

ALBALAGH INTERNATIONAL PREMIUM COLLEGE PRESS

The IEFC Level I Student Workbook

Foundation Programme · A1 · 19 lessons, 10
modules. The practice, the words, the work you do
alone, and a way to find out whether you have
understood — before anybody marks you.

IEFC Student Series

Edition undefined · Revision undefined · Impression 1

Six steps, every lesson

This book is not the coursebook with the teaching taken out. It is what you do with the lesson: before it, between classes, and after it.

STEP	WHAT IT IS	WHEN
1 · What you will be able to do	The lesson's own objectives, so you know what you are working towards.	Before
2 · Words for this lesson	Every word the lesson teaches, with a sentence you could say and — where English is simply arbitrary — a warning.	Before and after
3 · Practice	The tasks from the lesson, with the material printed here where the task hands you something.	In class and at home
4 · On your own	Something to do alone that gets you ready for the class task, or fixes it afterwards. It is not a replacement: the class task needs another person.	Alone
5 · Check yourself	Three or four questions with the answers at the back. Write something before you look.	After
6 · Take it further	For when you have finished and want more.	Any time

WHY SOME THINGS SAY "IN CLASS"

You cannot practise asking a stranger their name without a stranger. 17 of the 19 lessons in this level are designed around talking to another person, and that is the point of them rather than a problem with them. Step 4 gets you ready for those tasks; it never pretends to be them. If you do only step 4, you will know the words and you will not be able to use them.

WHAT THIS BOOK CONTAINS, COUNTED

19 lessons · 199 words with an example sentence for each · 17 activities to do alone, each naming the class task it serves · 58 check-yourself questions with answers, 25 of them aimed at a mistake learners at this level really make. Nothing here was written for this book: every word is read from the same academic record the Complete Curriculum is set from.



Hello! Introducing Yourself

I.1.2

1 WHAT YOU WILL BE ABLE TO DO

- greet someone appropriately for the time of day
- say your own name using "My name is.../I'm..."
- ask someone else's name using "What's your name?"
- spell your name aloud using the English alphabet

Before this lesson: None — this is your first lesson.

2 WORDS FOR THIS LESSON

Greetings and introductions. In class: Chain drill and "Find Someone Who": each learner greets five classmates and exchanges names.

WORD	EXAMPLE	CAREFUL
hello PHRASE	Hello! My name is Sofia.	—
hi PHRASE	Hi, Sofia! I'm Daniel.	Friendly. Use "hello" with a teacher or a stranger.
good morning PHRASE	Good morning, Mr Ali.	Until about midday.
good afternoon PHRASE	Good afternoon. Please sit down.	From midday until about 6 p.m.
good evening PHRASE	Good evening. Welcome.	From about 6 p.m. It is a greeting; "good night" is a farewell.
goodbye PHRASE	Goodbye! See you tomorrow.	—
name NOUN	My name is Ana.	Say "My name is Ana" or "I'm Ana" — never both together.
nice to meet you PHRASE	Nice to meet you. — Nice to meet you too!	Only the first time you meet someone.
What's your name? PHRASE	What's your name? — I'm Daniel.	—
spell VERB	How do you spell your name?	—

3 PRACTICE

IN CLASS Chain drill around the room — ask "What's your name?", answer, then ask the next person.

IN CLASS "Find Someone Who" — greet 5 different classmates, exchanging name and greeting, unscripted.

WRITE "Hello! My ___ is ___. I'm ___." with your own real name.

AT HOME Introduce yourself to one person outside class; bring one new "nice to meet you" partner name to share next lesson.

4 ON YOUR OWN

This prepares the class task: *"Find Someone Who" — greet five classmates and exchange names, unscripted.* It does not take its place — that task needs another person, and this is how you arrive ready for it.

Write the four greetings on four cards with the time of day on the back. Shuffle, turn one over, and say the greeting aloud before you look. Then record yourself saying the whole exchange — greeting, your name, the question, the reply — twice, once as each speaker. Spell your own name aloud at the end.

Check yourself. Play the recording back. Did you say a time-of-day greeting that matches the card? Did you say "My name is Ana" OR "I'm Ana" — and not both together? Could a stranger write your name down correctly from your spelling?

5 CHECK YOURSELF

Before you move on, check that you can greet someone and give your name without stopping to think.

1. It is 4 p.m. and you meet your new teacher. What do you say?

2. Complete: "_____ name is Ana."

3. Ask a stranger their name politely.

Answers on page — see **Answers • I.1.2** at the back of this book. Do not look until you have written something.

6 TAKE IT FURTHER

Write and act out a 4-line dialogue introducing two invented people to each other.

You will come back to this. Lesson 1.2 opens by recapping this lesson's "What's your name?" chain drill, and its mingling activity asks for your name alongside your country, so every phrase here is used again there. Module 1's Quiz and Speaking Assignment draw only on Lessons 1.1 and 1.2. The Level I Revision Guide returns to this material under Module 1 — Meeting People before the mock exam.

Where Are You From?

I.1.3

1 WHAT YOU WILL BE ABLE TO DO

- ask and answer "Where are you from?"
- name your own country correctly in English
- use "I'm from ____" and "I live in ____" correctly and tell them apart
- recognise at least 6 country/nationality word pairs

Before this lesson: Lesson 1.1 (greetings, "My name is/I'm", "What's your name?").

2 WORDS FOR THIS LESSON

Countries and nationalities. In class: Country/nationality pair matching with the pairs introduced in the presentation.

WORD	EXAMPLE	CAREFUL
country NOUN	Which country are you from?	—
city NOUN	I live in a big city.	—
Brazil / Brazilian NOUN	I'm from Brazil. I'm Brazilian.	No "the" before most country names.
Italy / Italian NOUN	She's from Italy. She's Italian.	—
Japan / Japanese NOUN	He's from Japan. He's Japanese.	Not "the Japan".
Egypt / Egyptian NOUN	We're from Egypt. We're Egyptian.	—
Spain / Spanish NOUN	They're from Spain. They're Spanish.	—
the United Kingdom / British NOUN	I'm from the United Kingdom. I'm British.	This one DOES take "the" — like the Netherlands and the USA.
be from PHRASE	Where are you from? — I'm from Brazil.	"I'm from" + country. Not "I'm come from".
live in PHRASE	I live in Sao Paulo.	"Live in" + city. "Be from" + country. They are not the same.

3 PRACTICE

IN CLASS Pair work with a country-name card each — ask and answer "Where are you from?", swap cards, repeat 3 times.

IN CLASS Mingle and ask/answer BOTH "What's your name?" AND "Where are you from?" with 5 classmates, using your own real information.

WRITE Write 4 lines combining both lessons: "Hello! My name is _____. I'm from _____. I live in _____."

AT HOME Look up and write the capital city of one country introduced in class that is not your own; share briefly next lesson.

4 ON YOUR OWN

This prepares the class task: *Mingle and ask five classmates both "What's your name?" and "Where are you from?", using your own real information.* It does not take its place — that task needs another person, and this is how you arrive ready for it.

Write your own country and city on a card. Then write six sentences about six real people you know — a relative, a neighbour, someone famous — each using "is from + country" and "lives in + city". Say each aloud.

Check yourself. Check every sentence: is the country after "from" and the city after "lives in"? Did any country need "the"? Only the United Kingdom, the Netherlands and the USA on your list should have it.

5 CHECK YOURSELF

Check that you can ask and answer where someone is from, and name your own country in English.

1. Answer: "Where are you from?"

2. What is wrong with: "I'm from the Japan"?

3. Ask the question in a way that works for a city, not a country.

Answers on page — see **Answers · I.1.3** at the back of this book. Do not look until you have written something.

6 TAKE IT FURTHER

Write a 4-line dialogue for two new invented people meeting for the first time, using all four target questions/statements from both lessons.

