

IEFC TEACHER SERIES

The IEFC Level I Teacher's Companion

What to do when the lesson plan is not enough: the difficulty in each lesson, a second way to explain it, and what to do for the learner who is behind and the learner who is ahead.

Level I — Foundation Programme

19 lessons · 245 panels

First edition

Albalagh International Premium College Press

Every sentence says where it came from.

A teacher is entitled to know whether they are reading a fact about this programme, a finding from the international teaching of English, or a proposal from the people who designed the curriculum. Those carry different weight, and a book that blends them is misleading by layout rather than by wording. Each panel in this volume is therefore marked.

DERIVED

Read off the programme itself — the prerequisite the lesson names, the minutes its stages declare, the confusion its own self-check trap is built to catch. 74 panels, plus the stage time printed in each lesson header.

ESTABLISHED

Attested in the international teaching of English, and not particular to this institution. 19 panels.

DESIGNED

A judgement by the people who wrote the curriculum. Defensible, arguable, and improvable by the first teacher who tries it and finds better. 152 panels.

THE FOURTH MARK, AND WHY IT APPEARS NOWHERE

There is a fourth kind of knowledge about teaching: what actually happened, in a real room, with real learners. It cannot be reasoned out and it cannot be written in advance. This edition carries none of it, because the College has taught nobody yet, and a book that dressed a designer's proposal as a classroom finding would be asking for trust it has not earned.

So read the 152 DESIGNED panels as what they are: careful, defensible starting points, written by people who know the curriculum and have not met your class. The first teacher to run this level will know things this book does not. That is the intended order of events, and the observed layer is where their year goes.



Lesson 1.1 — Hello! Introducing Yourself

BEFORE YOU TEACH

WHAT THIS LESSON ASSUMES DERIVED

None — this is your first lesson.

WHAT IT OPENS UP DERIVED

Returned to by 5 later lessons: I.2.2, I.3.3, I.6.2, I.8.2, I.10.2

THE DIFFICULTY

WHAT GOES WRONG DERIVED

Learners often use 'Good night' as a greeting. It is a farewell. 'I'm name is Ana' is the commonest first-week error: choose one form, not both.

WHY IT GOES WRONG ESTABLISHED

Greeting systems are among the first things transferred wholesale from a first language, and the time-of-day boundaries differ between languages even where the words correspond. "Good night" as a greeting is the classic case: in many languages the evening greeting and the parting formula are one word.

WHAT GETS CONFUSED WITH WHAT DERIVED

hi: Friendly. Use "hello" with a teacher or a stranger. good morning: Until about midday. good afternoon: From midday until about 6 p.m. good evening: From about 6 p.m. It is a greeting; "good night" is a farewell. name: Say "My name is Ana" or "I'm Ana" — never both together. nice to meet you: Only the first time you meet someone.

EXPLAINING IT

IF THE FIRST EXPLANATION FAILS DESIGNED

If "My name is" and "I'm" keep merging into "I'm name is", stop presenting them as alternatives and teach one of them only for a week. The blend is caused by offering a choice before either form is automatic; the second form is nearly free once the first is.

AN ANALOGY DESIGNED

Two doors into the same room. Either one takes you in; a learner trying to walk through both at once produces "I'm name is".

ON THE BOARD DESIGNED

Write the two forms on separate lines, never on one line joined by a slash or the word "or". The join is the thing learners copy, and it is the join that produces the error.

IN THE ROOM

WHEN IT IS NOT WORKING DESIGNED

Put the four greetings on the board against a clock face rather than a list. The boundary at six is the thing being taught; a list hides it.

FOR THE LEARNER WHO IS BEHIND DESIGNED

Let the learner answer with the greeting alone before adding the name. Two moves at once is the load, not either move.

FOR THE LEARNER WHO IS AHEAD DESIGNED

Ask for the greeting a learner would use to a teacher, a shopkeeper and a friend, and for one word of justification. It anticipates the register work of Module 4.

IF THE GROUP ALREADY HAS IT DESIGNED

A group that already greets confidently needs only the alphabet and the spell-back check. Take the greetings in the register rather than as a presentation stage and spend the time on spelling instead.

AFTERWARDS

WHEN THE ERROR COMES BACK DESIGNED

The blend returns under pressure weeks later, in roleplay rather than in exercises. Repair it where it appears: ask for the sentence again, slowly, and let the learner hear the doubled verb themselves rather than being told.

Lesson 1.2 — Where Are You From?

BEFORE YOU TEACH

WHAT THIS LESSON ASSUMES DERIVED

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

WHAT IT OPENS UP DERIVED

Returned to by 5 later lessons: I.2.2, I.3.3, I.6.2, I.8.2, I.10.2

THE DIFFICULTY

WHAT GOES WRONG DERIVED

'I come from Brazil' is correct but less common in speech; 'I'm from' is the default. Article use with country names is arbitrary and must be learned, not reasoned.

WHY IT GOES WRONG ESTABLISHED

Article use with proper nouns is arbitrary in English and cannot be reasoned to. Learners whose first language uses articles with country names, or uses none at all, transfer the pattern and are right by accident or wrong by system.

WHAT GETS CONFUSED WITH WHAT DERIVED

Brazil / Brazilian: No "the" before most country names. Japan / Japanese: Not "the Japan". the United Kingdom / British: This one DOES take "the" — like the Netherlands and the USA. be from: "I'm from" + country. Not "I'm come from". live in: "Live in" + city. "Be from" + country. They are not the same.

EXPLAINING IT

IF THE FIRST EXPLANATION FAILS DESIGNED

If the country/nationality pairs will not stick as pairs, teach them as a sentence frame instead: "I'm from ____ . I'm ____ ." The second blank is then constrained by the first, and the pair is learned as a consequence rather than as a list.

AN ANALOGY DESIGNED

The article before a country name is like the article in a person's title: it belongs to a few names and not to most, and no rule predicts which. The United Kingdom keeps its "the" for the same reason the Netherlands does — the name is a description, not a label.

ON THE BOARD DESIGNED

Two columns on the board, COUNTRY and NATIONALITY, and a third narrow column on the left holding only "the" with three entries in it. Three exceptions visibly outnumbered is the memorable shape; a rule with exceptions buried in it is not.

IN THE ROOM

WHEN IT IS NOT WORKING DESIGNED

When a learner supplies a nationality where a country was asked for, do not correct the word — repeat the question with heavier stress on "from". The error is in parsing the question, and correcting the answer leaves the parsing untouched.

FOR THE LEARNER WHO IS BEHIND DESIGNED

Let the learner answer with the country alone. "Brazil" is a complete answer to "Where are you from?" in real speech, and the full sentence can be added once the question is being understood reliably.

FOR THE LEARNER WHO IS AHEAD DESIGNED

Ask for the difference between "I'm from Lagos" and "I live in London" for a learner who is both. The distinction between origin and residence is real, useful immediately, and prepares the past/present contrast of Module 7.

IF THE GROUP ALREADY HAS IT DESIGNED

Give the three "the" countries as a closed list to be memorised, state that everything else takes no article, and move to practice. The pattern does not reward explanation and the time is better spent on production.

AFTERWARDS

WHEN THE ERROR COMES BACK

DESIGNED

A wrong article on a country name is worth correcting once and then leaving. It never obscures meaning, and at this level a learner who is corrected on it repeatedly stops volunteering where they are from at all.

