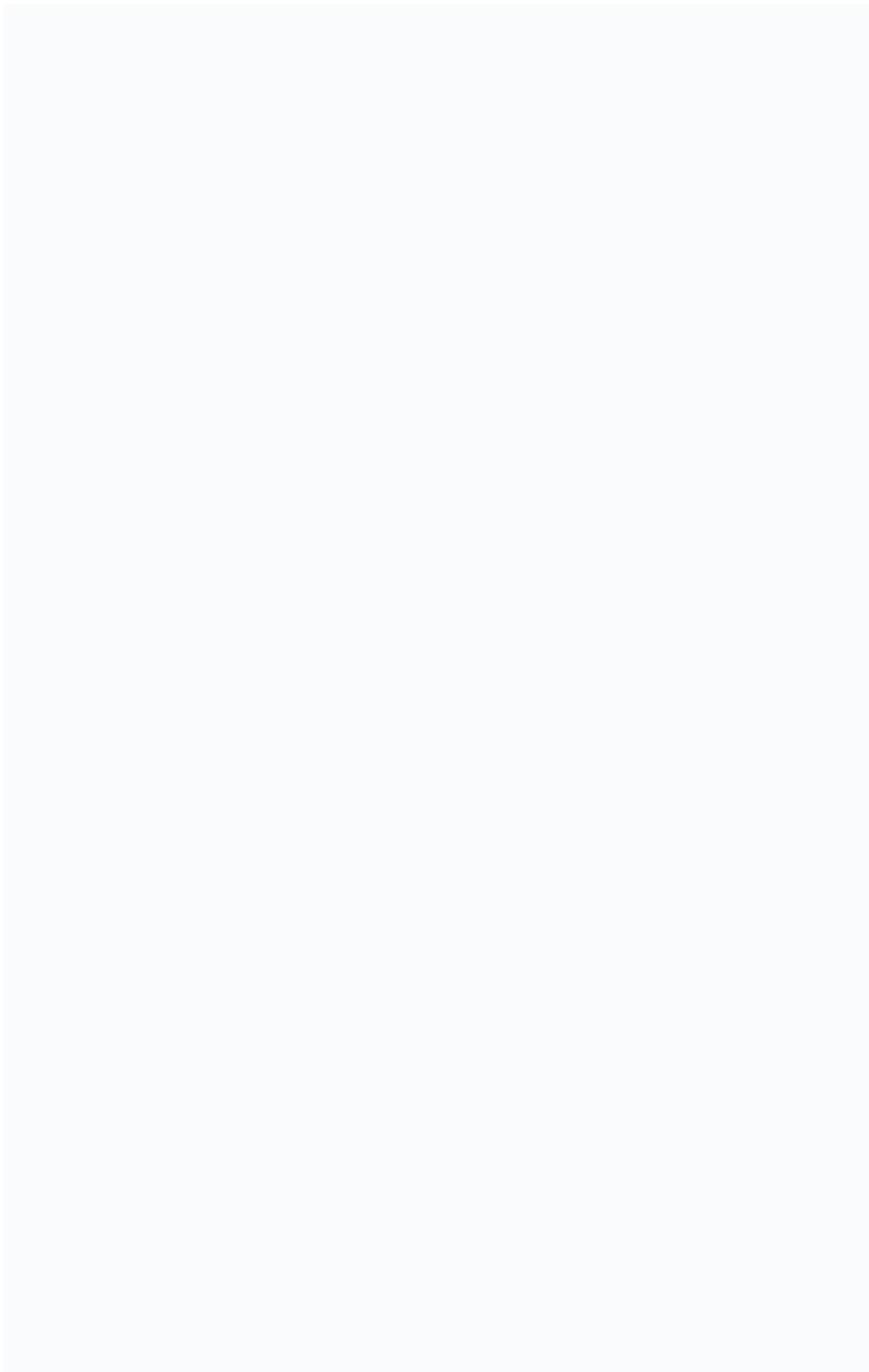


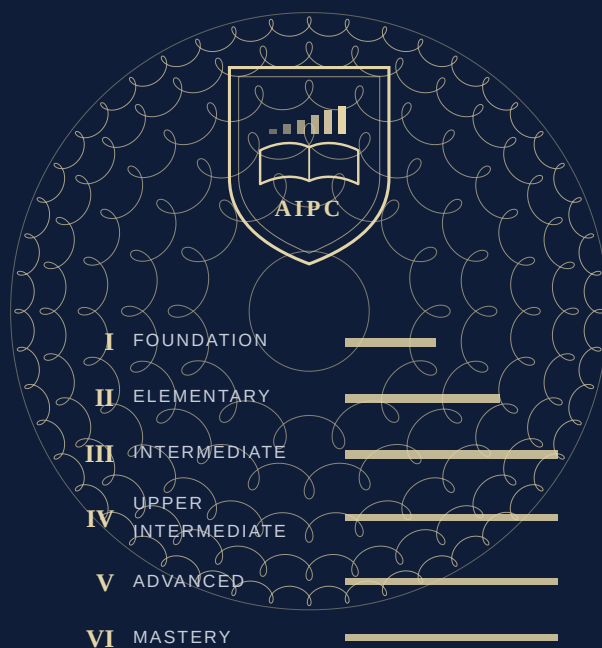


The International English Fluency Certificate

THE COMPLETE CURRICULUM











ALBALAGH INTERNATIONAL PREMIUM COLLEGE

London Campus

The
**International English
Fluency Certificate**

The Complete Curriculum

Six Levels · 60 Modules · 294 Authored Items · 660 Assessment Questions

FIRST EDITION

ALBALAGH INTERNATIONAL PREMIUM COLLEGE PRESS · LONDON

2026



Publication Information

The International English Fluency Certificate: The Complete Curriculum

First edition, 2026. Published by Albalagh International Premium College Press, London Campus.

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IDENTIFICATION AND SECURITY FEATURES

Publication ID	AIPC/IEFC/CUR/2026/E01
Document ID	GQ08-FZ9Q-DQHB-6X8D
Edition code	E01
Revision code	R00
Issue code	E01.R00.01
Version	1.0.1
Print identifier	E01.R00.01-H6KV
Content digest (SHA-256, leading 64 hex)	903780a8af9f89578d57b1 ab463d88ad20d8b50e5146 f31bb1fb24270e031bc1
ISBN	Not assigned — issued by International ISBN Agency; the College holds no such assignment
DOI	Not registered — issued by A DOI registration agency; the College holds no such assignment
Legal deposit	Not deposited — issued by The British Library; the College holds no such assignment
Library catalogue	Not catalogued — issued by A depository library; the College holds no such assignment



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*To the teacher standing in front of a class
tomorrow morning,
who needs the lesson to be finished, not described.*





PREFACE

What this volume is, and what it is for

This book contains a curriculum rather than an account of one. Every lesson the College has authored is printed here in full and verbatim: its objectives, its staged practice with the designed timing of each stage, the language modelled for the class, the formative check that tells a teacher whether to move on, and — for every assessed quiz — the answer key set immediately beneath the questions.

That decision has a cost and a reason. The cost is length: 81,991 words of lesson content do not compress into a prospectus. The reason is that a curriculum which cannot be taught from is not a curriculum. A syllabus lists topics; a scheme of work lists weeks; neither has ever helped anyone at nine o'clock on a Monday. What helps is a lesson that is finished.

The programme is organised as an ascent of six levels, each mapped to a band of the Common European Framework of Reference and each conferring an award in its own right. A learner entering at the Foundation level and completing the Mastery level will have moved from no English to the command expected of a graduate working in it professionally. The levels are cumulative: each is a prerequisite to the next, and each is designed to be a defensible stopping point for a learner whose purpose is met there.