You will come back to this. This lesson opens with a recap of Lesson 1.1. Module 1's Quiz and Speaking Assignment draw only on Lessons 1.1 and 1.2.

There Is / There Are — My Classroom and Home

I.2.2

1 WHAT YOU WILL BE ABLE TO DO

- name 8+ classroom and home objects
- use "there is" with singular nouns and "there are" with plural nouns correctly
- ask "Is there a...?"/"Are there any...?" and give short answers
- use "a/an" and plural "-s" correctly

Before this lesson: Module 1 ("to be", basic question formation).

2 WORDS FOR THIS LESSON

Classroom and home objects. In class: Picture-matching game: classroom and home objects to their English names.

WORD	EXAMPLE	CAREFUL
board NOUN	There is a board in the classroom.	—
desk NOUN	There is a teacher's desk.	—
chair NOUN	There are ten chairs.	—
book NOUN	There are some books on the desk.	—
pen NOUN	Are there any pens? — Yes, there are.	—
window NOUN	Is there a window? — Yes, there is.	—
door NOUN	There is one door.	Open the door — not "open the light".
table NOUN	There is a table in the kitchen.	—
bed NOUN	There is a bed in my room.	—
lamp NOUN	There is a lamp next to the bed.	—
room NOUN	There are four rooms in my house.	—
kitchen NOUN	There is a small table in the kitchen.	—

3 PRACTICE

IN CLASS In pairs, ask "Is there a...?"/"Are there any...?" about 6 objects in a classroom picture, answering with short forms.

IN CLASS Describe your real classroom aloud in pairs, naming at least 6 real objects, then check each other's sentences.

WRITE Write 3-4 sentences describing your own bedroom or living room using "there is/there are".

AT HOME Draw a simple floor plan of one room at home and label 6 objects in English.

4 ON YOUR OWN

This consolidates the class task: *In pairs, ask "Is there a...?" and "Are there any...?" about six objects in a classroom picture.* It does not take its place — that task needs another person, and this is how you arrive ready for it, or fix it afterwards.

Stand in one room of your home and write ten sentences about what is in it — five with "there is", five with "there are". Then turn each of five of them into a question, and write the short answer underneath.

Check yourself. Count the noun after each "there". Singular noun goes with "there is"; plural goes with "there are". In your questions, does "is" or "are" come FIRST? "Is there a window?" — not "There is a window?"

5 CHECK YOURSELF

Check that you can say what is in a room using there is and there are.

1. Two chairs and one table. Write both sentences.

2. Make a question: (a book / on the desk)

3. Correct: "There is three windows."

*Answers on page — see **Answers · I.2.2** at the back of this book. Do not look until you have written something.*

6 TAKE IT FURTHER

Write 2 additional sentences using the negative form: "There isn't a.../There aren't any..."

You will come back to this. Lesson 2.2 opens with learners describing their homework floor plan aloud.

This, That, These, Those — Around the City

I.2.3

1 WHAT YOU WILL BE ABLE TO DO

- use "this/these" for near objects and "that/those" for far objects correctly
- name at least 8 common places in a town or city
- ask "Where is the...?" and give a simple location answer
- distinguish singular (this/that) from plural (these/those) demonstratives

Before this lesson: Lesson 2.1 ("there is/are", classroom/home vocabulary).

2 WORDS FOR THIS LESSON

Places in a city. In class: City-places bingo or matching game.

WORD	EXAMPLE	CAREFUL
bank NOUN	This is a bank.	—
school NOUN	That's my school, over there.	—
hospital NOUN	Where is the hospital?	—
restaurant NOUN	These are restaurants.	—
supermarket NOUN	That's the supermarket.	—
park NOUN	This is a park.	—
station NOUN	What's that? — That's the train station.	—
hotel NOUN	Where is the hotel?	—
this / these DETERMINER	This cup is mine. These books are new.	"This" for one thing near you; "these" for more than one.
that / those DETERMINER	That building is a bank. Those cars are big.	"That" for one thing far away; "those" for more than one.

3 PRACTICE

IN CLASS Pair work with a city map — point to a near place and ask "What's this?", then a far place with "What's that?" — 6 rounds each, swapping roles.

IN CLASS Create a simple "my neighbourhood" sketch map with 5 labelled places; describe it using "this is/these are" for your own map and "that is/those are" for a place on a partner's map.

WRITE Write 4 sentences naming real places in your town using "this is/these are" for nearby familiar places.

AT HOME Find or draw a picture of one place in your town not covered in class; bring the English name next lesson.

4 ON YOUR OWN

This prepares the class task: *Create a "my neighbourhood" sketch map with five labelled places and describe it to a partner.* It does not take its place — that task needs another person, and this is how you arrive ready for it.

Draw your own sketch map before the class and label five real places near where you live, using the eight city words. Then write eight sentences about it: four with "this/these" for places you can walk to in a minute, four with "that/those" for places further away.

Check yourself. Every "this" and "that" should be followed by ONE thing; every "these" and "those" by more than one. If you wrote "these bank", the word is wrong, not the place.

5 CHECK YOURSELF

Check that you can point at things near and far, and ask where a place is.

1. A cup in your hand, and a building across the street. Which word for each?

2. Make the plural of both.

3. Ask where the station is.

Answers on page — see **Answers · I.2.3** at the back of this book. Do not look until you have written something.

6 TAKE IT FURTHER

Write a short 4-sentence "tour guide" description of your neighbourhood mixing "there is/are" with "this/that/these/those".

You will come back to this. This lesson opens with the Lesson 2.1 floor-plan homework recap. Module 2's Quiz and Assignment draw on both lessons.

My Family

I.3.2

1 WHAT YOU WILL BE ABLE TO DO

- name 8+ family members
- describe your family using "I have.../This is my..."
- ask "Do you have any brothers/sisters?" and answer with short forms
- use possessive 's correctly for family relationships

Before this lesson: Module 2 ("there is/are", possessive groundwork from "this/that").

2 WORDS FOR THIS LESSON

Family members. In class: Family-tree labelling race in pairs or small groups.

WORD	EXAMPLE	CAREFUL
mother NOUN	This is my mother. Her name is Anna.	"Mum" in everyday British speech.
father NOUN	My father works in a hospital.	"Dad" in everyday British speech.
brother NOUN	I have two brothers.	—
sister NOUN	Do you have any sisters? — Yes, I do.	—
son NOUN	Their son is six.	—
daughter NOUN	My daughter is at school.	—
grandmother NOUN	My grandmother lives in Cairo.	—
grandfather NOUN	This is my grandfather.	—
aunt NOUN	This is my aunt — my mother's sister.	—
uncle NOUN	My uncle has three children.	—
cousin NOUN	I have four cousins.	One word for male and female in English.
children NOUN	I have two children.	Irregular plural of "child".

3 PRACTICE

IN CLASS Label a blank family-tree worksheet, then in pairs quiz each other: "Who is this?"

IN CLASS Draw and label your own real (or, for privacy, an invented) family tree; describe it to a partner using "This is my.../I have..."

WRITE Write 3-4 sentences describing your own (or an invented) family using "have/has".

AT HOME Bring one real (or drawn) family photo/sketch and 3 written sentences about it.

4 ON YOUR OWN

This prepares the class task: *Draw and label your own family tree and describe it to a partner.* It does not take its place — that task needs another person, and this is how you arrive ready for it.

Draw your family tree — real, or invented if you prefer — and label every person with the English word. Then write eight sentences: four beginning "This is my...", four beginning "I have...". Add one sentence with possessive 's ("my mother's sister").

Check yourself. Check the plurals: two brothers, three children — not "two brother", not "childrens". Check the apostrophe sits before the s in "my mother's sister".

5 CHECK YOURSELF

Check that you can introduce your family and ask about someone else's.

