LingoLift

Survival English

Teacher's Guide · PreA1 · Ages 7–17

How to Use This Guide

Survival 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**
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. 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

Survival 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 foundational language skills for everyday personal interactions: greeting people, introducing yourself, talking about family and location, spelling your name, counting, and sharing basic personal information.

The course is organized into 7 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 a foundation of essential English vocabulary for personal and social interactions.
- Build confidence in basic spoken exchanges, from greetings to sharing personal information.
- Equip students with the language needed to navigate introductory social and school settings.

COURSE SNAPSHOT

Level	PreA1 (true beginner)
Ages	7–17
Setting	US-based 1:1 classroom
Units	7
Total Lessons	34
Lesson Formats	Audio Lessons, Video Lessons
Assessment	Built-in formative activities per lesson

UNIT SEQUENCE

#	Unit	Focus
1	**Say Hello and Goodbye**	Students learn to greet people politely and say goodbye using a range of formal and informal expressions.
2	**Introduce Yourself**	Students learn to give their own name and ask for the names of others, including first and last names and the word 'surname.'
3	**Family**	Students learn to talk about immediate and extended family members using correct pronouns and family vocabulary.

4	**Where?**	Students learn to say where they are, where they are from, and where they were born, using common location expressions.
5	**Spell Your Name**	Students learn to recognize and say all 26 letters of the English alphabet, distinguish uppercase and lowercase letters, and spell their own name aloud.
6	**Say Numbers**	Students learn to count in English from 0 to 100 and use numbers to express age.
7	**Personal Info Review**	Students revisit and consolidate vocabulary from previous units by combining nationality, language, location, and personal information in natural conversational contexts.

UNIT 1

Say Hello and Goodbye

Unit Description

Students learn to greet people politely and say goodbye using a range of formal and informal expressions.

Learning Objectives

- Recognize basic ways to say hello and goodbye.
- Ask how people are doing.

LESSONS

1	🎧 AUDIO **How Are You?** **KEYWORDS** *how are you, fine, thanks*	Students listen to a short exchange: "Hello! Hi! How are you? I'm fine, thanks." Introduces the most fundamental English greeting and response. **ACTIVITIES** Pronunciation, spelling, listening quiz
2	🎧 AUDIO **Good Morning, Good Afternoon, Good Evening** **KEYWORDS** *morning, afternoon, evening*	Students hear the three time-based greetings used throughout the day. Introduces the concept that English greetings vary depending on the time of day. **ACTIVITIES** Reading quiz, pronunciation, spelling, grammar swipe, bubble game
3	🎧 AUDIO **Bye-Bye!** **KEYWORDS** *see ya, bye, bye-bye*	A short audio introducing common informal farewells: "See ya! Bye! Bye-bye." Reinforces that English has multiple ways to say goodbye depending on formality. **ACTIVITIES** Reading quiz, pronunciation, spelling, bubble game
4	🎧 AUDIO **Have a Great Day!** **KEYWORDS** *have, great, day, too*	Students hear a farewell exchange: "Have a great day! Thanks, you too." Introduces a common polite closing phrase used when parting. **ACTIVITIES** Spelling, grammar swipe, listening quiz, bubble game
5	🎬 VIDEO **Greetings and Goodbyes** **KEYWORDS** *all right, how are you, guys, what have you been up to, not much, good luck, have a good day*	A video of three friends running into each other in a park and catching up. Covers informal expressions used in peer greetings ("What have you been up to?", "Not much") and farewells ("Good luck with that", "Have a good day"). Note: phrases in the transcript are written out in full, but students will hear natural contractions in the spoken video. **ACTIVITIES** Video quiz, pronunciation, spelling

Teacher Tip: Unit 1

The first four lessons introduce standard greetings while lesson 5 is a video of real, informal conversation. One thing worth flagging: the transcript shows phrases written out in full ('how are you,' 'what have you been up to') but in the video students will hear these spoken with natural contractions. This is a useful teaching moment. After watching, point out that 'how are you' often sounds like 'how are ya' or 'how're you' in natural speech, and 'what have you been up to' is often compressed. Helping students connect the written form to what they actually hear builds listening comprehension. A good extension is to practice using different greetings at different times of day: arriving in the morning versus leaving at the end of class gives students a chance to use the time-based greetings from lesson 2 in a real context.

UNIT 2

Introduce Yourself

Unit Description

Students learn to give their own name and ask for the names of others, including first and last names and the word 'surname.'

Learning Objectives

- Introduce yourself to others.
- Ask for people's names.