Lesson 2.1 — There Is / There Are — My Classroom and Home

BEFORE YOU TEACH

WHAT THIS LESSON ASSUMES DERIVED

Module 1 ("to be", basic question formation).

WHAT IT OPENS UP DERIVED

Returned to by 4 later lessons: I.3.2, I.4.2, I.5.2, II.6.2

THE DIFFICULTY

WHAT GOES WRONG DERIVED

Word order: Is there, not There is? The verb agrees with what follows, not with 'there'.

WHY IT GOES WRONG ESTABLISHED

Existential "there" carries no meaning and agrees with the noun that follows rather than with itself, which is unlike almost any other English subject. Learners reasonably treat "there" as the subject and make the verb agree with it.

WHAT GETS CONFUSED WITH WHAT DERIVED

door: Open the door — not "open the light".

EXPLAINING IT

IF THE FIRST EXPLANATION FAILS DESIGNED

If agreement will not settle, teach the learner to look one word to the right of the verb and nowhere else. "There" is a placeholder and tells them nothing; the noun immediately after the verb decides the form, every time.

AN ANALOGY DESIGNED

"There" is the doorway, not the thing in the room. You do not describe a doorway as one or many — you describe what is standing in it.

ON THE BOARD DESIGNED

Draw the sentence as three boxes: THERE | IS/ARE | NOUN, with an arrow from the third box back to the second and none from the first. The missing arrow is the teaching point.

IN THE ROOM

WHEN IT IS NOT WORKING DESIGNED

When the question comes out as "There is a window?" with rising intonation, the learner has the meaning and is missing only the inversion. Model the question form and have them repeat it immediately, before the statement version sets.

FOR THE LEARNER WHO IS BEHIND DESIGNED

Restrict the practice to singular only for the first round, so word order can be learned without agreement competing for attention. Introduce the plural once "Is there a...?" is reliable.

FOR THE LEARNER WHO IS AHEAD DESIGNED

Ask for a description of a room the learner cannot see — the corridor outside, or the room next door — so the structure has to be used from memory rather than read off the walls.

IF THE GROUP ALREADY HAS IT DESIGNED

One "there is", one "there are", one negative and one question, then straight into describing the classroom they are sitting in. The structure is transparent and over-explaining it costs practice time it does not repay.

AFTERWARDS

WHEN THE ERROR COMES BACK DESIGNED

Uninverted questions persist. When one appears later, ask the learner to write the sentence and then physically swap the first two words with their finger. The move is what is being learned, not the rule.

Lesson 2.2 — This, That, These, Those — Around the City

BEFORE YOU TEACH

WHAT THIS LESSON ASSUMES DERIVED

Lesson 2.1 ("there is/are", classroom/home vocabulary).

WHAT IT OPENS UP DERIVED

Returned to by 4 later lessons: I.3.2, I.4.2, I.5.2, II.6.2

THE DIFFICULTY

WHAT GOES WRONG DERIVED

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

WHY IT GOES WRONG ESTABLISHED

Many languages have a two-term demonstrative system where English has a four-term one crossing distance with number. Learners default to the near term because it is the one they hear most.

WHAT GETS CONFUSED WITH WHAT DERIVED

this / these: "This" for one thing near you; "these" for more than one. that / those: "That" for one thing far away; "those" for more than one.

EXPLAINING IT

IF THE FIRST EXPLANATION FAILS DESIGNED

If the four-way grid confuses, split it into two separate decisions taken in order: near or far first, one or many second. Learners who fail the grid usually succeed at both questions asked one at a time.

AN ANALOGY DESIGNED

Two questions the word answers before it is spoken: how far, and how many. English packs both answers into one word, which is why a language that packs only one feels short of a word here.

ON THE BOARD DESIGNED

A two-by-two grid drawn on the floor with tape or chalk, not on the board — NEAR and FAR as physical distance from where the learner stands, SINGULAR and PLURAL as the columns. Distance taught at a distance is remembered.

IN THE ROOM

WHEN IT IS NOT WORKING DESIGNED

When "this" is used for everything, stop asking for the word and start asking the learner to point first. The gesture forces the distance decision, and the word follows the gesture more readily than it follows a rule.

FOR THE LEARNER WHO IS BEHIND DESIGNED

Teach "this" and "these" alone until they are secure. A learner who defaults to "this" for everything is understood perfectly well, and the far pair can wait a lesson.

FOR THE LEARNER WHO IS AHEAD DESIGNED

Ask them to use the pair where distance is not physical: "this week" against "that year". The metaphorical extension is how the words actually behave in adult speech and it is available at this level.

IF THE GROUP ALREADY HAS IT DESIGNED

Hold up one object near, one far, two near, two far, naming each. Four gestures and four words, then practice. Groups whose first language marks distance need no more than this.

AFTERWARDS

WHEN THE ERROR COMES BACK DESIGNED

The default to "this" outlasts the module. Correct it only where distance carries meaning — pointing at two different shops — and let it stand where it does not, or the correction costs more fluency than the error costs clarity.

Lesson 3.1 — My Family

BEFORE YOU TEACH

WHAT THIS LESSON ASSUMES DERIVED

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

WHAT IT OPENS UP DERIVED

Returned to by 12 later lessons: I.6.2, I.6.3, I.7.2, I.8.3, I.9.2, II.1.3 and others

THE DIFFICULTY

WHAT GOES WRONG DERIVED

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

WHY IT GOES WRONG ESTABLISHED

English kinship terms are fewer and less specific than in many languages — one word for cousin, no distinction between maternal and paternal lines. Learners look for a distinction that is not there and invent one.

WHAT GETS CONFUSED WITH WHAT DERIVED

mother: "Mum" in everyday British speech. father: "Dad" in everyday British speech. cousin: One word for male and female in English. children: Irregular plural of "child".

EXPLAINING IT

IF THE FIRST EXPLANATION FAILS DESIGNED

If the short answer keeps coming out as "Yes, I have", teach it as an echo rather than as a rule: whatever word started the question comes back in the answer. "Do you...?" returns "I do". The echo is audible and the rule is not.

AN ANALOGY DESIGNED

The short answer is a ball thrown back. The question throws "do"; the answer has to return the same ball, not a different one.

ON THE BOARD DESIGNED

A family tree drawn on the board with the learner at the centre rather than at the bottom. Terms radiate outward from a person who is present, which is how the vocabulary will actually be used.

IN THE ROOM

WHEN IT IS NOT WORKING DESIGNED

Family is not neutral ground. If a learner goes quiet at this topic, switch the task to a family they invent or a family from the listening text, and do not ask why. The grammar is the objective; the biography is not.

FOR THE LEARNER WHO IS BEHIND DESIGNED

Six terms rather than eight, and the immediate family only. Grandparents and cousins can be added the following week without disturbing anything already learned.

FOR THE LEARNER WHO IS AHEAD DESIGNED

Ask for a family described in the third person — a friend's family rather than their own. It forces the possessive away from "my" and previews the his/her work of Module 6.

IF THE GROUP ALREADY HAS IT DESIGNED

The vocabulary is largely transparent to learners with any European first language. Check the four that are not — cousin, children, parents, siblings — and give the time to the short-answer drill instead.