1. Introduce your mother's sister.

2. Ask whether someone has brothers or sisters, and give a short answer.

3. Say you have two children using 'have'.

*Answers on page — see **Answers · I.3.2** at the back of this book. Do not look until you have written something.*

6 TAKE IT FURTHER

Add extended family (cousin, aunt, uncle, niece, nephew) and describe one extended-family relationship.

You will come back to this. Lesson 3.2 opens with 2-3 learners briefly sharing their homework family description.

My Day — Present Simple & Time

I.3.3

1 WHAT YOU WILL BE ABLE TO DO

- tell the time in English (o'clock, half past, quarter past/to)
- describe a daily routine using present simple with correct third-person -s
- ask and answer "What time do you...?"
- sequence daily activities using "first, then, after that, finally"

Before this lesson: Lesson 3.1 (family vocabulary), Module 1 ("to be", question formation).

2 WORDS FOR THIS LESSON

Telling the time and daily routine. In class: Clock-matching game plus a routine-verb sequencing card sort.

WORD	EXAMPLE	CAREFUL
o'clock PHRASE	I wake up at seven o'clock.	Only on the hour.
half past PHRASE	I have breakfast at half past seven.	—
quarter past PHRASE	The class starts at quarter past nine.	—
quarter to PHRASE	It's quarter to nine.	Quarter to NINE means 8:45 — "to" looks forward to the next hour.
wake up VERB	She wakes up at six.	Third person takes -s: she wakeS up.
get up VERB	What time do you get up?	Waking up and getting out of bed are two different things.
have breakfast PHRASE	I have breakfast at home.	Not "eat breakfast" in most British usage.
go to work PHRASE	He goes to work at eight.	No "the": go to work, go to school, go to bed.
start VERB	She starts work at nine.	—
finish VERB	I finish at five o'clock.	—
go to bed PHRASE	I go to bed at eleven.	—
first, then, after that, finally ADVERB	First I get up, then I have breakfast, after that I go to work.	Sequence words for describing a routine in order.

3 PRACTICE

IN CLASS Pair work — Learner A says a time, Learner B says what they typically do at that time; swap roles after 5 rounds.

IN CLASS Sequence 6 jumbled routine pictures into a logical order and narrate your own version using time expressions and "first/then/after that".

WRITE Write 5-6 sentences describing your own typical day with times, using present simple correctly.

AT HOME Write out your real daily schedule for tomorrow with times, ready to compare with a partner.

4 ON YOUR OWN

This consolidates the class task: *Pair work — Learner A says a time, Learner B says what they typically do at that time.* It does not take its place — that task needs another person, and this is how you arrive ready for it, or fix it afterwards.

Write out your own real day from waking to sleeping: eight sentences, each with a time and a routine verb, in order, joined with first / then / after that / finally. Then rewrite all eight about someone else in your home, changing "I" to "he" or "she".

Check yourself. In the second set, every verb should end in -s: she wakeS up, he startS. That -s is the single most common Level I mistake and this is where you catch it. Read the times aloud: is 8:45 "quarter to nine"?

5 CHECK YOURSELF

Check that you can tell the time and describe a routine.

1. Say 7:30 and 8:45 in English.

2. Complete: "She _____ (start) work at nine."

3. Ask what time someone gets up.

Answers on page — see **Answers • I.3.3** at the back of this book. Do not look until you have written something.

6 TAKE IT FURTHER

Write 2 additional sentences contrasting weekday and weekend routines ("On weekdays I... but on weekends I...").

You will come back to this. This lesson opens with the Lesson 3.1 family-sharing recap. Module 3's Quiz and Assignment draw on both lessons.

Countable & Uncountable — What's in the Kitchen?

I.4.2

1 WHAT YOU WILL BE ABLE TO DO

- distinguish countable nouns (an egg, three apples) from uncountable nouns (rice, milk, water)
- use "some" in positive statements and "any" in questions/negatives for both noun types
- name 10+ common foods
- use "a/an" correctly with countable food nouns

Before this lesson: Module 2 ("there is/are", "a/an").

2 WORDS FOR THIS LESSON

Food, countable and uncountable. In class: Food flashcard naming race, sorted live into countable and uncountable.

WORD	EXAMPLE	CAREFUL
egg NOUN	There are some eggs in the fridge.	Countable: an egg, two eggs.
apple NOUN	Can I have three apples?	Countable. Takes "an", not "a".
banana NOUN	There are four bananas.	Countable.
rice NOUN	There is some rice in the cupboard.	Uncountable: never "a rice" or "two rices".
milk NOUN	Is there any milk? — Yes, there is some.	Uncountable.
water NOUN	There isn't any water.	Uncountable.
bread NOUN	We have some bread.	Uncountable in English, even though it is countable in many languages.
cheese NOUN	Is there any cheese?	Uncountable.
chicken NOUN	There is some chicken in the fridge.	Uncountable when it is food.
fridge NOUN	The eggs are in the fridge.	—
some DETERMINER	There is some rice.	Positive statements.
any DETERMINER	Is there any milk? There isn't any bread.	Questions and negatives.

3 PRACTICE

IN CLASS Sort 16 food-word cards into countable/uncountable columns, then build 4 "there is/are some..." sentences each.

IN CLASS Look at a full fridge/cupboard picture, write 5 "some" sentences, then ask a partner 3 "Is there any...?/Are there any...?" questions about it.

WRITE Write a shopping list of 6 items you need this week, using correct countable/uncountable forms.

AT HOME List everything in your real fridge/cupboard at home (6+ items) in English, for Lesson 4.2's shopping roleplay.

4 CHECK YOURSELF

Check that you can tell countable from uncountable, and use some and any.

1. Countable or uncountable: rice, apple, water, egg, bread?

2. Complete: "I have _____ milk" and "Do you have _____ eggs?"

3. How do you count an uncountable noun?

*Answers on page — see **Answers • I.4.2** at the back of this book. Do not look until you have written something.*

5 TAKE IT FURTHER

Write 2 sentences using "a lot of" and "not much/not many" with food nouns.

You will come back to this. Lesson 4.2 opens with a rapid countable/uncountable sorting recap using new food words.

At the Shop — Prices & Requests

I.4.3

1 WHAT YOU WILL BE ABLE TO DO

- ask "How much is/are...?" correctly for singular/plural items
- state and understand prices in English
- make a polite purchase request ("Can I have..., please?")
- respond appropriately when paying and receiving change

Before this lesson: Lesson 4.1 (food vocabulary, countable/uncountable).

2 WORDS FOR THIS LESSON

Shopping, prices and requests. In class: Price-matching game in pairs: item cards to price cards.

WORD	EXAMPLE	CAREFUL
How much is...? PHRASE	How much is the bread?	Singular and uncountable things.
How much are...? PHRASE	How much are the apples?	Plural things.
Can I have..., please? PHRASE	Can I have some apples, please?	The polite request. "I want" sounds rude in a shop.
Can I help you? PHRASE	Can I help you? — Yes, please.	What the shop assistant says first.
Here you are PHRASE	That's three pounds. — Here you are.	Said when you hand something over.
price NOUN	What's the price?	—
money NOUN	I don't have any money.	Uncountable: never "moneys".
change NOUN	Here's your change.	The money you get back.
pay VERB	I pay the bill.	Pay the bill — not "pay the money".
shop NOUN	The shop is next to the bank.	"Store" in American English.
do the shopping PHRASE	I do the shopping on Saturday.	Not "make the shopping".
expensive / cheap ADJECTIVE	This is expensive. That one is cheap.	—

3 PRACTICE

IN CLASS Pair work with priced picture cards — ask "How much is/are the...?", answer with the price shown, then swap.

IN CLASS Perform the full shop dialogue in pairs using your Lesson 4.1 shopping list, taking turns as shopkeeper and customer.

WRITE Write a short 4-line shop dialogue using at least 2 items and prices from this module.