LESSONS

1	AUDIO **Nice To Meet You** **KEYWORDS** *hey, my, nice to meet you*	Students hear a simple first meeting: "Hi. My name's Robert. I'm Claire. Nice to meet you, Robert." Introduces the essential opening exchange for introductions. **ACTIVITIES** Pronunciation, spelling, grammar swipe, listening quiz
2	AUDIO **What's Your Name?** **KEYWORDS** *what, your, name*	A brief exchange: "What's your name? Mackenzie Wood." Introduces the most direct way to ask for someone's name in American English. **ACTIVITIES** Pronunciation, spelling, grammar swipe, bubble game
3	AUDIO **First Name, Last Name** **KEYWORDS** *first name, last name*	Students hear the distinction between first and last names asked separately: "What is your first name? Olivia. What's your last name? Cohen." Introduces the two-part name structure. **ACTIVITIES** Pronunciation, spelling, listening quiz
4	AUDIO **Hey, My Name Is Bianca** **KEYWORDS** *name, nice to meet you, where, from, too*	A natural introduction exchange between two students from different countries. Extends the basic introduction by adding "Where are you from?" as a follow-up question. **ACTIVITIES** Pronunciation, spelling, grammar swipe, bubble game
5	AUDIO **What Does 'Surname' Mean?** **KEYWORDS** *name, surname, sorry, family name, thanks*	A student asks what "surname" means and is told it is the same as "family name" or "last name." Introduces vocabulary clarification as a communication strategy. **ACTIVITIES** Pronunciation, spelling, grammar swipe, listening quiz, bubble game

Teacher Tip: Unit 2

The most important reinforcement here is practicing the full introduction sequence from start to finish: 'Hi, my name is ___. What's your name? Nice to meet you.' A brief role-play with you works well after each lesson. Lesson 5 introduces 'surname' as a synonym for 'last name.' It is worth pointing out that in US schools and on official forms, 'last name' is the most commonly used term, though students may see 'surname' on some documents. Knowing both prepares them for real encounters.

UNIT 3

Family

Unit Description

Students learn to talk about immediate and extended family members using correct pronouns and family vocabulary.

Learning Objectives

- Talk about your friends and family members.

LESSONS

1	🎧 AUDIO **My Brother Matt** **KEYWORDS** *brother, his, last name, our*	Students hear a simple description: "This is my brother. His name is Matt. Our last name is Stevens." Introduces possessive pronouns (his, our) in a family context. **ACTIVITIES** Spelling, grammar swipe, listening quiz, bubble game
2	🎧 AUDIO **My Friend Jacob** **KEYWORDS** *how are you, how about you, hey, who, friend*	A short dialogue where one student introduces a friend. Practices greetings from Unit 1 in a new context and introduces "Who's that?" as a useful question. **ACTIVITIES** Pronunciation, spelling, listening quiz, bubble game
3	🎬 VIDEO **How to Talk About Family in English** **KEYWORDS** *aunt, brother, cousin, dad, family, grandma, grandpa, mom, sister, uncle*	An instructional video naming immediate and extended family members: mom, dad, grandma, grandpa, sister, brother, aunt, uncle, cousin. A comprehensive visual reference for family vocabulary. **ACTIVITIES** Pronunciation, spelling, video quiz, bubble game, grammar swipe
4	🎬 VIDEO **My Siblings and Me** **KEYWORDS** *siblings, oldest, middle, younger, older, youngest*	A short video describing birth order among siblings using comparative adjectives: oldest, younger than, older than, youngest. Introduces relational language for describing family members. **ACTIVITIES** Pronunciation, spelling, grammar swipe, video quiz

Teacher Tip: Unit 3

After lesson 3 (the family vocabulary video), ask the student to sketch a simple family tree and label each person in English. Even a rough drawing with 'mom,' 'dad,' and 'sister' written in makes the vocabulary personal and memorable. For students whose family structures differ from the one shown in the video, welcome any family vocabulary they want to learn. 'Guardian,' 'stepparent,' and 'my grandmother who I live with' are all practical terms that fit within this unit.

UNIT 4

Where?

Unit Description

Students learn to say where they are, where they are from, and where they were born, using common location expressions.

Learning Objectives

- Ask where someone currently is.
- Talk about where you are from.
- Talk about where people are from.

