

An overview of our learning goals and expectations are:

## Beginners

### The youngest learners ages 7-8 years of age

- English for Everyone, units 1-4 but without actually using all of the unit pages.
- Focus on concepts, nouns, verbs with writing but not focusing on spelling.
- Use YouTube videos, games, flashcards, songs, etc.
- Cover these key concepts.
  - ABC
  - Numbers
  - Colors
  - Body parts
  - Clothes
  - Common questions
  - Verbs: to be, to have, and to like
  - Pronouns

Note: don't try to teach TO BE or TO HAVE as a conjugation exercise. Just teach it within the basic parts of the lesson. What color is this? I have two arms.

### Children ages 9 and older (see above for the basics)

- English for Everyone, units 1-4. Use the actual units.
- Lots of extra worksheets to add to each unit to help them master the key parts of the units
- Use games, YouTube videos, flashcards, etc.
- Start working on spelling of commonly used words.

This should take approximately 6 months of lessons. Then choose units to teach. We have these available for you to build from:

- Animals
- Health
- Jobs
- Food
- House
- Gardening

## Students ages 12 and up (see above for more information)

- English for Everyone all 8 units
- Use lots of extra worksheets, YouTube videos, games, etc. to augment the units.
  - Example: Unit 7 needs work with comparatives and superlatives
  - Example: Unit 8 needs work with prepositions
- Build each lesson with reviews from the previous units. It takes a long time to master the ABCs, numbers, etc.
  - Be sure to continue to work with possessives, plurals, and verb forms.
- Missing from English for Everyone (weave these into lessons or between units)
  - Full understanding of prepositions (Unit 8 only introduces prepositions of place and then only a few of those)
  - Comparatives and Superlatives – not a part of Unit 7 which is adjectives.
  - Emotions
  - Verb tenses – past and future
  - Question words
  - Telling time
  - Weather
  - Days, Months, and Seasons
  - Food
- Work continuously with these pronunciation issues:
  - /s/ when it starts a word, such as stove and school
  - /th/ sound in any position in a word, such as three, mouth, and together
  - Saying the full word, students often fail to say the ending of the word.
  - /ed/ the three sounds of this, such as walked, phoned, wanted

## Intermediate

### Students ages 12 and up

- Review the key parts of English for Everyone, units 1-8
  - Use the vocabulary and concept list for E for E and weave these into each lesson.
  - Missing from English for Everyone (weave these into lessons or between units)
    - Full understanding of prepositions (Unit 8 only introduces prepositions of place and then only a few of those)
    - Comparatives and Superlatives – not a part of Unit 7 which is adjectives.
    - Emotions
    - Verb tenses – past and future
    - Question words
    - Telling time
    - Weather
    - Days, Months, and Seasons
    - Food

- Pick from the units we have available that are reading based or find your own materials.
  - Use the readings to practice fluency, pronunciation, and vocabulary expansion.
  - Also use the readings to discuss in English concepts, story elements, etc.
- If writing is a skill that is wanted by the students, work with the reading passages to have them answer in writing using complete sentences.
  - Work on expanding sentences and/or combining short sentences.
- Have students write dialogues that are applicable to their work or school. Then perform these.
- Choose a theme box and develop a unit around that subject
  - Jobs
  - House
  - Health
  - Food

### **Advanced/ nearly bilingual for adult conversation, reading, and writing needs.**

This is similar to the Intermediate list, with the addition of some of the more complex English concepts/skills. Lots of discussion, reading comprehension, expanding their vocabulary, and working on pronunciation errors.

- Idioms
- Much/Many
- Noncountables
- Adverbs of Frequency
- Exploring Common Mistakes
- Do, Go, Play
- Make, Do
- Some, Any, None
- Suffixes
- Should, Could, Would
- Indefinite pronouns
- Pronouns – review until mastered (examples his/hers)
- Homonyms