AT HOME Practise the shop dialogue once more at home before Module 4's assignment roleplay.

4 ON YOUR OWN

This prepares the class task: *Perform the full shop dialogue in pairs, taking turns as shopkeeper and customer.* It does not take its place — that task needs another person, and this is how you arrive ready for it.

Write out both halves of a shop dialogue for a real shopping list of six things — three countable, three uncountable. Then read it aloud twice, taking one part each time, and record the customer half so you can hear yourself.

Check yourself. Check every price question: "How much **IS** the bread?" for one thing or an uncountable, "How much **ARE** the apples?" for more than one. Did you ask with "Can I have..., please?" — not "I want"?

5 CHECK YOURSELF

Check that you can ask a price and make a polite request.

1. Ask the price of one apple, then of three apples.

2. Say £4.50 aloud.

3. Ask politely for a coffee.

*Answers on page — see **Answers · I.4.3** at the back of this book. Do not look until you have written something.*

6 TAKE IT FURTHER

Extend the dialogue with a complaint/request for a different item ("Do you have any bigger ones?").

You will come back to this. This lesson opens with the countable/uncountable recap noted above. Module 4's Quiz and Assignment draw on both lessons.

Where Is It? — Prepositions of Place

I.5.2

1 WHAT YOU WILL BE ABLE TO DO

- use 6+ prepositions of place correctly
- ask "Where is the...?" and answer using a preposition of place
- distinguish "next to"/"opposite"/"between" on a simple map

Before this lesson: Module 2 (city-place vocabulary, "this/that").

2 WORDS FOR THIS LESSON

Prepositions of place. In class: Preposition mime/action game plus a map-labelling race.

WORD	EXAMPLE	CAREFUL
next to PREPOSITION	The bank is next to the supermarket.	—
opposite PREPOSITION	The park is opposite the school.	On the other side of the road, facing it.
between PREPOSITION	The hotel is between the bank and the station.	Always with two places, joined by "and".
in front of PREPOSITION	There is a car in front of the hotel.	—
behind PREPOSITION	The park is behind the school.	—
on PREPOSITION	The book is on the table.	—
in PREPOSITION	The pen is in my bag.	—
under PREPOSITION	The bag is under the chair.	—
near PREPOSITION	The station is near my house.	—
on the corner PHRASE	The pharmacy is on the corner.	—

3 PRACTICE

IN CLASS Pair work — name a place on a map, say its location using a preposition, then swap; repeat for 6 places.

IN CLASS Given a map with 3 places missing and prepositional clues, place the missing buildings correctly, then check with a partner. Then describe your real route from home to school/work using at least 3 prepositions.

WRITE Write 4 sentences locating real places in your town using prepositions from this lesson.

AT HOME Draw a simple map of 4 real places near your home with correct prepositional relationships noted.

4 ON YOUR OWN

This prepares the class task: *Given a map with three places missing and prepositional clues, place the missing buildings correctly, then compare with a partner.* It does not take its place — that task needs another person, and this is how you arrive ready for it.

Draw a simple street with six buildings from the Module 2 list. Write six sentences describing where each one is, using a different preposition each time. Then cover the drawing and try to redraw it from your sentences alone.

Check yourself. If your second drawing does not match the first, the sentence was ambiguous, not your memory. "Between" always needs two places joined by "and" — "between the bank AND the station".

5 CHECK YOURSELF

Check that you can say where something is.

1. The cat is not on the box, not in it, but touching its side. Which preposition?

2. What is the difference between 'opposite' and 'next to'?

3. Ask where the keys are and answer with a preposition.

*Answers on page — see **Answers • I.5.2** at the back of this book. Do not look until you have written something.*

6 TAKE IT FURTHER

Add "in front of" and "behind" to your homework map description.

You will come back to this. Lesson 5.2 opens with learners sharing their homework map in pairs.

Excuse Me, How Do I Get To...? — Giving Directions

I.5.3

1 WHAT YOU WILL BE ABLE TO DO

- ask for directions politely ("Excuse me, how do I get to...?")
- give simple directions using imperatives ("Go straight on. Turn left/right. Cross the road.")
- understand and follow a short sequence of spoken directions
- estimate/state simple walking distance

Before this lesson: Lesson 5.1 (prepositions of place, town vocabulary).

2 WORDS FOR THIS LESSON

Asking for and giving directions. In class: Direction-verb charades in small groups.

WORD	EXAMPLE	CAREFUL
Excuse me PHRASE	Excuse me, how do I get to the library?	How you open the question. Without it, it sounds like an order.
How do I get to...? PHRASE	How do I get to the station?	—
go straight on VERB	Go straight on for two minutes.	No "you": the imperative has no subject.
turn left VERB	Turn left at the bank.	—
turn right VERB	Then turn right.	—
cross the road VERB	Cross the road at the lights.	Not "pass the road".
take the first left PHRASE	Take the first left after the park.	—
library NOUN	The library is on the corner.	—
pharmacy NOUN	It's next to the pharmacy.	"Chemist's" is also common in British English.
minutes' walk PHRASE	It's about five minutes' walk.	How distance is usually given in a town.
catch a bus PHRASE	I catch a bus to work.	British usage; "take a bus" is more American.
Thank you very much PHRASE	Thank you very much! — You're welcome.	—

3 PRACTICE

IN CLASS Pair work with a street map — ask for directions, give a 2-3 step direction using imperatives; swap after each round, 4 rounds.

IN CLASS Follow a partner's spoken directions by tracing a route with your finger on a blank map, then check if you arrived at the correct destination.

WRITE Write directions from the school/class location to one real nearby place, using at least 3 imperatives.

AT HOME Write directions from your home to one place you visit often, ready to read aloud next lesson.

4 ON YOUR OWN

This prepares the class task: *Follow a partner's spoken directions by tracing a route on a blank map, then check together.* It does not take its place — that task needs another person, and this is how you arrive ready for it.

Choose a real walk you know — from your home to a shop. Write the directions in English as if for a stranger: four to six steps, each an imperative, ending with how many minutes' walk it is. Then say them aloud from memory.

Check yourself. Look at the first word of every step. It should be a verb with no "you" in front of it: "Go straight on", not "You go straight on". Did you open with "Excuse me"?

5 CHECK YOURSELF

Check that you can ask for and give directions.

1. Stop a stranger and ask for the museum.

2. Give three directions using imperatives.

3. What do you say if you did not understand?

*Answers on page — see **Answers · I.5.3** at the back of this book. Do not look until you have written something.*

6 TAKE IT FURTHER

Add a second destination to your direction-giving dialogue, requiring a longer, multi-step direction.

You will come back to this. This lesson opens with the Lesson 5.1 homework-map sharing recap. Module 5's Quiz and Assignment draw on both lessons.

What Does She Look Like? — Describing People

I.6.2

1 WHAT YOU WILL BE ABLE TO DO

- describe a person's appearance using "He/She is.../He/She has..."
- use 8+ appearance adjectives correctly
- ask "What does he/she look like?"
- use "has/have got" (light preview) for physical features

Before this lesson: Module 3 (family vocabulary, have/has preview), Module 1 ("to be").

2 WORDS FOR THIS LESSON

Describing appearance. In class: Appearance-adjective picture-matching game.

WORD	EXAMPLE	CAREFUL
tall ADJECTIVE	He's tall.	He IS tall — not "he has tall".
short ADJECTIVE	She's short.	Also used for hair: short black hair.
young ADJECTIVE	My cousin is young.	—
old ADJECTIVE	My grandfather is old.	—
hair NOUN	He has short black hair.	Uncountable: never "hairs" for the hair on your head.
eyes NOUN	She has brown eyes.	—
long ADJECTIVE	She has long hair.	—
wear glasses PHRASE	He wears glasses.	Not "use glasses".
beard NOUN	My uncle has a beard.	—
look like PHRASE	What does she look like? — She's tall.	"Look like" asks about appearance. "Look" alone means seem.

