LingoLift

Technology and Wellness English

Teacher's Guide · PreA1 · Ages 7–17

How to Use This Guide

Technology and Wellness 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

Technology and Wellness 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 across two essential areas of daily life: using technology (computers, passwords, social media) and talking about health and wellness (body parts, illness, emotions, and weather).

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 navigating computers, devices, and online communication.
- Build language for describing health, illness, emotions, and weather.
- Equip students to communicate basic needs and observations in digital and wellness contexts.

COURSE SNAPSHOT

Level	PreA1 (true beginner)
Ages	7–17
Setting	US-based 1:1 classroom
Units	5
Total Lessons	25
Lesson Formats	Audio Lessons, Video Lessons
Assessment	Built-in formative activities per lesson

UNIT SEQUENCE

#	Unit	Focus
1	**Use a Computer**	Students learn to log into a device, troubleshoot common password problems, ask for Wi-Fi access, identify parts of a computer, and navigate basic computer processes.
2	**Social Media**	Students learn vocabulary for commenting on and describing social media content, including photos, emojis, and posts.
3	**The Doctor**	Students learn vocabulary for body parts, common illness symptoms, asking for basic medical help, describing injuries, and naming emotions.

4	**The Weather**	Students learn to describe current weather conditions, talk about the weather in specific places, and comment on cold weather.
5	**Technology and Review**	Students revisit and consolidate vocabulary from all four previous units through short dialogues mixing computer, social media, health, and weather contexts.

UNIT 1

Use a Computer

Unit Description

Students learn to log into a device, troubleshoot common password problems, ask for Wi-Fi access, identify parts of a computer, and navigate basic computer processes.

Learning Objectives

- Explain basic computer processes.
- Solve basic computer problems.
- Give advice related to technology.

LESSONS

1	🎬 VIDEO **Parts of a Computer** **KEYWORDS** *laptop, screen, keyboard, trackpad, mouse, type, click*	A video naming the key physical parts of a laptop: screen, keyboard, trackpad, mouse. Gives students vocabulary for the device they use every day and for describing problems with it. **ACTIVITIES** Video quiz, bubble game, spelling
2	🎬 VIDEO **Computer Vocabulary** **KEYWORDS** *open, computer, type, password, click, app, results, close, browser, put away*	A step-by-step video of basic computer actions: open, type your password, click on the app, search, close the browser, put away. Introduces the verbs students need to follow and give basic tech instructions. **ACTIVITIES** Pronunciation, spelling, grammar swipe, bubble game, video quiz
3	🎧 AUDIO **Logging In** **KEYWORDS** *forget, log in, password, username*	Students hear the basic instruction for logging in: you need a username and a password. Do not forget them. Introduces the two essential credentials for accessing any school device or platform. **ACTIVITIES** Pronunciation, spelling, grammar swipe, bubble game
4	🎬 VIDEO **My Password Doesn't Work** **KEYWORDS** *capital letters, case-sensitive, need, password, remember, still, work*	A video showing a student who cannot log in because of case-sensitive capitalization. Introduces the concept of uppercase letters in passwords and the term "case-sensitive." **ACTIVITIES** Pronunciation, grammar swipe, bubble game, video quiz

5	🎧 AUDIO **What's the Wi-Fi Password?** **KEYWORDS** *card, password, wi-fi, written*	A quick exchange: "What's the Wi-Fi password? Here, it's written on this card." Introduces asking for Wi-Fi access, one of the first practical requests students make in a new school. **ACTIVITIES** Pronunciation, spelling, grammar swipe, bubble game

Teacher Tip: Unit 1

Since students are already using their devices to complete these lessons, the vocabulary in this unit is immediately present in their environment. As you circulate, use lesson terms naturally in context: 'Use the trackpad to scroll down' or 'Click on the next activity.' This kind of incidental reinforcement happens alongside the lesson rather than requiring a separate activity. A worthwhile extension is to introduce a few high-frequency computer actions the unit does not cover: scroll, zoom in, copy, paste, and screenshot are all things students will encounter in school. Lesson 4 (My Password Does Not Work) is also a good moment to discuss your school's specific support process for password issues, since knowing who to contact when locked out is a practical piece of school navigation that goes hand in hand with this unit.

UNIT 2

Social Media

Unit Description

Students learn vocabulary for commenting on and describing social media content, including photos, emojis, and posts.

Learning Objectives

- Ask about social media use.
- Describe photos from social media.
- Comment on messages and social media posts.

