Are the Calculators?** **KEYWORDS** *calculator, drawer, in, think*	A student asks where the calculators are and receives a hedged answer: "I think they're in that drawer." Introduces the word "think" as a way to give uncertain information. **ACTIVITIES** Spelling, grammar swipe, listening quiz, bubble game
3	AUDIO **I Can't Find My Charger** **KEYWORDS** *borrow, charge, charger, find, laptop, need, sure*	A student asks to borrow a charger because they cannot find their own. Introduces the practical phrase "May I borrow yours?" which students will use regularly in school. **ACTIVITIES** Pronunciation, spelling, listening quiz, grammar swipe, bubble game
4	AUDIO **Could You Repeat That?** **KEYWORDS** *could not, exam, hear, repeat, test*	A student asks a teacher to repeat an announcement about an exam date. Introduces "Could you please repeat that?" as a formal and polite way to ask for clarification. **ACTIVITIES** Pronunciation, spelling, listening quiz, grammar swipe, bubble game
5	AUDIO **A Comment That I Don't Understand** **KEYWORDS** *comment, help, something, understand*	A short email from a student asking for help with a comment they do not understand. Introduces the written phrase "Can you help me with something?" in a school communication context. **ACTIVITIES** Pronunciation, spelling, grammar swipe, bubble game

Teacher Tip: Unit 2

Lesson 4 (Could You Repeat That?) introduces one of the most important phrases a newcomer can have in a classroom. Consider making it a standing expectation: whenever the student does not understand something you have said, they practice using this phrase with you before you clarify. Lesson 3 also has great immediate application: role-play borrowing a pencil, calculator, or charger from you using the language from the lesson. These are real interactions that will happen in their actual school day, often within the first week.

UNIT 3

Say the Time and Day

Unit Description

Students learn to tell time in English and identify the days of the week.

Learning Objectives

- Tell time.
- Identify the days of the week.

LESSONS

1	🎧 AUDIO **It's 11:30 PM** **KEYWORDS** *night, pm, time*	Students hear "What time is it? It's 11:30 PM. It's 11:30 at night." Introduces both the digital format and the natural spoken equivalent using AM/PM. **ACTIVITIES** Spelling, grammar swipe, listening quiz, bubble game
2	🎧 AUDIO **What Time Is It?** **KEYWORDS** *excuse me, no problem, perfect, thank you, time*	A natural street interaction: someone asks the time and is told "It's 3 o'clock." Introduces "Excuse me" as a polite opener and "o'clock" for whole hours. **ACTIVITIES** Pronunciation, spelling, grammar swipe, bubble game
3	🎧 AUDIO **What Day Is It?** **KEYWORDS** *is, day, Monday, what*	A simple exchange: "What day is it? It's Monday." Introduces the most basic day-of-week question and response. **ACTIVITIES** Pronunciation, spelling, grammar swipe
4	🎬 VIDEO **Today, Yesterday, Tomorrow** **KEYWORDS** *Monday, Saturday, school, Sunday, weekend*	A short video using Sunday, Saturday, and Monday to illustrate the relationship between today, yesterday, and tomorrow. Introduces temporal vocabulary alongside days of the week. **ACTIVITIES** Pronunciation, spelling, video quiz, bubble game
5	🎬 VIDEO **How to Tell Time in English** **KEYWORDS** *AM, PM, breakfast, dinner, hour, minute, morning, night, o'clock, tell time*	An instructional video teaching the structure of English time: hour first, then minutes. Uses AM and PM with everyday reference points (breakfast at 6 AM, dinner at 6 PM). **ACTIVITIES** Pronunciation, spelling, grammar swipe, video quiz, bubble game
6	🎧 AUDIO **The Days of the Week**	Students hear all seven days of the week listed and divided into weekdays and weekend days. A foundational reference lesson

	KEYWORDS *day, Friday, Monday, Saturday, Sunday, Thursday, Tuesday, Wednesday, week, weekday, weekend*	establishing all the days before they appear in scheduling contexts. **ACTIVITIES** Picture hunt, pronunciation, spelling, grammar swipe, listening quiz

Teacher Tip: Unit 3

Lesson 5 introduces the core structure of telling time in English: say the hour, then the minutes. One thing the unit does not cover is common informal shorthand: 'a quarter past three,' 'half past two,' and 'ten to four' are widely used in American English. After the unit, practice a handful of these with a clock face so students have some exposure before encountering them. It is also worth noting that 'noon' and 'midnight' are used instead of 12:00 PM and 12:00 AM in many contexts, which can be a point of confusion.

UNIT 4

Say the Date

Unit Description

Students learn to identify and say months of the year, understand ordinal dates, and state their date of birth.

Learning Objectives

- Identify the months of the year.
- Understand specific dates.
- State your date of birth.