3 PRACTICE

IN CLASS Pair work — describe a mystery picture person using 3 sentences, partner guesses which of 4 pictured people is described.

IN CLASS Describe a real classmate (with permission, kept respectful and positive) using at least 3 target sentences, for a partner to guess who it is.

WRITE Write 4 sentences describing a real or famous person's appearance.

AT HOME Write a description of one family member's appearance (3-4 sentences), for Module 6's assignment.

4 ON YOUR OWN

This prepares the class task: *Describe a real classmate, respectfully, using at least three target sentence patterns.* It does not take its place — that task needs another person, and this is how you arrive ready for it.

Choose three people you know well and describe each in four sentences, using "is" for general qualities and "has" for specific features. Then write one sentence for each that a stranger could use to pick that person out of a crowd.

Check yourself. The commonest error: "He has tall". Tall, short, young and old go with IS. Hair, eyes and a beard go with HAS. Check "hair" is never plural.

5 CHECK YOURSELF

Check that you can describe how someone looks.

1. Complete: "She _____ tall and she _____ short hair."

2. Ask what someone looks like.

3. Give three appearance adjectives in the right order: hair that is short, dark and curly.

*Answers on page — see **Answers · I.6.2** at the back of this book. Do not look until you have written something.*

6 TAKE IT FURTHER

Add a comparison sentence ("My brother is taller than me") as a light preview of Level II's comparatives.

You will come back to this. Lesson 6.2 opens with 2-3 learners reading their homework description aloud for the class to guess the relationship.

Whose Is It? — Possessives & Describing Things

I.6.3

1 WHAT YOU WILL BE ABLE TO DO

- use possessive adjectives (my/your/his/her/our/their) correctly
- use possessive pronouns (mine/yours/his/hers/ours/theirs) in short answers
- ask "Whose is this/are these?"
- order two adjectives correctly before a noun (size + colour)

Before this lesson: Lesson 6.1 (adjectives), Module 3 (possessive 's).

2 WORDS FOR THIS LESSON

Belongings and possessives. In class: "Whose is it?" belongings game in small groups.

WORD	EXAMPLE	CAREFUL
my / mine PRONOUN	This is my bag. It's mine.	"My" goes before a noun; "mine" stands alone.
your / yours PRONOUN	Is this your pen? — Yes, it's yours.	—
his PRONOUN	That's his coat. It's his.	The same word both times — the only one that does this.
her / hers PRONOUN	This is her book. It's hers.	No apostrophe: hers, not her's.
our / ours PRONOUN	This is our classroom. It's ours.	—
their / theirs PRONOUN	That's their car. It's theirs.	—
Whose is this? PHRASE	Whose is this? — It's mine.	—
bag NOUN	A big red bag.	—
coat NOUN	Is this your coat?	—
phone NOUN	That's my phone.	—
big / small ADJECTIVE	A big red bag. A small blue car.	Size comes before colour: big red, not red big.
red, blue, black, white, green ADJECTIVE	A small blue car.	—

3 PRACTICE

IN CLASS Pair work — mix a small pile of real classroom belongings, take turns asking "Whose is this?" and answering with the correct possessive pronoun.

IN CLASS Describe 4 of your own real belongings using size + colour + noun ("my small black bag"), then swap descriptions with a partner who identifies the item from a set on the table.

WRITE Write a short "lost and found" notice describing one of your own real or imagined lost items using 2 adjectives in correct order.

AT HOME Write 3 sentences describing 3 different belongings using possessives and two-adjective ordering.

4 ON YOUR OWN

This consolidates the class task: *Pair work — mix a pile of real classroom belongings and take turns asking "Whose is this?"* It does not take its place — that task needs another person, and this is how you arrive ready for it, or fix it afterwards.

Put six of your own things on a table. Write twelve sentences about them: six using a possessive adjective before the noun ("This is my black bag"), six using a possessive pronoun alone ("It's mine"). Include a size and a colour in at least four.

Check yourself. Possessive pronouns never take an apostrophe: hers, ours, theirs, yours. And size comes before colour — "a small blue car", never "a blue small car".

5 CHECK YOURSELF

Check that you can say what belongs to whom.

1. Complete both: "That is _____ book" and "That book is _____." (I)

2. Correct: "This is hers book."

3. Ask who owns something.

*Answers on page — see **Answers · I.6.3** at the back of this book. Do not look until you have written something.*

6 TAKE IT FURTHER

Write a short "lost and found" notice combining a person description with an object description.

You will come back to this. This lesson opens with the Lesson 6.1 family-description sharing recap. Module 6's Quiz and Assignment draw on both lessons.

Yesterday — Regular Past Verbs

I.7.2

1 WHAT YOU WILL BE ABLE TO DO

- form the regular simple past correctly (-ed)
- use 8+ regular past verbs to talk about yesterday
- form simple past negative statements (didn't + base verb)
- use "yesterday"/"last night" correctly with the simple past

Before this lesson: Module 3 (present simple, as the contrast point for this new tense).

2 WORDS FOR THIS LESSON

Regular past verbs. In class: Past-tense verb bingo: the base form is called, learners mark the past form.

WORD	EXAMPLE	CAREFUL
work — worked VERB	Yesterday I worked in the morning.	—
watch — watched VERB	I watched TV in the evening.	—
study — studied VERB	She studied last night.	y becomes -ied after a consonant.
play — played VERB	We played football.	y stays after a vowel: played, not "plaied".
listen — listened VERB	I listened to music.	—
cook — cooked VERB	He cooked dinner.	—
visit — visited VERB	They visited their grandmother.	The -ed is a whole syllable here: vi-si-ted.
stay — stayed VERB	I stayed at home.	—
yesterday ADVERB	Yesterday I worked.	Goes with the past, never the present.
last night PHRASE	I didn't study last night.	—
didn't VERB	I didn't study.	After didn't, use the BASE verb: didn't study, not "didn't studied".

3 PRACTICE

IN CLASS Given a picture sequence of someone's yesterday, build 5 sentences together using regular past verbs.

IN CLASS Write 5 true sentences about your own real yesterday (at least 1 negative using didn't), then share with a partner who asks one follow-up "Did you...?" question.

WRITE Write a short diary entry (4-5 sentences) about your real yesterday using regular past verbs.

AT HOME Write 3 more sentences about last night using regular past verbs, for Lesson 7.2.

Given a picture sequence of someone's yesterday, build 5 sentences together using regular past verbs.

1. Frame 1 — a woman closes her laptop at a desk; a wall clock reads 6 p.m.
2. Frame 2 — the same woman walks to a bus stop carrying a bag.
3. Frame 3 — she waits at the stop; the timetable shows a ten-minute gap.
4. Frame 4 — at home, she cooks at a stove with vegetables on the counter.
5. Frame 5 — she sits on a sofa watching television; the clock reads 9 p.m.

4 ON YOUR OWN

This prepares the class task: *Write five true sentences about your own yesterday, including one negative, then share with a partner.* It does not take its place — that task needs another person, and this is how you arrive ready for it.

Write ten sentences about your real yesterday using regular past verbs — eight positive, two negative with didn't. Then read them aloud, listening for whether the -ed adds a syllable (visited = vi-si-ted) or does not (worked = one syllable).

Check yourself. After "didn't", every verb must be the BASE form: "I didn't study", never "I didn't studied". Check both negatives. Then check the -ied spellings: studied, but played.

5 CHECK YOURSELF

Check that you can talk about yesterday with regular verbs.

1. Past of: work, live, study, stop.

2. Make negative: "I watched television."

3. Say how you pronounce the -ed in 'watched', 'played', 'wanted'.

*Answers on page — see **Answers · I.7.2** at the back of this book. Do not look until you have written something.*

6 TAKE IT FURTHER

Identify and correct 2 deliberately-wrong -ed forms in a short error-correction exercise.