AFTERWARDS

WHEN THE ERROR COMES BACK DESIGNED

The incomplete short answer is worth returning to because it is not a family error — it is the auxiliary system, and it will reappear in Modules 7 and 8. Repair it there, in the past and future forms, rather than treating each as new.

Lesson 3.2 — My Day — Present Simple & Time

BEFORE YOU TEACH

WHAT THIS LESSON ASSUMES DERIVED

Lesson 3.1 (family vocabulary), Module 1 ("to be", question formation).

WHAT IT OPENS UP DERIVED

Returned to by 12 later lessons: I.6.2, I.6.3, I.7.2, I.8.3, I.9.2, II.1.3 and others

THE DIFFICULTY

WHAT GOES WRONG DERIVED

Quarter to NINE, not quarter to eight: 'to' looks forward. The missing -s is the most common Level I grammar error and it persists for months.

WHY IT GOES WRONG ESTABLISHED

The third-person -s is the most persistent error in elementary English for learners of every first language. It carries no meaning the sentence needs, it is unstressed, and it is frequently inaudible in connected speech, so nothing in comprehension reinforces it.

WHAT GETS CONFUSED WITH WHAT DERIVED

o'clock: Only on the hour. quarter to: Quarter to NINE means 8:45 — "to" looks forward to the next hour. wake up: Third person takes -s: she wakeS up. get up: Waking up and getting out of bed are two different things. have breakfast: Not "eat breakfast" in most British usage. go to work: No "the": go to work, go to school, go to bed. first, then, after that, finally: Sequence words for describing a routine in order.

EXPLAINING IT

IF THE FIRST EXPLANATION FAILS DESIGNED

Frame it as agreement rather than as a verb ending: the -s belongs to he, she and it, and it moves onto the verb because English has nowhere else to put it.

AN ANALOGY DESIGNED

The -s is a small label the third person carries everywhere, the way a name badge stays on whoever is wearing it.

ON THE BOARD DESIGNED

A clock face with the routine verbs placed around it, so the sequence words attach to positions rather than to an abstract order.

IN THE ROOM

WHEN IT IS NOT WORKING DESIGNED

When the third-person -s disappears, do not re-explain the rule — it is known. Have the learner read their own sentences aloud with a finger under each verb. The error is in production, not in knowledge, and only production practice moves it.

FOR THE LEARNER WHO IS BEHIND DESIGNED

Restrict the routine to four events and to the first person. Add the third person only when the four are fluent.

FOR THE LEARNER WHO IS AHEAD DESIGNED

Ask for someone else's routine narrated in the third person and then contrasted with the learner's own, which forces the -s to alternate within one piece.

IF THE GROUP ALREADY HAS IT DESIGNED

Give the third-person -s as a single rule with no exceptions worth mentioning at this level, and spend the recovered time on the clock. Telling the time is the harder half of this lesson and is routinely under-practised because the grammar looks more teachable.

AFTERWARDS

WHEN THE ERROR COMES BACK DESIGNED

This is the error that persists for months, and re-teaching it does not work because it is already known. Repair it by narrowing the demand: for one task, correct nothing except the missing -s, and tell the learner that is the only thing being listened for.

Lesson 4.1 — Countable & Uncountable — What's in the Kitchen?

BEFORE YOU TEACH

WHAT THIS LESSON ASSUMES DERIVED

Module 2 ("there is/are", "a/an").

WHAT IT OPENS UP DERIVED

Returned to by 1 later lesson: II.2.3

THE DIFFICULTY

WHAT GOES WRONG DERIVED

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

WHY IT GOES WRONG ESTABLISHED

Countability is a property of English nouns rather than of the things they name. Bread, advice and furniture are uncountable in English and countable in many languages, so the distinction has to be learned noun by noun and cannot be predicted from the world.

WHAT GETS CONFUSED WITH WHAT DERIVED

egg: Countable: an egg, two eggs. apple: Countable. Takes "an", not "a". banana: Countable. rice: Uncountable: never "a rice" or "two rices". milk: Uncountable. water: Uncountable. bread: Uncountable in English, even though it is countable in many languages. cheese: Uncountable. chicken: Uncountable when it is food. some: Positive statements. any: Questions and negatives.

EXPLAINING IT

IF THE FIRST EXPLANATION FAILS DESIGNED

If the countable/uncountable split will not settle, drop the categories and teach the test instead: can you put a number directly in front of it? Three apples, yes. Three rices, no. The label matters less than the test, and the test transfers to words never taught.

AN ANALOGY DESIGNED

Uncountable nouns are things you would weigh rather than count — but the analogy is a memory aid and not a test, because English breaks it, and saying so is part of teaching it.

ON THE BOARD DESIGNED

Two containers drawn on the board: a basket holding separate shapes, and a jug holding one continuous mass. Sort the food words into the pictures rather than into two word-lists — the picture predicts new words, the list does not.

IN THE ROOM

WHEN IT IS NOT WORKING DESIGNED

Sort real or pictured items into two physical columns before any sentence is written. Countability is a property of the noun and has to be attached to the noun, not to a rule.

FOR THE LEARNER WHO IS BEHIND DESIGNED

Work with countable nouns and "some" only. A learner who says "some rice" and "some apples" is understood everywhere, and the any/questions half can be taken in the following lesson without loss.

FOR THE LEARNER WHO IS AHEAD DESIGNED

Ask for the two nouns on the list that are countable in the learner's first language and uncountable in English. It makes the arbitrariness visible rather than merely stated.

IF THE GROUP ALREADY HAS IT DESIGNED

State the number test, state some/any, name the polite-offer exception once, and go to the market roleplay. The category is intuitive for most food words and the exceptions are what need airtime.

AFTERWARDS

WHEN THE ERROR COMES BACK DESIGNED

The words that stay wrong are the ones that are countable in the learner's first language and not in English — bread, advice, furniture, information. Keep a running list on the wall and add to it as they surface, rather than pre-teaching a list nobody has needed yet.

Lesson 4.2 — At the Shop — Prices & Requests

BEFORE YOU TEACH

WHAT THIS LESSON ASSUMES DERIVED

Lesson 4.1 (food vocabulary, countable/uncountable).

WHAT IT OPENS UP DERIVED

Returned to by 1 later lesson: II.2.3

THE DIFFICULTY

WHAT GOES WRONG DERIVED

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

WHY IT GOES WRONG ESTABLISHED

Politeness in transactions is encoded grammatically in English — the interrogative request — where many languages encode it lexically or through intonation. A learner transferring their own system produces sentences that are grammatical and read as rude.

WHAT GETS CONFUSED WITH WHAT DERIVED

How much is...?: Singular and uncountable things. How much are...?: Plural things. Can I have..., please?: The polite request. "I want" sounds rude in a shop. Can I help you?: What the shop assistant says first. Here you are: Said when you hand something over. money: Uncountable: never "moneys". change: The money you get back. pay: Pay the bill — not "pay the money". shop: "Store" in American English. do the shopping: Not "make the shopping".

EXPLAINING IT

IF THE FIRST EXPLANATION FAILS DESIGNED

If "How much are these?" keeps becoming "How many", separate the two questions by what they want back. "How much" wants money; "how many" wants a number of things. The learner is not choosing between grammar forms, they are choosing between answers.

AN ANALOGY DESIGNED

"How much" is the question you ask the till, not the shelf. The till only ever answers in money, however many things you put on it.