LESSONS

1	🎧 AUDIO **Where Are You?** **KEYWORDS** *where, you, home, work*	A phone-style exchange: "Where are you? I'm at home. And you? I'm at work." Introduces the question "Where are you?" and the preposition "at" with common locations. **ACTIVITIES** Listening quiz, spelling, grammar swipe, bubble game
2	🎧 AUDIO **Are You at School?** **KEYWORDS** *you, still, not, just, home, about to*	Students hear a casual check-in: "Are you at school right now? No, I'm not. I'm about to come home." Practices negation and introduces the useful phrase "about to." **ACTIVITIES** Listening quiz, spelling, grammar swipe, bubble game
3	🎧 AUDIO **Where We Were Born** **KEYWORDS** *born, husband, children, son, daughter*	A short family story using "was born" and "were born" across different states. Introduces the past tense construction for talking about birthplace along with family member vocabulary. **ACTIVITIES** Listening quiz, picture hunt, spelling, grammar swipe, bubble game
4	🎬 VIDEO **Where Are You From?** **KEYWORDS** *born, from, grew up, live, now, where*	A video of real people from many different places answering "Where are you from?" Introduces the natural variation in how people answer this question: born, grew up, live now. **ACTIVITIES** Video quiz, spelling, grammar swipe, bubble game
5	🎧 AUDIO **My Sister Lives in Chicago** **KEYWORDS** *who, sister, where, live*	A brief exchange: "Who's that? That's my sister. Where does she live? She lives in Chicago." Connects family vocabulary from Unit 3 with location vocabulary from this unit. **ACTIVITIES** Listening quiz, spelling, grammar swipe, bubble game

Teacher Tip: Unit 4

Lesson 4 shows a diverse group of people answering 'Where are you from?' and is a natural conversation starter. After watching, ask the student where they are from and practice the exchange together. A useful extension is location prepositions: students often mix up 'at' home/school/work, 'from' a country or city, and 'in' a place. A simple handout or whiteboard chart showing these three side by side helps students sort them out before they encounter the confusion in writing or on forms.

UNIT 5

Spell Your Name

Unit Description

Students learn to recognize and say all 26 letters of the English alphabet, distinguish uppercase and lowercase letters, and spell their own name aloud.

Learning Objectives

- Recognize and pronounce the letters of the alphabet.
- Spell your name.
- Ask people how to spell their names.

LESSONS

1	🎬 VIDEO **How to Say the Alphabet in English** **KEYWORDS** *alphabet, repeat*	An instructional video in which students repeat the full alphabet after the teacher. A foundational reference lesson that establishes letter names before applying them to spelling. **ACTIVITIES** Pronunciation, spelling, grammar swipe, bubble game
2	🎬 VIDEO **Capital and Lowercase Letters** **KEYWORDS** *letters, big, capital, uppercase, small, lowercase*	A video distinguishing capital (uppercase) and lowercase letter forms using visual examples. Introduces the vocabulary students will encounter on keyboards and forms. **ACTIVITIES** Pronunciation, spelling, grammar swipe, bubble game, video quiz
3	🎬 VIDEO **My Name Is Jill Owens** **KEYWORDS** *hello, name*	A video of someone saying and then spelling their first and last name: J-I-L-L, O-W-E-N-S. Demonstrates the spelling-aloud format students will need to use in real situations. **ACTIVITIES** Spelling, grammar swipe, video quiz, bubble game
4	🎧 AUDIO **Spelling "Jacqueline"** **KEYWORDS** *name, how, spell, can*	A student asks how to spell an unfamiliar name and receives a letter-by-letter response. Introduces "How do you spell that?" as a practical clarification question. **ACTIVITIES** Spelling, grammar swipe, listening quiz, bubble game
5	🎧 AUDIO **Spelling a First and Last Name** **KEYWORDS** *spell, last name, first name*	Someone spells out their full name on request: S-H-E-I-L-A, M-A-T-H-E-R-S. Reinforces the full name-spelling sequence students will use at the school office, doctor's office, and on the phone. **ACTIVITIES** Spelling, grammar swipe, listening quiz, bubble game

Teacher Tip: Unit 5

Spelling your name aloud is one of the highest-frequency real-world tasks newcomers face — at the school office, the doctor, and on the phone. After lessons 4 and 5, have the student practice spelling their own first and last name until it feels natural rather than labored. A strong extension is to introduce the 'letter as in word' clarification method: 'B as in boy, A as in apple.' This technique is widely used in American English when spelling over the phone or in noisy environments, and it gives students a practical tool for being understood.

UNIT 6

Say Numbers

Unit Description

Students learn to count in English from 0 to 100 and use numbers to express age.