You will come back to this. Lesson 7.2 opens with a rapid regular-past-verb recap game before introducing irregular verbs.

Last Weekend — Irregular Past Verbs & Questions

I.7.3

1 WHAT YOU WILL BE ABLE TO DO

- use 8+ common irregular past verbs correctly
- form simple past yes/no questions ("Did you...?") and short answers
- form simple past wh- questions ("What did you...?/Where did you go?")
- narrate a short weekend event in logical sequence

Before this lesson: Lesson 7.1 (regular past, didn't).

2 WORDS FOR THIS LESSON

Irregular past verbs. In class: Irregular-verb pairs memory/matching game.

WORD	EXAMPLE	CAREFUL
go — went VERB	I went to the beach.	—
see — saw VERB	I saw my cousins.	—
have — had VERB	We had a great time!	—
eat — ate VERB	We ate at a restaurant.	—
do — did VERB	What did you do?	—
make — made VERB	She made a cake.	"Make" for things you create; "do" for activities.
buy — bought VERB	I bought a new phone.	—
get — got VERB	He got home at nine.	—
Did you...? PHRASE	Did you go out last weekend? — Yes, I did.	Did + subject + BASE verb: "Did you go", not "Did you went".
last weekend PHRASE	Where did you go last weekend?	—
have a good time PHRASE	We had a good time.	Not "pass a good time".
take a photo PHRASE	I took a photo of the beach.	Not "make a photo".

3 PRACTICE

IN CLASS Pair work — ask 4 "Did you...?" questions using irregular verbs from a prompt list, answer truthfully with short answers, then swap.

IN CLASS Interview a partner about their real last weekend using at least 2 wh- questions and report back one fact about your partner to the class.

WRITE Write 5-6 sentences narrating a real or invented last weekend, using at least 3 irregular past verbs in logical order.

AT HOME Prepare 4-5 sentences about a real past holiday or trip, for Module 7's assignment.

4 ON YOUR OWN

This prepares the class task: *Interview a partner about their real last weekend using at least two wh- questions, and report back one thing you learned.* It does not take its place — that task needs another person, and this is how you arrive ready for it.

Write the eight irregular pairs on cards, base form on one side and past on the other, and test yourself in both directions until you can do all eight without hesitating. Then write six questions you would genuinely want to ask someone about their weekend.

Check yourself. Look at every question you wrote. After "Did you" the verb must be the BASE form: "Did you go?", never "Did you went?" That is the error the interview will expose if you take it into class.

5 CHECK YOURSELF

Check that you can use irregular pasts and ask past questions.

1. Past of: go, have, see, eat, come.

2. Ask: did they arrive? Then answer no.

3. Ask where someone went last weekend.

*Answers on page — see **Answers • I.7.3** at the back of this book. Do not look until you have written something.*

6 TAKE IT FURTHER

Add one negative irregular past sentence ("I didn't see...") and one follow-up question to your weekend narration.

You will come back to this. This lesson opens with the Lesson 7.1 regular-verb recap. Module 7's Quiz and Assignment draw on both lessons.

Can You...? — Talking About Ability

I.8.2

1 WHAT YOU WILL BE ABLE TO DO

- use can/can't correctly to talk about ability
- ask "Can you...?" and give short answers
- use 8+ ability-related verbs
- form the negative can't correctly

Before this lesson: Module 1 ("to be", question formation).

2 WORDS FOR THIS LESSON

Talking about ability. In class: Ability-verb charades.

WORD	EXAMPLE	CAREFUL
can / can't VERB	I can cook. I can't drive.	Same form for every subject: she can, not "she cans".
cook VERB	Can you cook? — Yes, I can.	—
drive VERB	I can't drive.	—
swim VERB	Can you swim? — No, I can't.	—
ride a bike PHRASE	She can ride a bike.	Ride a bike — not "drive a bike".
play football PHRASE	They can play football.	"Play" for games and sports.
sing VERB	He can sing very well.	—
dance VERB	I can't dance.	—
speak VERB	She can speak three languages.	—
learn to PHRASE	I want to learn to swim.	"Learn to" + verb.

3 PRACTICE

IN CLASS Pair work — ask "Can you...?" using 5 verbs from a prompt list, answer truthfully with short answers, then swap.

IN CLASS Mingle and ask 4 different classmates "Can you...?" questions, recording who can/can't do each of 4 abilities on a grid.

WRITE Write 4 sentences about your own real abilities, at least one negative (can't).

AT HOME Ask one family member 3 "Can you...?" questions and note the answers.

4 ON YOUR OWN

This prepares the class task: *Mingle and ask four classmates "Can you...?" questions, recording who can and cannot do each of four things.* It does not take its place — that task needs another person, and this is how you arrive ready for it.

Make a list of eight things people can do — cook, drive, swim, ride a bike, and four of your own. Write eight sentences about yourself, some positive and some negative, then eight about someone in your family.

Check yourself. Can and can't never change: "she can swim", not "she cans swim". This is the opposite of the -s rule from Module 3, and holding both at once is the point of the lesson.

5 CHECK YOURSELF

Check that you can talk about what you can and cannot do.

1. Say you are able to swim but not to drive.

2. Ask if someone can cook, and give a short answer.

3. What is wrong with "I can to play the piano"?

*Answers on page — see **Answers · I.8.2** at the back of this book. Do not look until you have written something.*

6 TAKE IT FURTHER

Add "well"/"a little" to qualify an ability ("I can cook well" / "I can swim a little").

You will come back to this. Lesson 8.2 opens with 2-3 learners sharing their homework family-ability findings.

I'm Going To... — Talking About Plans

I.8.3

1 WHAT YOU WILL BE ABLE TO DO

- use "going to" correctly for near-future plans and intentions
- ask "What are you going to do...?" and answer appropriately
- distinguish "going to" (plan/intention) from "can" (ability)
- talk about weekend/holiday plans using target vocabulary

Before this lesson: Lesson 8.1 (can/can't), Module 3 (time expressions).

2 WORDS FOR THIS LESSON

Plans and free time. In class: Weekend-plan picture cards matched to "going to" sentence starters.

WORD	EXAMPLE	CAREFUL
going to PHRASE	I'm going to visit my parents.	am/is/are + going to + BASE verb. A plan, not an ability.
this weekend PHRASE	What are you going to do this weekend?	—
visit VERB	She's going to visit her aunt.	—
go shopping PHRASE	We're going to go shopping.	—
meet a friend PHRASE	I'm going to meet a friend.	"Meet" for arranging to see someone — not "know".
stay at home PHRASE	They're going to stay at home.	—
travel VERB	He's going to travel next month.	—
holiday NOUN	I'm going to go on holiday.	"Vacation" in American English.
tomorrow ADVERB	What are you going to do tomorrow?	—
next week PHRASE	We're going to start next week.	—

3 PRACTICE

IN CLASS Pair work — ask "What are you going to do this weekend?", answer using at least 2 plans from the target vocabulary, then swap.

IN CLASS Write your real plans for the coming weekend (4-5 sentences using going to), then interview 2 classmates about their plans.

WRITE Write a short message to a friend (4-5 sentences) telling them your weekend plans, using going to.

AT HOME Finalise and rehearse your weekend-plans description for Module 8's assignment.

4 ON YOUR OWN

This prepares the class task: *Write your real plans for the coming weekend, then interview two classmates about theirs.* It does not take its place — that task needs another person, and this is how you arrive ready for it.

Write five real plans for your coming weekend using "going to", then write the question you would use to ask someone else about each one. Say both aloud.

Check yourself. Check the form: am/is/are + going to + base verb. "I'm going to visit", never "I'm going to visiting". And check you wrote plans, not abilities — "I can swim" is not a plan.