Within each level the work is divided into modules, and within each module into items of three kinds: teaching lessons, an assessed quiz, and an assessed assignment carrying a grading rubric. The structure repeats without variation across all six levels, which is deliberate. A teacher who has taught one module of this programme has learned the shape of all sixty, and can spend attention on the class rather than on the page.

The house structure of a lesson is documented in *How to Read a Lesson*, which follows the contents. A reader new to the programme should begin there; it takes two minutes and makes every subsequent page faster to use.

ALBALAGH INTERNATIONAL PREMIUM COLLEGE PRESS

This preface is issued by the publisher and is unsigned. A signed foreword is a text an officer of the College writes; none has been written for this edition, and the Press does not compose words on a named person's behalf.

ABOUT THIS EDITION

What this volume contains

A complete teaching curriculum, set from the College's academic database and printed in full. Every figure on this page is counted at the moment the file is generated.

294

AUTHORED ITEMS

teaching lessons, assessed quizzes and assessed assignments

60

MODULES

ten at every level, across six levels

660

ASSESSMENT QUESTIONS

each printed with its answer key

81,991

WORDS OF LESSON CONTENT

verbatim, nothing summarised

A CURRICULUM, NOT A DESCRIPTION OF ONE

Each teaching lesson carries its objectives, its staged practice with the designed timing of each stage, the language modelled for the class, and the formative check that tells a teacher whether to move on. Each assessed quiz prints every question, every option and the answer key beneath it. Each of the sixty assignments carries its full grading rubric, criterion by criterion — 307 criteria in all. A teacher can teach and mark from these pages without the platform, which is the standard this edition was built to meet.

ONE STRUCTURE, HELD FOR SIX LEVELS

The architecture is deliberately uniform: ten modules per level, each module ending in an assessed quiz and an assessed assignment. A teacher who has taught one module of this programme has learned the shape of all sixty, and a learner always knows what a level costs. What rises across the ascent is depth — the content written for a single item roughly doubles between the first level and the sixth. The five figures in *The Shape of the Programme* measure that, and every one is drawn from this curriculum rather than illustrating it.