LESSONS

1	🎧 AUDIO **Pictures of My Pets** **KEYWORDS** *sometimes, share, pictures, pets, dog*	Students hear: "Sometimes I share pictures of my pets. Here's one of my dog, Chase." Introduces the vocabulary of sharing content on social media in a relatable, low-stakes context. **ACTIVITIES** Spelling, grammar swipe, listening quiz, bubble game
2	🎧 AUDIO **A Sad Emoji** **KEYWORDS** *told, come, party, responded, sad, emoji*	A student explains that a friend responded to her message with a sad emoji. Introduces emoji as a form of digital communication and the past tense verb "responded." **ACTIVITIES** Pronunciation, spelling, grammar swipe, listening quiz, bubble game
3	🎧 AUDIO **I Saw Your Story** **KEYWORDS** *are, saw, story, said, were, sick, feel, better*	Two friends check in after one posted about being sick on their social media story. Introduces social media stories as a format and connects wellness vocabulary to digital communication. **ACTIVITIES** Spelling, grammar swipe, bubble game
4	🎧 AUDIO **Wrong Emoji** **KEYWORDS** *oops, emoji, wanted, fact, delete*	Someone accidentally sends the wrong emoji and wants to delete it. Introduces "oops" as a common informal expression and "delete" as a key digital action. **ACTIVITIES** Picture hunt, spelling, grammar swipe, bubble game

Teacher Tip: Unit 2

This unit uses social media as a context for language learning, not as a lesson in how to use any particular platform. The vocabulary (emoji, story, post, delete, share) reflects how students already communicate outside school and gives them English words for those experiences. A worthwhile extension is a brief discussion of digital social norms: what is appropriate to share, what 'delete' communicates socially, and why someone might remove a post or account. These

are culturally significant topics for newcomers navigating American peer environments, and this unit gives you a natural opening to address them.

UNIT 3

The Doctor

Unit Description

Students learn vocabulary for body parts, common illness symptoms, asking for basic medical help, describing injuries, and naming emotions.

Learning Objectives

- Offer basic assistance and suggestions to sick people.
- Describe symptoms of illness.
- Talk about injuries.

LESSONS

1	🎬 VIDEO **How to Say Parts of the Body in English** **KEYWORDS** *arm, body, ear, eye, foot, hand, head, knee, mouth, nose, part, shoulder, stomach*	An instructional video naming major body parts with repetition prompts: head, eyes, nose, mouth, ears, shoulders, stomach, arms, hands, knees, feet. A comprehensive visual reference students will draw on at medical appointments. **ACTIVITIES** Pronunciation, spelling, video quiz, bubble game
2	🎧 AUDIO **I Got Sick Last Night** **KEYWORDS** *last night, sick, threw up, morning*	A brief statement about illness: "I got sick last night. I threw up at 5:30 in the morning." Introduces the verb phrase "throw up" and the past tense construction for describing sudden illness. **ACTIVITIES** Pronunciation, spelling, listening quiz, bubble game, grammar swipe
3	🎧 AUDIO **I Think I'm Sick** **KEYWORDS** *sore throat, fever, headache, sick*	A student lists their symptoms: sore throat, fever, and headache. Introduces three of the most common illness symptoms students will need to describe to a school nurse or parent. **ACTIVITIES** Pronunciation, spelling, listening quiz, bubble game, grammar swipe
4	🎧 AUDIO **I Need to Go to the Nurse** **KEYWORDS** *are you ok, feel well, nurse*	A teacher asks a student if they are OK; the student says they need to go to the nurse. Introduces the phrase "I don't feel well" and the direct request "I need to go to the nurse." **ACTIVITIES** Pronunciation, spelling, listening quiz
5	🎧 AUDIO **I Hurt My Knee** **KEYWORDS** *look like, hurt, knee*	A short exchange: "You look like you're in pain. I hurt my knee yesterday." Introduces the verb "hurt" for describing an injury and connects it to body parts vocabulary from lesson 1. **ACTIVITIES** Spelling, grammar swipe, listening quiz, bubble game

6	🎬 VIDEO **Learning about Emotions** **KEYWORDS** *emotions, angry, bored, confused, excited, embarrassed, happy, proud, sad, scared*	A video naming a range of emotions with visual examples: angry, bored, confused, embarrassed, excited, happy, proud, sad, scared. Gives students vocabulary for expressing how they feel, which is foundational for self-advocacy in school. **ACTIVITIES** Pronunciation, spelling, video quiz, bubble game

Teacher Tip: Unit 3

After lesson 1 (body parts), bring in or draw a simple body diagram and practice pointing to and naming each part. Students will need this vocabulary at medical appointments, where they may need to say what hurts and where. Lesson 6 (Learning about Emotions) is a strong candidate for a daily classroom routine: after the lesson, you can establish a simple emotional check-in at the start of each session where the student points to or names how they are feeling. For students who may have experienced significant stress or change, having the English words for emotions is a practical form of self-advocacy.

UNIT 4

The Weather

Unit Description

Students learn to describe current weather conditions, talk about the weather in specific places, and comment on cold weather.

Learning Objectives

- Describe today's weather.
- Talk about the weather in a specific place.
- Comment on cold weather.