LESSONS

1	🎬 VIDEO **Months of the Year** **KEYWORDS** *months, year, January, February, March, April, May, June, July, August, September, October, November, December*	A video listing all twelve months in order. A foundational reference lesson establishing the names of all months before students apply them to specific dates. **ACTIVITIES** Pronunciation, spelling, video quiz
2	🎬 VIDEO **January Days** **KEYWORDS** *first, second, third, fourth, fifth*	A video introducing ordinal numbers through January dates: 1st, 2nd, 3rd, 4th, 5th. Introduces the ordinal form that students will use for birthdays, assignment dates, and appointments. **ACTIVITIES** Pronunciation, spelling, grammar swipe, video quiz, bubble game
3	🎧 AUDIO **Thirtieth or Thirteenth?** **KEYWORDS** *today, thirtieth, thirteenth, May*	Students hear a clarification: "Today is the 30th. Not the 13th. It's the thirtieth of May." Highlights the confusion between -teen and -th endings, which are commonly misheard. **ACTIVITIES** Pronunciation, spelling, listening quiz
4	🎧 AUDIO **My Birthday Is in January** **KEYWORDS** *birthday, month, day, year*	A model sentence for stating a birthdate: "My birthday is on January 3rd, 2013. The month is January. The day is the 3rd, and the year is 2013." Breaks down the three components of a date. **ACTIVITIES** Pronunciation, spelling, grammar swipe, listening quiz, bubble game
5	🎧 AUDIO **What Is Your Date of Birth?** **KEYWORDS** *date of birth, my, September*	A simple exchange: "What is your date of birth? My date of birth is September 3, 2012." Introduces the formal phrase "date of birth" which appears on all US administrative forms. **ACTIVITIES** Pronunciation, spelling, listening quiz

Teacher Tip: Unit 4

Ordinal numbers (1st, 2nd, 3rd) are introduced quickly in lesson 2 but appear constantly in US school life: assignment due dates, appointment dates, and birthdays all require them. After this unit, practice reading and saying a few real upcoming dates together. It is also worth pointing out that the US uses a month-day-year format (January 3, 2013) while many other countries use day-month-year. This difference causes real confusion when students fill out forms, and a brief heads-up about it is a high-value supplement to what the lessons cover.

UNIT 5

Contact Information

Unit Description

Students learn to say and understand phone numbers, email addresses, and US street addresses.

Learning Objectives

- Share phone numbers.
- Exchange email addresses.
- Understand street addresses.

LESSONS

1	🎧 AUDIO **What's Your Phone Number?** **KEYWORDS** *what's, phone number*	A direct exchange: "What's your phone number? My phone number is 848-555-1098." Introduces the most common way to give and receive a phone number in American English. **ACTIVITIES** Pronunciation, spelling
2	🎧 AUDIO **My Email Address** **KEYWORDS** *what's, your, email address, my*	Students hear an email address given in full including the at-sign and domain: fionaspencer@gmail.com. Introduces how to state email components aloud, which is needed for verbal exchanges. **ACTIVITIES** Pronunciation, spelling, listening quiz
3	🎧 AUDIO **My Street Address** **KEYWORDS** *street address, house number, street name*	A model address: "8018 Cherry Tree Drive. The house number is 8018. The street name is Cherry Tree Drive." Breaks down the two components of a basic US street address. **ACTIVITIES** Pronunciation, spelling, listening quiz
4	🎧 AUDIO **What Does That Mean?** **KEYWORDS** *address, road, mean, apartment, live, house*	A student asks what "8B" means in an address and learns it is an apartment number. Introduces the distinction between house and apartment addresses, which affects how an address is written. **ACTIVITIES** Pronunciation, spelling, listening quiz, grammar swipe, bubble game
5	🎧 AUDIO **What's Your Street Address?** **KEYWORDS** *what, street address*	A formal request for an address: "What is your street address, ma'am? It's 818 Wilson Street. That's Wilson, like W-I-L-S-O-N Street." Combines address vocabulary with spelling from Unit 5 of Survival English. **ACTIVITIES** Pronunciation, spelling, listening quiz
6	🎬 VIDEO	An instructional video showing how to write a complete US address in order: house number, street name, city, state, zip

	An American Address **KEYWORDS** *write, address, house, goes first, street, city, state, zip code, there we go*	code. A practical reference lesson for any student filling out a school form. **ACTIVITIES** Pronunciation, spelling, video quiz, grammar swipe, bubble game

Teacher Tip: Unit 5

This unit covers the three pieces of contact information requested most often in US school and administrative settings: phone number, email, and address. Lesson 6 (An American Address) is particularly worth revisiting since the US address format (house number first, then street, city, state, zip code) differs from many other countries and students will need it on school forms immediately. After the unit, practice having the student say their own phone number and spell their own email address aloud. These are tasks they will face almost every time they interact with school administration.