ON THE BOARD DESIGNED

Real or drawn price tags on real objects, with the question written above them. Prices read off a tag are read the way they are spoken; prices read off a board are read as numbers.

IN THE ROOM

WHEN IT IS NOT WORKING DESIGNED

When "I want" appears, do not label it rude — say what it sounds like and give the replacement in the same breath. Learners who are told a form is rude often stop speaking rather than switch forms.

FOR THE LEARNER WHO IS BEHIND DESIGNED

Fix the request at one form — "Can I have..., please?" — and drop the singular/plural variation in the question. A learner who can ask for something politely and understand the price has the transaction.

FOR THE LEARNER WHO IS AHEAD DESIGNED

Give them a fixed budget and a shopping list that does not fit inside it. The negotiation that follows produces comparatives and "too expensive" naturally, ahead of where they are taught.

IF THE GROUP ALREADY HAS IT DESIGNED

The language is short and the difficulty is in hearing prices at speed. Skip the presentation, run the roleplay early, and use the remaining time for listening to spoken amounts.

AFTERWARDS

WHEN THE ERROR COMES BACK DESIGNED

Understanding a spoken price is the part that fails outside the classroom, not producing the question. Return to it with recorded amounts rather than with the grammar, which is usually already secure.

Lesson 5.1 — Where Is It? — Prepositions of Place

BEFORE YOU TEACH

WHAT THIS LESSON ASSUMES DERIVED

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

WHAT IT OPENS UP DERIVED

Returned to by 2 later lessons: II.4.3, II.6.3

THE DIFFICULTY

WHAT GOES WRONG DERIVED

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

WHY IT GOES WRONG ESTABLISHED

Prepositions map poorly between languages and "opposite" and "in front of" are frequently merged. The confusion is spatial as well as lexical: what counts as facing depends on the road between.

WHAT GETS CONFUSED WITH WHAT DERIVED

opposite: On the other side of the road, facing it. between: Always with two places, joined by "and".

EXPLAINING IT

IF THE FIRST EXPLANATION FAILS DESIGNED

If "opposite" and "next to" keep swapping, define them by what has to be between the two things. Next to: nothing. Opposite: a road. The gap is the difference, and it is visible.

AN ANALOGY DESIGNED

Next to is shoulder to shoulder. Opposite is face to face. Between needs two other people to stand still.

ON THE BOARD DESIGNED

Arrange the learners themselves rather than drawing a map: three standing in a line, two facing each other across the room. The preposition describes the arrangement they are in, and they can feel which one applies.

IN THE ROOM

WHEN IT IS NOT WORKING DESIGNED

When "between" appears with one place, the missing element is "and", not the preposition. Supply the frame — between ____ and ____ — with two blanks visible, and the error corrects itself.

FOR THE LEARNER WHO IS BEHIND DESIGNED

Four prepositions rather than six, and leave out "opposite" and "between" — the two that need a second reference point. In, on, under and next to describe most of what a beginner needs to locate.

FOR THE LEARNER WHO IS AHEAD DESIGNED

Have them describe a location without naming the place, for a partner to identify. Description under a constraint produces far more preposition use than a labelling task does.

IF THE GROUP ALREADY HAS IT DESIGNED

Most of these map one-to-one onto other languages. Check "opposite" and "between", assume the rest, and use the time for the map task, which is where the real work is.

AFTERWARDS

WHEN THE ERROR COMES BACK DESIGNED

Preposition errors at this level rarely block meaning and rarely repay correction in the moment. Note which pair a learner confuses and rebuild it in the next map task rather than interrupting speech.

Lesson 5.2 — Excuse Me, How Do I Get To...? — Giving Directions

BEFORE YOU TEACH

WHAT THIS LESSON ASSUMES DERIVED

Lesson 5.1 (prepositions of place, town vocabulary).

WHAT IT OPENS UP DERIVED

Returned to by 2 later lessons: II.4.3, II.6.3

THE DIFFICULTY

WHAT GOES WRONG DERIVED

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

WHY IT GOES WRONG ESTABLISHED

The English imperative has no subject pronoun, which reads as abrupt to learners from languages where the bare imperative is impolite. They supply a subject, or a modal, and the direction stops sounding like a direction.

WHAT GETS CONFUSED WITH WHAT DERIVED

Excuse me: How you open the question. Without it, it sounds like an order. go straight on: No "you": the imperative has no subject. cross the road: Not "pass the road". pharmacy: "Chemist's" is also common in British English. minutes' walk: How distance is usually given in a town. catch a bus: British usage; "take a bus" is more American.

EXPLAINING IT

IF THE FIRST EXPLANATION FAILS DESIGNED

If the imperative keeps acquiring a subject — "You go straight on" — teach it as the form used on signs. Signs have no room for "you", and learners have seen hundreds of them.

AN ANALOGY DESIGNED

"Excuse me" is the knock before the door opens. The question without it is not ruder in grammar, it simply arrives without warning.

ON THE BOARD DESIGNED

A single street drawn on the board, and every direction traced with a finger as it is spoken. Directions are a spatial task carried by language, and treating them as language alone loses half the lesson.

IN THE ROOM

WHEN IT IS NOT WORKING DESIGNED

If a learner adds "you" to the imperative, do not correct the form first. Give the direction back to them with the pronoun in it and let them hear the difference, then remove it.

FOR THE LEARNER WHO IS BEHIND DESIGNED

Three directions only — straight on, left, right — and no distance. A learner who can give three instructions in sequence has the communicative goal; crossing and distance can wait.

FOR THE LEARNER WHO IS AHEAD DESIGNED

Give directions that are deliberately ambiguous and ask the partner to identify which step could be misread. It is the first evaluative act the level offers.

IF THE GROUP ALREADY HAS IT DESIGNED

The imperatives are few and transparent. Present them in one minute and put the whole lesson into the listening half, where following a spoken sequence at natural speed is genuinely difficult.

AFTERWARDS

WHEN THE ERROR COMES BACK DESIGNED

What fails later is following directions, not giving them. Return to this with audio rather than with roleplay, because a partner speaking slowly is not the condition the learner will meet.

Lesson 6.1 — What Does She Look Like? — Describing People

BEFORE YOU TEACH

WHAT THIS LESSON ASSUMES DERIVED

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

WHAT IT OPENS UP DERIVED

Returned to by 2 later lessons: I.9.2, II.2.2

THE DIFFICULTY

WHAT GOES WRONG DERIVED

'She has tall' is the classic error: appearance uses both verbs, and which one depends on the word. Not 'How does she look like?' — the two questions differ.

WHY IT GOES WRONG ESTABLISHED

The split between BE for qualities and HAVE for features is arbitrary and differs between languages: several major languages use HAVE for age and hunger where English uses BE, and the transfer runs in both directions.

WHAT GETS CONFUSED WITH WHAT DERIVED

tall: He IS tall — not "he has tall". short: Also used for hair: short black hair. hair:

Uncountable: never "hairs" for the hair on your head. wear glasses: Not "use glasses". look like: "Look like" asks about appearance. "Look" alone means seem.

EXPLAINING IT

IF THE FIRST EXPLANATION FAILS DESIGNED

If "She has tall" persists, sort the adjectives by what they attach to rather than by meaning: words describing the whole person take BE, words describing a part the person owns take HAVE. Tall is the person; hair is a possession.