5 CHECK YOURSELF

Check that you can talk about plans.

1. Say what you intend to do tomorrow.

2. Ask what someone is going to do at the weekend.

3. What is the difference between "I'm going to the shop" and "I'm going to buy bread"?

*Answers on page — see **Answers • I.8.3** at the back of this book. Do not look until you have written something.*

6 TAKE IT FURTHER

Add one ability-related justification to a plan ("I'm going to go swimming because I can swim well").

You will come back to this. This lesson opens with the Lesson 8.1 family-ability sharing recap. Module 8's Quiz and Assignment draw on both lessons.

How Are You Feeling? — Body & Health

I.9.2

1 WHAT YOU WILL BE ABLE TO DO

- name 8+ body parts
- describe common health problems using have/has
- describe feelings using "feel + adjective"
- ask "What's the matter?/How are you feeling?" appropriately

Before this lesson: Module 3 and Module 6 (have/has previewed for family and appearance — this lesson uses it fully and explicitly for the first time).

2 WORDS FOR THIS LESSON

The body, health and feelings. In class: Body-part labelling diagram race in pairs.

WORD	EXAMPLE	CAREFUL
head NOUN	My head hurts.	—
stomach NOUN	I have a stomach ache.	—
throat NOUN	I have a sore throat.	—
back NOUN	My back hurts.	—
leg NOUN	She has a bad leg.	—
arm NOUN	My arm hurts.	—
headache NOUN	I have a headache.	HAVE a headache. Not "I am headache".
a cold NOUN	She has a cold.	Catch a cold — not "take a cold".
a temperature NOUN	He has a temperature.	—
feel VERB	I feel terrible. I feel sick.	FEEL + adjective. No "have" here: "I feel sick", not "I have sick".
tired ADJECTIVE	I feel tired.	—
What's the matter? PHRASE	What's the matter? — I have a headache.	Also: How are you feeling?

3 PRACTICE

IN CLASS Pair work — mime an ailment, partner guesses and states it using have/has, then swap, 5 rounds.

IN CLASS Given 4 short "sick day" scenario cards, roleplay a short phone call explaining why you can't come to school/work today, using have/has and feel.

WRITE Write 3-4 sentences describing how you feel today using have/has and feel.

AT HOME Write 2 sentences about a time you felt sick (using simple past "had", connecting back to Module 7) and 2 sentences about how you feel today.

4 ON YOUR OWN

This prepares the class task: *Given four "sick day" scenario cards, roleplay a short phone call explaining why you cannot come in.* It does not take its place — that task needs another person, and this is how you arrive ready for it.

Label a drawing of a body with eight parts in English. Then write four short phone messages, each naming a different problem, using "I have" for the illness and "I feel" for how it makes you feel. Read them aloud as if leaving a voicemail.

Check yourself. The two patterns must not mix. "I have a headache" — an illness, with HAVE. "I feel terrible" — a feeling, with FEEL and an adjective. "I have sick" and "I feel a headache" are both wrong.

5 CHECK YOURSELF

Check that you can describe a health problem and how you feel.

1. Name five parts of the body.

2. Complete: "I _____ a headache" and "I _____ tired."

3. Ask someone what is wrong.

*Answers on page — see **Answers · I.9.2** at the back of this book. Do not look until you have written something.*

6 TAKE IT FURTHER

Add a cause to your health-problem sentence ("I have a headache because I didn't sleep well" — a light preview of "because", formally taught in Level III).

You will come back to this. Lesson 9.2 opens with 2-3 learners sharing their homework sentences.

You Should... — Giving Simple Advice

I.9.3

1 WHAT YOU WILL BE ABLE TO DO

- give simple advice using should/shouldn't + base verb
- respond appropriately to advice
- connect a health problem to appropriate advice logically
- use polite well-wishing expressions ("Get well soon!")

Before this lesson: Lesson 9.1 (health vocabulary, have/has/feel).

2 WORDS FOR THIS LESSON

Giving advice and well-wishing. In class: Problem-and-advice matching game, timed, in small groups.

WORD	EXAMPLE	CAREFUL
should / shouldn't VERB	You should rest. You shouldn't look at your phone.	Same form for every subject, and always + BASE verb.
rest VERB	You should rest today.	—
take medicine PHRASE	You should take some medicine.	Take medicine — not "drink medicine".
see a doctor PHRASE	You should see a doctor.	—
drink water PHRASE	You should drink some water.	—
go to bed early PHRASE	You should go to bed early.	—
stay in bed PHRASE	You should stay in bed today.	—
feel better PHRASE	I feel better now.	Not "feel more good".
Get well soon! PHRASE	Get well soon! — Thank you.	—
That's a good idea PHRASE	You should rest. — That's a good idea.	How you accept advice.

3 PRACTICE

IN CLASS Pair work — state a health problem from a prompt card, give one piece of matching advice using should, then swap, 5 rounds.

IN CLASS In small groups, match 6 health-problem cards to 6 advice cards (more than one logical match is acceptable), then justify one match aloud to the class.

WRITE Write a short advice reply (3-4 sentences) to one "Dear Doctor" letter, using at least 2 should/shouldn't sentences.

AT HOME Prepare a short "sick day" roleplay script (problem + advice + well-wishing) for Module 9's assignment.

4 ON YOUR OWN

This consolidates the class task: *Pair work* — state a health problem from a card and give one piece of matching advice. It does not take its place — that task needs another person, and this is how you arrive ready for it, or fix it afterwards.

Write six health problems on the left of a page and six pieces of advice on the right, in a different order. Cover the right side and give your own advice for each problem aloud, using *should* or *shouldn't*. Then uncover and compare.

Check yourself. Where your advice differs from what you wrote, ask whether both are sensible — often they are, and more than one answer is right. Then check the form: *should* + BASE verb, same for every subject. "She should rests" is wrong.

5 CHECK YOURSELF

Check that you can give and receive simple advice.

1. Give advice to someone with a cold.

2. What is wrong with "You should to see a doctor"?

3. Respond to advice you intend to follow.

*Answers on page — see **Answers • I.9.3** at the back of this book. Do not look until you have written something.*

6 TAKE IT FURTHER

Add a second piece of advice using *shouldn't* to your roleplay script.

You will come back to this. This lesson opens with the Lesson 9.1 homework-sentence recap. Module 9's Quiz and Assignment draw on both lessons.

Revision Lesson — Structured Consolidation Activities

I.10.2

1 WHAT YOU WILL BE ABLE TO DO

- correctly select the right grammar structure from Modules 1-9 given a real-use context
- recall and use at least 60 headwords from across the level's vocabulary sets
- self-identify at least one personal area needing further revision before the mock exam

Before this lesson: All of Modules 1-9.

2 PRACTICE

IN CLASS Rotate through 4 stations reviewing 2-3 modules' target language each through a quick game: Family/Routines + Food/Shopping; Around Town + Describing People/Things; Past Experiences + Plans/Abilities; Health/Feelings + cumulative review.

IN CLASS The structure-selection drill and station rotation above.

WRITE Write one paragraph (5+ sentences) using at least 4 different grammar points from across the level.

AT HOME Revise your self-identified weak areas using the module you struggled with most.

3 CHECK YOURSELF

Check that you can choose the right structure from the whole level without being told which one.

1. You want to describe what is in your bag right now.

2. You want to describe what you did yesterday evening.

3. You want to say what you intend to do next month.

4. You want to give a friend advice about studying.

*Answers on page — see **Answers • I.10.2** at the back of this book. Do not look until you have written something.*

4 TAKE IT FURTHER

Stronger learners help peers at weaker stations during the rotation activity.

You will come back to this. This entire lesson is revision by design.

Check yourself — the answers

Every prompt from every **Check yourself** in this book, with its answer, and — where the lesson knows about a common confusion — what it is and why it happens. They are here rather than beside the question because a printed page cannot hide an answer and a learner cannot help reading one that is on the same line.