LESSONS

1	🎬 VIDEO **A1 English Listening Practice - Weather** **KEYWORDS** *weather, sunny, hot, cloudy, rainy, snow, stormy, temperature, umbrella, windy*	A longer listening comprehension video covering all major weather types: sunny, cloudy, rainy, windy, snowy, and stormy. The most comprehensive lesson in the unit, including personal opinions and weather-related vocabulary in context. **ACTIVITIES** Pronunciation, spelling, grammar swipe, video quiz, bubble game
2	🎧 AUDIO **It's Gonna Be Nice This Weekend** **KEYWORDS** *weather report, nice, weekend, degrees, sunny*	Students hear a casual weather prediction: "The weather report says it's gonna be nice this weekend. Seventy-three degrees and sunny." Introduces the informal "gonna" and the use of Fahrenheit degrees. **ACTIVITIES** Pronunciation, spelling, grammar swipe, listening quiz, bubble game
3	🎧 AUDIO **Social Media Post: Blue Sky and White Beach** **KEYWORDS** *sky, white, beach*	A short social media caption: "Blue sky and white beach in the Bahamas!" Introduces describing weather and scenery in the brief, informal language of a social media post. **ACTIVITIES** Picture hunt, spelling, grammar swipe, listening quiz, bubble game
4	🎬 VIDEO **How Is the Weather Today?** **KEYWORDS** *beautiful, weather, clouds, sky, definitely, rain*	A short video describing current weather: "We have beautiful weather today. There are clouds in the sky, but definitely no rain." Introduces nuanced weather description beyond simple "sunny" or "rainy." **ACTIVITIES** Pronunciation, spelling, grammar swipe, listening quiz, bubble game
5	🎧 AUDIO	An informal social media post about cold weather: "Almost April and -3 degrees??? Brrr." Introduces cold weather vocabulary

	Cold March Weather **KEYWORDS** *almost, cat, staying, fire*	and the expression "staying by the fire" in a casual, relatable context. **ACTIVITIES** Picture hunt, spelling, grammar swipe, listening quiz, bubble game

Teacher Tip: Unit 4

Lesson 1 is a longer listening comprehension video and the most demanding task in this unit. It may need more than one listen, which is completely normal. After completing the unit, check the local weather forecast together and practice describing it with lesson vocabulary: 'It is sunny today. The temperature is 72 degrees.' This connects the unit immediately to real life. It is also worth briefly explaining that the US uses Fahrenheit while most other countries use Celsius. A simple reference point helps: 32 degrees F is freezing, and 72 degrees F is a comfortable spring day. Students will encounter Fahrenheit on weather reports and thermostats from day one.

UNIT 5

Technology and Review

Unit Description

Students revisit and consolidate vocabulary from all four previous units through short dialogues mixing computer, social media, health, and weather contexts.

Learning Objectives

- Review skills and vocabulary from previous units.

LESSONS

1	🎧 AUDIO **She Deleted It** **KEYWORDS** *delete, find, guess, online*	Students hear: "I went online yesterday and couldn't find Ayesha's Instagram. I guess she deleted it." Reviews social media vocabulary from Unit 2 in a casual conversational context. **ACTIVITIES** Pronunciation, spelling, grammar swipe, listening quiz, bubble game
2	🎧 AUDIO **I Had a Bad Headache Yesterday** **KEYWORDS** *headache, help, tea*	A brief exchange: "I had a bad headache yesterday. I drank tea and it helped." Reviews illness vocabulary from Unit 3 and introduces a simple home remedy in natural past-tense conversation. **ACTIVITIES** Spelling, grammar swipe, bubble game
3	🎧 AUDIO **My Keyboard Isn't Working** **KEYWORDS** *check, keyboard, need, now, plugged in, work*	A student reports a keyboard problem; someone asks if it is plugged in. Reviews computer vocabulary from Unit 1 and the practical troubleshooting exchange that commonly happens in a classroom. **ACTIVITIES** Pronunciation, spelling, grammar swipe, bubble game
4	📌 TEXT **My Laptop Is Charging** **KEYWORDS** *battery, charge, full, laptop, yet*	A text-based lesson: "My laptop is charging right now. The battery isn't full yet." Reviews charging vocabulary from Unit 1 in a written format. This is the only text lesson in the course. **ACTIVITIES** Bubble game, grammar swipe, spelling, pronunciation
5	🎬 VIDEO **It's Snowing Outside!** **KEYWORDS** *see, snowing, today, trees*	A short video describing a snowy day in New York: cold, windy, and snow on the trees. Reviews winter weather vocabulary from Unit 4 and practices present progressive tense (it's snowing) in a real visual context. **ACTIVITIES** Spelling, grammar swipe, bubble game, video quiz

Teacher Tip: Unit 5

Because this unit draws from all four previous units, it works well as a diagnostic: if a student struggles with a lesson, it identifies vocabulary from a specific earlier unit to revisit before moving on. Lesson 4 (My Laptop Is Charging) is the only text-based lesson in the course. It is worth pausing on 'battery isn't full yet' and 'charging' to connect those words to the physical experience of plugging in a device. A short capstone conversation mixing one scenario from each unit (a computer problem, a health symptom, a weather description, a social media reference) gives students a chance to see how much functional vocabulary they have gained across the course.