AN ANALOGY DESIGNED

BE is what you are; HAVE is what you carry. You are tall. You carry brown eyes and a pair of glasses.

ON THE BOARD DESIGNED

One figure on the board with two colours of label: whole-person labels attached to the outline, part-labels attached by an arrow to the part. The two attachment points are the grammar.

IN THE ROOM

WHEN IT IS NOT WORKING DESIGNED

Two columns headed IS and HAS, and every new adjective or feature placed in one before it is used in a sentence.

FOR THE LEARNER WHO IS BEHIND DESIGNED

Give a photograph and three fixed frames — "She is ___", "She has ___ hair", "He wears ___" — rather than free description. Choosing between IS and HAS is this lesson's real difficulty, and the frames hold that choice still while the appearance vocabulary is learned.

FOR THE LEARNER WHO IS AHEAD DESIGNED

Ask for a description precise enough that a partner can pick the person out of a photograph of a crowd. The precision requirement produces the adjective ordering of Lesson 6.2 before it is taught.

IF THE GROUP ALREADY HAS IT DESIGNED

Give the BE/HAVE split as two example sentences, check "look like" against "look", and move to describing people in the room. The vocabulary is concrete and does not need presenting.

AFTERWARDS

WHEN THE ERROR COMES BACK DESIGNED

Describing people invites personal remarks. When repairing this later, use photographs of strangers rather than classmates — it keeps the correction about grammar and avoids a learner being described unflatteringly in front of the room.

Lesson 6.2 — Whose Is It? — Possessives & Describing Things

BEFORE YOU TEACH

WHAT THIS LESSON ASSUMES DERIVED

Lesson 6.1 (adjectives), Module 3 (possessive 's).

WHAT IT OPENS UP DERIVED

Returned to by 2 later lessons: I.9.2, II.2.2

THE DIFFICULTY

WHAT GOES WRONG DERIVED

Possessive adjective before a noun, possessive pronoun alone.

WHY IT GOES WRONG ESTABLISHED

English possessives agree with the POSSESSOR, not the possessed noun, which is the reverse of the Romance pattern. The apostrophe error in "her's" is orthographic rather than grammatical and comes from the possessive 's learned one lesson earlier.

WHAT GETS CONFUSED WITH WHAT DERIVED

my / mine: "My" goes before a noun; "mine" stands alone. his: The same word both times — the only one that does this. her / hers: No apostrophe: hers, not her's. big / small: Size comes before colour: big red, not red big.

EXPLAINING IT

IF THE FIRST EXPLANATION FAILS DESIGNED

If my/mine will not separate, use the noun as the test rather than the meaning: if a noun follows, the short word goes in; if nothing follows, the long word does. My book. It's mine. The learner can apply that without understanding the terms.

AN ANALOGY DESIGNED

"My" is a label stuck on something. "Mine" is what you say when the thing has already been pointed at and needs no label.

ON THE BOARD DESIGNED

Two columns with a deliberate blank: WITH A NOUN and ALONE. Write "his" in both, and leave the visible oddity unexplained until a learner notices it. The one word that breaks the pattern is remembered by being caught, not by being announced.

IN THE ROOM

WHEN IT IS NOT WORKING DESIGNED

When "her's" is written, the learner has generalised the possessive apostrophe correctly and applied it one step too far. Say that first. A correct generalisation misapplied deserves different handling from a random error.

FOR THE LEARNER WHO IS BEHIND DESIGNED

Possessive adjectives only. A learner who can say "my bag, her coat, their car" has what the level needs; the pronoun set is a refinement and can be dropped without cost.

FOR THE LEARNER WHO IS AHEAD DESIGNED

Collect objects, mix them, and run the return as a whole-class task requiring "Whose is this?" and a pronoun answer. The pronoun is only natural where the noun is already obvious, which a list exercise cannot create.

IF THE GROUP ALREADY HAS IT DESIGNED

One example pair, the "his" oddity, the no-apostrophe warning, then the object-return activity. The system is small and the practice is what fixes it.

AFTERWARDS

WHEN THE ERROR COMES BACK

DESIGNED

The apostrophe in "her's" and "their's" returns in written work for months. Correct it in writing only — it is inaudible in speech, and interrupting speech for an error nobody can hear costs fluency for nothing.

Lesson 7.1 — Yesterday — Regular Past Verbs

BEFORE YOU TEACH

WHAT THIS LESSON ASSUMES DERIVED

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

WHAT IT OPENS UP DERIVED

Returned to by 5 later lessons: II.1.2, II.8.2, III.1.2, III.5.3, III.6.2

THE DIFFICULTY

WHAT GOES WRONG DERIVED

Spelling changes: -y to -ied, and the doubled consonant in stopped. The -ed disappears after 'didn't'. Learners keep it for weeks.

WHY IT GOES WRONG ESTABLISHED

After "didn't" the tense is already marked, so English drops it from the main verb. Learners who have just been taught to add -ed apply it consistently, which is the correct generalisation of the rule they were given and the wrong result.

WHAT GETS CONFUSED WITH WHAT DERIVED

study — studied: y becomes -ied after a consonant. play — played: y stays after a vowel: played, not "plaied". visit — visited: The -ed is a whole syllable here: vi-si-ted. yesterday: Goes with the past, never the present. didn't: After didn't, use the BASE verb: didn't study, not "didn't studied".

EXPLAINING IT

IF THE FIRST EXPLANATION FAILS DESIGNED

If the -ed spelling changes will not stick, teach only the y-rule and let the doubling go. The doubled consonant affects few verbs at this level, and a learner spelling "stoped" is understood; a learner paralysed by two spelling rules stops writing.

AN ANALOGY DESIGNED

You do not write the date twice on the same envelope. "Didn't" has already stamped it.

ON THE BOARD DESIGNED

Three columns headed by the three sounds of -ed rather than by spelling: /t/, /d/, /ɪd/. Sorting by sound explains why "visited" gains a syllable and "played" does not, which the spelling alone never will.

IN THE ROOM

WHEN IT IS NOT WORKING DESIGNED

Cover the negative sentences and ask what "didn't" has already told the listener. Learners can usually answer "that it is past", which is the whole explanation for why the verb does not repeat it.

FOR THE LEARNER WHO IS BEHIND DESIGNED

Six verbs, all of them regular with no spelling change, and positives only. Adding "didn't" doubles the load, and it is the negative that removes the -ed — the exact thing that confuses.

FOR THE LEARNER WHO IS AHEAD DESIGNED

Ask for a short account of yesterday in which every verb is regular. The constraint forces vocabulary choice and makes the irregular verbs of Lesson 7.2 feel needed rather than imposed.

IF THE GROUP ALREADY HAS IT DESIGNED

One tense marker per sentence. "Didn't" is holding it.

AFTERWARDS

WHEN THE ERROR COMES BACK DESIGNED

The -ed surviving after "didn't" is the durable error, and it lasts weeks because it is logical — the learner is marking the past twice. Name that logic when repairing it: the auxiliary has already carried the tense, so the verb does not have to.

Lesson 7.2 — Last Weekend — Irregular Past Verbs & Questions

BEFORE YOU TEACH

WHAT THIS LESSON ASSUMES DERIVED

Lesson 7.1 (regular past, didn't).