I.1.2 • Hello! Introducing Yourself

1. It is 4 p.m. and you meet your new teacher. What do you say?

Good afternoon. — 'Good evening' begins at about 6 p.m.

Learners often use 'Good night' as a greeting. It is a farewell.

2. Complete: "_____ name is Ana."

My name is Ana. / I'm Ana.

'I'm name is Ana' is the commonest first-week error: choose one form, not both.

3. Ask a stranger their name politely.

What's your name? / May I ask your name?

I.1.3 • Where Are You From?

1. Answer: "Where are you from?"

I'm from + country. E.g. I'm from Brazil.

'I come from Brazil' is correct but less common in speech; 'I'm from' is the default.

2. What is wrong with: "I'm from the Japan"?

No article: I'm from Japan. But: the United Kingdom, the Netherlands, the USA.

Article use with country names is arbitrary and must be learned, not reasoned.

3. Ask the question in a way that works for a city, not a country.

Where in Italy are you from? / Which city are you from?

I.2.2 · There Is / There Are — My Classroom and Home

1. Two chairs and one table. Write both sentences.

There are two chairs. There is one table.

2. Make a question: (a book / on the desk)

Is there a book on the desk?

Word order: Is there, not There is?

3. Correct: "There is three windows."

There are three windows.

The verb agrees with what follows, not with 'there'.

I.2.3 · This, That, These, Those — Around the City

1. A cup in your hand, and a building across the street. Which word for each?

this cup (near) / that building (far)

Many learners have one word for both distances in their first language and reach for 'this' by default.

2. Make the plural of both.

these cups / those buildings

3. Ask where the station is.

Where is the station?

I.3.2 · My Family

1. Introduce your mother's sister.

This is my aunt.

2. Ask whether someone has brothers or sisters, and give a short answer.

Do you have any brothers or sisters? — Yes, I do. / No, I don't.

'Yes, I have' is incomplete in English: the short answer repeats the auxiliary.

3. Say you have two children using 'have'.

I have two children.

I.3.3 · My Day — Present Simple & Time

1. Say 7:30 and 8:45 in English.

half past seven / quarter to nine

Quarter to NINE, not quarter to eight: 'to' looks forward.

2. Complete: "She _____ (start) work at nine."

starts — third person singular takes -s.

The missing -s is the most common Level I grammar error and it persists for months.

3. Ask what time someone gets up.

What time do you get up?

I.4.2 · Countable & Uncountable — What's in the Kitchen?

1. Countable or uncountable: rice, apple, water, egg, bread?

Uncountable: rice, water, bread. Countable: apple, egg.

2. Complete: "I have _____ milk" and "Do you have _____ eggs?"

some milk / any eggs

'some' in positives, 'any' in questions and negatives — with the polite-offer exception ('Would you like some tea?').

3. How do you count an uncountable noun?

With a container or measure: a bottle of water, two slices of bread.

I.4.3 · At the Shop — Prices & Requests

1. Ask the price of one apple, then of three apples.

How much is this apple? / How much are these apples?

'How much are' with plurals: the verb changes, 'how much' does not become 'how many' for price.

2. Say £4.50 aloud.

four pounds fifty

3. Ask politely for a coffee.

Can I have a coffee, please? / Could I have a coffee, please?

I.5.2 · Where Is It? — Prepositions of Place

1. The cat is not on the box, not in it, but touching its side. Which preposition?
next to (or beside).

2. What is the difference between 'opposite' and 'next to'?
Opposite = facing, across from. Next to = at the side of.

These two are confused more than any other pair at this level.

3. Ask where the keys are and answer with a preposition.
Where are the keys? — They're under the newspaper.

I.5.3 · Excuse Me, How Do I Get To...? — Giving Directions

1. Stop a stranger and ask for the museum.
Excuse me, how do I get to the museum?

Start with 'Excuse me' — the request without it sounds abrupt in English.

2. Give three directions using imperatives.
Go straight on. Turn left at the lights. Cross the bridge.

3. What do you say if you did not understand?
Sorry, could you say that again, please?

I.6.2 · What Does She Look Like? — Describing People

1. Complete: "She _____ tall and she _____ short hair."
She IS tall and she HAS short hair.

'She has tall' is the classic error: appearance uses both verbs, and which one depends on the word.

2. Ask what someone looks like.
What does he/she look like?

Not 'How does she look like?' — the two questions differ.

3. Give three appearance adjectives in the right order: hair that is short, dark and curly.
short dark curly hair — size, then colour, then shape is not the only order, but 'curly short' is wrong.

I.6.3 • Whose Is It? — Possessives & Describing Things

1. Complete both: "That is _____ book" and "That book is _____." (I)
my book / mine

2. Correct: "This is hers book."

This is her book. / This book is hers.

Possessive adjective before a noun, possessive pronoun alone.

3. Ask who owns something.

Whose is this? / Whose book is this?

I.7.2 • Yesterday — Regular Past Verbs

1. Past of: work, live, study, stop.

worked, lived, studied, stopped

Spelling changes: -y to -ied, and the doubled consonant in stopped.

2. Make negative: "I watched television."

I didn't watch television.

The -ed disappears after 'didn't'. Learners keep it for weeks.

3. Say how you pronounce the -ed in 'watched', 'played', 'wanted'.

/t/, /d/, /ɪd/ — three sounds, one spelling.

I.7.3 • Last Weekend — Irregular Past Verbs & Questions

1. Past of: go, have, see, eat, come.

went, had, saw, ate, came

2. Ask: did they arrive? Then answer no.

Did they arrive? — No, they didn't.

3. Ask where someone went last weekend.

Where did you go last weekend?

Not 'Where did you went' — the auxiliary carries the past.

I.8.2 · Can You...? — Talking About Ability

1. Say you are able to swim but not to drive.
I can swim but I can't drive.
2. Ask if someone can cook, and give a short answer.
Can you cook? — Yes, I can. / No, I can't.
3. What is wrong with "I can to play the piano"?
No 'to' after can: I can play the piano.

The infinitive marker after modals is a persistent error.

I.8.3 · I'm Going To... — Talking About Plans

1. Say what you intend to do tomorrow.
I'm going to + base verb. E.g. I'm going to visit my sister.
2. Ask what someone is going to do at the weekend.
What are you going to do at the weekend?
3. What is the difference between "I'm going to the shop" and "I'm going to buy bread"?
The first is movement; the second is intention. 'Going to' plus a verb is a plan.

The overlap between the two 'going to' uses causes real confusion here.

I.9.2 · How Are You Feeling? — Body & Health

1. Name five parts of the body.
e.g. head, arm, leg, stomach, back
2. Complete: "I _____ a headache" and "I _____ tired."
I HAVE a headache / I FEEL tired.

Have for the problem, feel for the state — mixing them is very common.

3. Ask someone what is wrong.
What's the matter? / How are you feeling?

I.9.3 · You Should... — Giving Simple Advice

1. Give advice to someone with a cold.

You should drink water and rest. / You shouldn't go to work.

2. What is wrong with "You should to see a doctor"?

No 'to': You should see a doctor.

3. Respond to advice you intend to follow.

That's a good idea, thank you. / You're right, I will.

Silence or a bare 'OK' reads as dismissal in English; the response has to acknowledge the advice.

I.10.2 · Revision Lesson — Structured Consolidation Activities

1. You want to describe what is in your bag right now.

There is / There are + objects.

2. You want to describe what you did yesterday evening.

Simple past — regular and irregular verbs.

3. You want to say what you intend to do next month.

Going to + base verb.

4. You want to give a friend advice about studying.

should / shouldn't + base verb.

Selecting the structure without a prompt is the skill this level ends on; recognising each in isolation is easier than choosing between them.

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