Learning Objectives

- Count in English.
- Use numbers to say someone's age.

LESSONS

1	🎧 AUDIO **Numbers: 1-5** **KEYWORDS** *one, two, three, four, five*	Students hear and repeat the numbers one through five. A simple foundational lesson establishing the first five counting numbers. **ACTIVITIES** Picture hunt, pronunciation, spelling, listening quiz
2	🎧 AUDIO **Numbers: 0-9** **KEYWORDS** *zero, one, two, three, four, five, six, seven, eight, nine*	Students hear all single-digit numbers including zero. Extends lesson 1 and establishes the complete set of digits used in phone numbers, prices, and addresses. **ACTIVITIES** Picture hunt, pronunciation, spelling, listening quiz
3	🎧 AUDIO **Numbers: 0-100** **KEYWORDS** *zero, ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred*	Students hear the multiples of ten from zero to one hundred. Introduces the foundational anchors for counting in larger groups. **ACTIVITIES** Picture hunt, reading quiz, pronunciation, spelling, listening quiz
4	🎬 VIDEO **Count by Ones to 100** **KEYWORDS** *eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one*	An instructional video walking students through counting from ten to one hundred. Introduces the teen numbers and the repeating pattern of tens that makes counting predictable. **ACTIVITIES** Video quiz, pronunciation, spelling
5	🎬 VIDEO **How Old Am I?** **KEYWORDS** *twenty-five, years old*	A short video stating "I am 25 years old." Introduces the standard American English formula for expressing age using numbers. **ACTIVITIES** Pronunciation, spelling, video quiz, bubble game

Teacher Tip: Unit 6

Students can often count in sequence but then struggle to recognize a number said in isolation, which is what happens with phone numbers, prices, and ages. After this unit, practice numbers out of order: call out a number and have the student write the digit, or hold up a number of fingers and ask them to say it. Lesson 5 (How Old Am I?) is a good springboard for number practice in context: ask the student their age, the ages of family members, or the age of a pet. Real numbers attached to real people are significantly easier to retain than abstract drills.

UNIT 7

Personal Info Review

Unit Description

Students revisit and consolidate vocabulary from previous units by combining nationality, language, location, and personal information in natural conversational contexts.

Learning Objectives

- Say which language(s) you speak.
- Describe people's nationalities.
- Review ways to ask for personal information.

LESSONS

1	🎧 AUDIO **In Brazil, We Speak Portuguese** **KEYWORDS** *where, from, speak*	A dialogue where a student corrects a misconception: Brazilians speak Portuguese, not Spanish. Introduces the structure "In [country], we speak [language]" and gentle clarification. **ACTIVITIES** Spelling, grammar swipe, listening quiz
2	🎧 AUDIO **My Family Is From Brazil** **KEYWORDS** *hello, name, nice to meet you, from, parents, live, speak*	A student introduces themselves, names their country of origin, their nationality, and the languages they speak. Combines multiple units' vocabulary in a single connected passage. **ACTIVITIES** Spelling, grammar swipe, listening quiz, bubble game
3	🎬 VIDEO **I'm From Boston** **KEYWORDS** *where, from, cool*	A short video of two people exchanging where they are from. Reviews location vocabulary from Unit 4 and demonstrates the casual conversational tone of this common exchange. **ACTIVITIES** Spelling, grammar swipe, video quiz, bubble game
4	🎧 AUDIO **Can You Spell Your Last Name?** **KEYWORDS** *spell, last name, sure*	A brief exchange where someone is asked to spell their last name: "Sure, it's B-A-K-E-R." Reviews spelling vocabulary from Unit 5 in a practical administrative context. **ACTIVITIES** Spelling, grammar swipe, listening quiz, bubble game
5	🎧 AUDIO **What Country Are You From?** **KEYWORDS** *how are you, all right, country, born*	A conversation combining a greeting, a wellness check, and questions about country of origin and birthplace. Pulls together vocabulary from Units 1, 2, and 4 in a single natural exchange. **ACTIVITIES** Pronunciation, spelling, listening quiz, bubble game

Teacher Tip: Unit 7

This review unit combines location, language, and identity vocabulary in conversational contexts that pull from every previous unit. Lesson 2 (My Family Is From Brazil) is a good moment to discuss that in the US, people may ask 'Where are you from?' in different ways and for different reasons. Giving students a few comfortable, confident ways to answer prepares them for real social interactions. After completing this unit, a short capstone conversation where the student introduces themselves, says where they are from, and shares what languages they speak is a natural and meaningful close to the course.