WHAT IT OPENS UP DERIVED

Returned to by 5 later lessons: II.1.2, II.8.2, III.1.2, III.5.3, III.6.2

THE DIFFICULTY

WHAT GOES WRONG DERIVED

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

WHY IT GOES WRONG ESTABLISHED

Irregular past forms cannot be derived and must be memorised, and the same double-marking problem returns in questions: "Did you went" is the regularisation of a rule correctly learned.

WHAT GETS CONFUSED WITH WHAT DERIVED

make — made: "Make" for things you create; "do" for activities. Did you...?: Did + subject + BASE verb: "Did you go", not "Did you went". have a good time: Not "pass a good time". take a photo: Not "make a photo".

EXPLAINING IT

IF THE FIRST EXPLANATION FAILS DESIGNED

If "Where did you went?" persists, teach the question as a fixed opening rather than a construction: "Did you" and "What did you" are chunks, and whatever follows them is the plain verb. Chunking beats analysis while the irregular forms are still being learned.

AN ANALOGY DESIGNED

Only one word in the sentence is allowed to carry the past. Once "did" has taken it, the main verb puts it down.

ON THE BOARD DESIGNED

Write the statement above the question with the tense marker circled in each, and draw a line showing it move leftward onto "did". One mark, two positions.

IN THE ROOM

WHEN IT IS NOT WORKING DESIGNED

When the double past appears, do not correct the sentence — repeat it back as a question with heavy stress on "did", and wait. Most learners self-correct within two seconds, and a self-correction holds better than a supplied one.

FOR THE LEARNER WHO IS BEHIND DESIGNED

Yes/no questions only, and six irregular verbs. Wh- questions add a second variable at the front of a sentence whose back half is not yet secure.

FOR THE LEARNER WHO IS AHEAD DESIGNED

Ask for a weekend narrated with three irregular verbs and one negative, then for the same events as questions. Producing both directions is what makes the forms retrievable.

IF THE GROUP ALREADY HAS IT DESIGNED

State the one rule — after "did", the base form — give the irregular list as vocabulary to be memorised rather than taught, and spend the lesson narrating weekends.

AFTERWARDS

WHEN THE ERROR COMES BACK DESIGNED

Irregular forms and the question rule fail independently and need repairing separately. A learner who says "Did you went" knows the irregular form perfectly; a learner who says "Did you goed" does not. The correction is different in each case.

Lesson 8.1 — Can You...? — Talking About Ability

BEFORE YOU TEACH

WHAT THIS LESSON ASSUMES DERIVED

Module 1 ("to be", question formation).

WHAT IT OPENS UP DERIVED

Returned to by 3 later lessons: II.3.3, II.4.2, II.5.2

THE DIFFICULTY

WHAT GOES WRONG DERIVED

The infinitive marker after modals is a persistent error.

WHY IT GOES WRONG ESTABLISHED

Modals do not inflect, which contradicts the third-person -s rule taught five modules earlier.

The error is a sign the earlier rule was learned well, and it resolves as the modal system is met more often.

WHAT GETS CONFUSED WITH WHAT DERIVED

can / can't: Same form for every subject: she can, not "she cans". ride a bike: Ride a bike — not "drive a bike". play football: "Play" for games and sports. learn to: "Learn to" + verb.

EXPLAINING IT

IF THE FIRST EXPLANATION FAILS DESIGNED

Modals are a closed set that never change shape. If a learner asks why "can" does not take -s, the honest answer is that modals are the exception and the list is short enough to learn as a list.

AN ANALOGY DESIGNED

"Can" is already holding the verb's hand. There is no room for "to" between them.

ON THE BOARD DESIGNED

Write "can" and the verb touching, with no gap, against a second line showing "want to" with the "to" boxed. Seeing the two patterns side by side is what stops the transfer.

IN THE ROOM

WHEN IT IS NOT WORKING DESIGNED

When "she cans" appears, the learner is applying the third-person -s correctly and to the wrong class of verb. Say so. Modals are the exception, and framing it as an exception protects the rule they have just spent Module 3 learning.

FOR THE LEARNER WHO IS BEHIND DESIGNED

Positive statements and short answers only. "Can't" is hard to hear and hard to say, and a learner who can state abilities and answer questions has the lesson's communicative purpose.

FOR THE LEARNER WHO IS AHEAD DESIGNED

Ask for degrees rather than absolutes — "a little", "quite well", "not very well". Ability is rarely binary in real speech, and the hedges are available at this level.

IF THE GROUP ALREADY HAS IT DESIGNED

One form for every subject, no "to" after it, and the negative is one word. Three sentences of presentation, then the survey activity.

AFTERWARDS

WHEN THE ERROR COMES BACK DESIGNED

The "to" after a modal returns when learners meet "have to" and "want to" in the same week. Repair it by contrast rather than by rule: put the three side by side and let the learner sort which take "to".

Lesson 8.2 — I'm Going To... — Talking About Plans

BEFORE YOU TEACH

WHAT THIS LESSON ASSUMES DERIVED

Lesson 8.1 (can/can't), Module 3 (time expressions).

WHAT IT OPENS UP DERIVED

Returned to by 3 later lessons: II.3.3, II.4.2, II.5.2

THE DIFFICULTY

WHAT GOES WRONG DERIVED

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

WHY IT GOES WRONG ESTABLISHED

"Going to" contains a verb of motion, so learners read it as movement and produce "going to going". Separating the structure from its literal parts is the whole difficulty of the form.

WHAT GETS CONFUSED WITH WHAT DERIVED

going to: am/is/are + going to + BASE verb. A plan, not an ability. meet a friend: "Meet" for arranging to see someone — not "know". holiday: "Vacation" in American English.

EXPLAINING IT

IF THE FIRST EXPLANATION FAILS DESIGNED

If "going to go" sounds wrong to learners and they drop one of them, confirm that their ear is right and the form is still correct. The repetition is genuinely odd, and telling a learner their instinct is sound buys more than telling them the rule again.

AN ANALOGY DESIGNED

"Going to" is a decision already taken, walking toward the thing. "Can" is only a statement about what is possible — nobody has set off yet.

ON THE BOARD DESIGNED

A timeline with NOW marked and an arrow forward, and the plan written at the far end. Then a second line with no arrow at all for "can". The presence and absence of the arrow is the distinction.

IN THE ROOM

WHEN IT IS NOT WORKING DESIGNED

When "going to going" appears, write "going to" as a single unit in a box and put the verb outside it. The problem is that the structure looks like the verb it precedes.

FOR THE LEARNER WHO IS BEHIND DESIGNED

First person only — "I'm going to" — and no questions. The auxiliary agreement is a separate difficulty and the plan-making is the point of the lesson.

FOR THE LEARNER WHO IS AHEAD DESIGNED

Ask them to distinguish a plan from a prediction: what they are going to do at the weekend, and what they think the weather is going to do. Both use the form and only one is a decision.

IF THE GROUP ALREADY HAS IT DESIGNED

The form is transparent once "am/is/are" is secure. Check the auxiliary, name the plan-versus-ability contrast in one example pair, and run the weekend-plans activity.

AFTERWARDS

WHEN THE ERROR COMES BACK DESIGNED

The dropped auxiliary — "I going to study" — is the error that lasts, and it is a "be" problem rather than a future problem. Repair it wherever "be" is weak, not only in future sentences.

Lesson 9.1 — How Are You Feeling? — Body & Health

BEFORE YOU TEACH

WHAT THIS LESSON ASSUMES DERIVED

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

WHAT IT OPENS UP DERIVED

Returned to by 1 later lesson: II.7.3

THE DIFFICULTY

WHAT GOES WRONG DERIVED

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

WHY IT GOES WRONG ESTABLISHED

English divides illness between HAVE for the condition and FEEL for the sensation, where many languages use one verb or express both with BE. The two patterns are taught together here because they are confused together.

WHAT GETS CONFUSED WITH WHAT DERIVED

headache: HAVE a headache. Not "I am headache". a cold: Catch a cold — not "take a cold".
feel: FEEL + adjective. No "have" here: "I feel sick", not "I have sick". What's the matter?:
Also: How are you feeling?

EXPLAINING IT

IF THE FIRST EXPLANATION FAILS DESIGNED

If have and feel keep swapping, split them by what follows rather than by meaning: HAVE takes a thing you could name to a doctor — a headache, a cold, a temperature. FEEL takes a word describing you — tired, sick, better.

AN ANALOGY DESIGNED

You have the illness the way you have a bag — it is a thing, and you could put it down. You feel the way you feel, and there is nothing to put down.

ON THE BOARD DESIGNED

A body outline with the problems written as labels pointing at parts, and the feelings written in a separate box beside it with no arrows. Problems have a location; feelings do not.

IN THE ROOM

WHEN IT IS NOT WORKING DESIGNED

Two frames on the board — "I have a ___" and "I feel ___" — and every new word placed in one. The split is the lesson; the vocabulary is the vehicle.

FOR THE LEARNER WHO IS BEHIND DESIGNED

Six body parts and three problems. A learner who can say where it hurts has what the lesson exists for, and the feelings vocabulary can follow separately.

FOR THE LEARNER WHO IS AHEAD DESIGNED

Ask how long the problem has lasted — "I have had a headache since yesterday", "I have had a cold for two days". Duration is what a real consultation asks next, and it gives an early, purposeful reason to reach past the present tense.

IF THE GROUP ALREADY HAS IT DESIGNED

Body vocabulary can be checked by pointing in under two minutes. Give the time to the have/feel split, which is the only part of this lesson that resists.

AFTERWARDS

WHEN THE ERROR COMES BACK DESIGNED

"I am headache" is worth repairing properly, because it is the same be/have confusion that produced "she has tall" in Module 6. Treat the two together — a learner who sees the pattern once fixes both.

Lesson 9.2 — You Should... — Giving Simple Advice

BEFORE YOU TEACH

WHAT THIS LESSON ASSUMES DERIVED

Lesson 9.1 (health vocabulary, have/has/feel).

WHAT IT OPENS UP DERIVED

Returned to by 1 later lesson: II.7.3

THE DIFFICULTY

WHAT GOES WRONG DERIVED

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

WHY IT GOES WRONG ESTABLISHED

Advice is a face-threatening act, and learners either soften it out of existence or issue it as an imperative. "Should" is the calibrated middle and has no direct equivalent in many languages.

WHAT GETS CONFUSED WITH WHAT DERIVED

should / shouldn't: Same form for every subject, and always + BASE verb. take medicine: Take medicine — not "drink medicine". feel better: Not "feel more good". That's a good idea: How you accept advice.

EXPLAINING IT

IF THE FIRST EXPLANATION FAILS DESIGNED

If "should to" appears, do not re-teach modals — point back to "can" from Lesson 8.1. Learners who have met one modal recognise the class faster than they absorb a new rule about it.

AN ANALOGY DESIGNED

Advice is handed over, not thrown. The response is picking it up — even a short one. Saying nothing looks, in English, like leaving it on the floor.

ON THE BOARD DESIGNED

Two columns, PROBLEM and ADVICE, joined by learners drawing the lines themselves. The pairing is the reasoning task; a pre-joined table removes the only thinking in the lesson.

IN THE ROOM

WHEN IT IS NOT WORKING DESIGNED

When advice is met with silence, the learner has usually understood and has no phrase ready. Supply two — "That's a good idea" and "Thank you, I will" — and put them on the board before the roleplay rather than after it fails.

FOR THE LEARNER WHO IS BEHIND DESIGNED

"You should" only, with "shouldn't" left out. Positive advice covers the communicative need, and the negative can be added once the form is automatic.

FOR THE LEARNER WHO IS AHEAD DESIGNED

Give a problem with two reasonable pieces of advice and ask which is better and why, in one sentence. It is the first time the level asks a learner to justify a choice rather than make one.

IF THE GROUP ALREADY HAS IT DESIGNED

Same form for every subject, base verb after it, and two response phrases. Then straight into the problem-and-advice pairing, which is where the lesson earns its time.

AFTERWARDS

WHEN THE ERROR COMES BACK DESIGNED

What needs returning to is not the grammar but the response. Learners who have not internalised that English advice expects acknowledgement read as dismissive in every later roleplay, and the cost compounds well beyond this lesson.

Revision Lesson — Structured Consolidation Activities

BEFORE YOU TEACH

WHAT THIS LESSON ASSUMES DERIVED

All of Modules 1-9.

THE DIFFICULTY

WHAT GOES WRONG DERIVED

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

WHY IT GOES WRONG ESTABLISHED

Recognition outruns production at every level, and most visibly at the first. A learner who can identify the right structure when told which one to look for may be unable to select it unprompted, which is what the revision lesson exists to expose before the examination does.

EXPLAINING IT

IF THE FIRST EXPLANATION FAILS DESIGNED

If learners can produce each structure on demand but not choose between them, stop revising structures and start revising situations. Give the context and ask which form it needs — selection is the skill being assessed, and drilling forms does not build it.

AN ANALOGY DESIGNED

Nine modules have given them nine tools. The exam does not ask whether they own a hammer; it puts a nail in front of them and says nothing.

ON THE BOARD DESIGNED

One wall chart, nine boxes, one example sentence in each — built by the class rather than supplied. What the learners cannot fill in is the revision list, and it is more accurate than any diagnostic the teacher would write.

IN THE ROOM

WHEN IT IS NOT WORKING DESIGNED

If a learner can explain a rule but not select it, stop revising rules. Give unlabelled situations and ask only "which module?" until the mapping is quick, then return to production.

FOR THE LEARNER WHO IS BEHIND DESIGNED

Narrow the revision to the three structures the learner's own self-checks flagged rather than covering all nine thinly. Coverage is the wrong goal in the last week; security in a few is worth more in the exam.

FOR THE LEARNER WHO IS AHEAD DESIGNED

Have them write the exam questions rather than answer them. Setting a good question requires knowing what the structure is for, which is a level above using it.

IF THE GROUP ALREADY HAS IT DESIGNED

Skip the review of content entirely for a secure group and run mixed-context selection tasks for the whole session. Re-presenting known material is the commonest way a revision lesson wastes itself.

AFTERWARDS

WHEN THE ERROR COMES BACK DESIGNED

Work backwards from the self-checks rather than forwards through the modules: the prompts the learner cannot answer name the modules to revise, and the traps name what to revise about them.

Every target item, and where it is taught.

199 items from the 18 lessons of Level I that introduce new language, in alphabetical order. A dot marks an item the record holds a caution about — a point at which English is arbitrary and has to be learned rather than reasoned out. The reference is the lesson spread, where the difficulty and what to do about it are set out.

• a cold	I.9.2	coat	I.6.3
a temperature	I.9.2	cook	I.8.2
• any	I.4.2	cook — cooked	I.7.2
• apple	I.4.2	country	I.1.3
arm	I.9.2	• cousin	I.3.2
aunt	I.3.2	• cross the road	I.5.3
back	I.9.2	dance	I.8.2
bag	I.6.3	daughter	I.3.2
• banana	I.4.2	desk	I.2.2
bank	I.2.3	• Did you...?	I.7.3
• be from	I.1.3	• didn't	I.7.2
beard	I.6.2	• do the shopping	I.4.3
bed	I.2.2	do — did	I.7.3
behind	I.5.2	• door	I.2.2
• between	I.5.2	drink water	I.9.3
• big / small	I.6.3	drive	I.8.2
board	I.2.2	eat — ate	I.7.3
book	I.2.2	• egg	I.4.2
• Brazil / Brazilian	I.1.3	Egypt / Egyptian	I.1.3
• bread	I.4.2	• Excuse me	I.5.3
brother	I.3.2	expensive / cheap	I.4.3
buy — bought	I.7.3	eyes	I.6.2
• can / can't	I.8.2	• father	I.3.2
• Can I have..., please?	I.4.3	• feel	I.9.2
• Can I help you?	I.4.3	• feel better	I.9.3
• catch a bus	I.5.3	finish	I.3.3
chair	I.2.2	• first, then, after that, finally	I.3.3
• change	I.4.3	fridge	I.4.2
• cheese	I.4.2	• get up	I.3.3
• chicken	I.4.2	Get well soon!	I.9.3
• children	I.3.2	get — got	I.7.3
city	I.1.3	go shopping	I.8.3

• go straight on	I.5.3	leg	I.9.2
go to bed	I.3.3	library	I.5.3
go to bed early	I.9.3	listen — listened	I.7.2
• go to work	I.3.3	• live in	I.1.3
go — went	I.7.3	long	I.6.2
• going to	I.8.3	• look like	I.6.2
• good afternoon	I.1.2	• make — made	I.7.3
• good evening	I.1.2	• meet a friend	I.8.3
• good morning	I.1.2	• milk	I.4.2
goodbye	I.1.2	• minutes' walk	I.5.3
grandfather	I.3.2	• money	I.4.3
grandmother	I.3.2	• mother	I.3.2
• hair	I.6.2	• my / mine	I.6.3
half past	I.3.3	• name	I.1.2
• have a good time	I.7.3	near	I.5.2
• have breakfast	I.3.3	next to	I.5.2
have — had	I.7.3	next week	I.8.3
head	I.9.2	• nice to meet you	I.1.2
• headache	I.9.2	• o'clock	I.3.3
hello	I.1.2	old	I.6.2
• her / hers	I.6.3	on	I.5.2
• Here you are	I.4.3	on the corner	I.5.2
• hi	I.1.2	• opposite	I.5.2
• his	I.6.3	our / ours	I.6.3
• holiday	I.8.3	park	I.2.3
hospital	I.2.3	• pay	I.4.3
hotel	I.2.3	pen	I.2.2
How do I get to...?	I.5.3	• pharmacy	I.5.3
• How much are...?	I.4.3	phone	I.6.3
• How much is...?	I.4.3	• play football	I.8.2
in	I.5.2	• play — played	I.7.2
in front of	I.5.2	price	I.4.3
Italy / Italian	I.1.3	quarter past	I.3.3
• Japan / Japanese	I.1.3	• quarter to	I.3.3
kitchen	I.2.2	red, blue, black, white, green	I.6.3
lamp	I.2.2	rest	I.9.3
last night	I.7.2	restaurant	I.2.3
last weekend	I.7.3	• rice	I.4.2
• learn to	I.8.2	• ride a bike	I.8.2

room	1.2.2	• that / those	1.2.3
school	1.2.3	• That's a good idea	1.9.3
see a doctor	1.9.3	• the United Kingdom / British	1.1.3
see — saw	1.7.3	their / theirs	1.6.3
• shop	1.4.3	• this / these	1.2.3
• short	1.6.2	this weekend	1.8.3
• should / shouldn't	1.9.3	throat	1.9.2
sing	1.8.2	tired	1.9.2
sister	1.3.2	tomorrow	1.8.3
• some	1.4.2	travel	1.8.3
son	1.3.2	turn left	1.5.3
Spain / Spanish	1.1.3	turn right	1.5.3
speak	1.8.2	uncle	1.3.2
spell	1.1.2	under	1.5.2
start	1.3.3	visit	1.8.3
station	1.2.3	• visit — visited	1.7.2
stay at home	1.8.3	• wake up	1.3.3
stay in bed	1.9.3	watch — watched	1.7.2
stay — stayed	1.7.2	• water	1.4.2
stomach	1.9.2	• wear glasses	1.6.2
• study — studied	1.7.2	• What's the matter?	1.9.2
supermarket	1.2.3	What's your name?	1.1.2
swim	1.8.2	Whose is this?	1.6.3
table	1.2.2	window	1.2.2
• take a photo	1.7.3	work — worked	1.7.2
• take medicine	1.9.3	• yesterday	1.7.2
take the first left	1.5.3	young	1.6.2
• tall	1.6.2	your / yours	1.6.3
Thank you very much	1.5.3		

THE RECORD

THIS PUBLICATION IN THE AIPC PRESS RECORD

Every publication of the Press carries this apparatus, generated from one source, so that a reader in twenty years can identify this copy, cite it, catalogue it, and find the publications it belongs beside — without needing anyone who made it.

Place in the ecosystem

Issue	E01.R00.01 — edition 01, revision 00, impression 01
Family	IEFC Teacher Series
What the family is for	The curriculum as a teacher needs it: with the keys, the rubrics and the apparatus for running a session.
Maturity	First edition
What that means	One edition issued. It has not been reviewed by anyone other than its makers, and a reader should weigh it accordingly.

How to cite

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Title	The IEFC Level I Teacher's Companion
Statement of responsibility	Albalagh International Premium College, London Campus
Family	IEFC Teacher Series
Edition	First edition

Imprint	London: Albalagh International Premium College Press, 2026
Extent	51 pages
Intended readership	Instructors teaching IEFC Level I, in preparation and during the lesson
Subject terms	English language — Study and teaching · English language — Study and teaching — Foreign speakers · Language teachers — Handbooks, manuals, etc.
Language	English (en-GB)
ISBN	Not assigned — International ISBN Agency
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Legal deposit	Not deposited — The British Library
Library catalogue	Not catalogued — A depository library

Revision history

Derived from the source repository at generation, not kept by hand. First issued 2026-08-13 · 51 revisions · last changed 2026-08-17.

2026-08-17	Verify the whole site end to end, and close the last five findings
2026-08-17	Fix the two contrast failures, using tokens the palette already had
2026-08-17	Phase 4: give the six levels a mark that says which level
2026-08-17	Audit the Arabic edition, and fix the bidi faults it found
2026-08-17	Stop the portal showing learners a server's own error vocabulary
2026-08-17	Audit the site end to end, and fix what the audit actually found
2026-08-17	Add an action band, re-cut the badges, and fix the footer's orphan row
2026-08-17	Give the portal a data seam so the backend can move without the pages

43 earlier revisions not listed.