HOW TO FIND YOUR WAY

How to Read a Lesson, overleaf, sets out the house structure and the nineteen stage marks in two minutes; it makes every subsequent page faster to use. The contents list every module in the programme. Each level opens on a right-hand page with the award it confers, and each module opens with its own contents and its designed study time.

This edition prints the curriculum as it stands at the date of generation. The College is not an accredited institution, and no claim of accreditation, recognition or external approval is made anywhere in this volume.

CONTENTS

The Programme

I

Foundation Programme

A1 · 10 modules · 49 items

- | | |
|--|---|
| 1. Module 1: Meeting People | 6. Module 6: Describing People & Things |
| 2. Module 2: Everyday Objects & Places | 7. Module 7: Past Experiences |
| 3. Module 3: Family & Routines | 8. Module 8: Plans & Abilities |
| 4. Module 4: Food & Shopping | 9. Module 9: Health & Feelings |
| 5. Module 5: Around Town | 10. Module 10: Review & Consolidation |

II

Elementary Programme

A2 · 10 modules · 49 items

- | | |
|---|---------------------------------------|
| 1. Module 1: Life Stories | 6. Module 6: Homes & Neighbourhoods |
| 2. Module 2: Travel & Transport | 7. Module 7: Food, Health & Habits |
| 3. Module 3: Work & Study | 8. Module 8: Shopping & Services |
| 4. Module 4: Likes, Dislikes & Opinions | 9. Module 9: Telling Stories |
| 5. Module 5: Making Plans | 10. Module 10: Review & Consolidation |

III

Intermediate Programme

B1 · 10 modules · 49 items

- | | |
|---|---------------------------------------|
| 1. Module 1: Present Perfect & Life Experience | 6. Module 6: Technology & Media |
| 2. Module 2: Education & Learning | 7. Module 7: Health, Body & Mind |
| 3. Module 3: Work, Careers & Entrepreneurship | 8. Module 8: Travel & Culture |
| 4. Module 4: Opinions & Debate | 9. Module 9: Academic Foundations |
| 5. Module 5: Environment, Ethics & Global Citizenship | 10. Module 10: Review & Consolidation |

IV

Upper Intermediate Programme

B2 · 10 modules · 49 items

- | | |
|--|--|
| 1. Module 1: Advanced Present & Past Systems | 6. Module 6: Global Issues |
| 2. Module 2: Academic Writing I | 7. Module 7: Media Literacy & Critical Reading |
| 3. Module 3: The World of Work | 8. Module 8: Meetings & Negotiation |
| 4. Module 4: Arguing a Position | 9. Module 9: Academic Writing II |
| 5. Module 5: Science, Technology & Ethics | 10. Module 10: Review & Consolidation |

V

Advanced Programme

C1 · 10 modules · 49 items

- | | |
|---|--|
| 1. Module 1: Nuance & Idiom | 6. Module 6: Advanced Media & Discourse Analysis |
| 2. Module 2: Academic Writing III | 7. Module 7: Research & Presentation |
| 3. Module 3: Leadership & Persuasion | 8. Module 8: Professional Advocacy |
| 4. Module 4: Complex Systems (Science, Economics, Policy) | 9. Module 9: Style & Voice |
| 5. Module 5: Cross-Cultural Communication | 10. Module 10: Review & Consolidation |

VI

English Mastery Programme

C2 · 10 modules · 49 items

- | | |
|--|---|
| 1. Module 1: Mastery Diagnostic & Executive Leadership | 6. Module 6: Innovation & Emerging Technologies |
| 2. Module 2: Diplomacy & International Relations | 7. Module 7: Media & Public Communication |
| 3. Module 3: Global Business Strategy | 8. Module 8: Research & Scholarship |
| 4. Module 4: Public Policy | 9. Module 9: Ethics & Responsible Leadership |
| 5. Module 5: Law & Justice | 10. Module 10: Capstone — Global Challenges & Mastery Examination |

THIS EDITION

Institutional Edition. This is the institutional edition: the architecture of the qualification without the lesson content that fills it. Every figure, count and reference in it is generated from the same academic database as the complete curriculum, and the complete curriculum is available in full as a separate volume.

APPARATUS

The Six Awards · The Shape of the Programme · Glossary · Assessment Index · Colophon



THE QUALIFICATION

The Six Awards

Each level confers an award in its own right, and each is a prerequisite to the next. A learner whose purpose is met at the third level leaves with the third award.

LEVEL	PROGRAMME	CEFR	AWARD CONFERRED	POST-NOMINAL	STANDING
I	Foundation Programme	A1	English Aspirant of Albalagh International Premium College	ApAIPC	Entry into the tradition
II	Elementary Programme	A2	English Candidate of Albalagh International Premium College	CnAIPC	Recognised learner of the College
III	Intermediate Programme	B1	English Associate of Albalagh International Premium College	AsAIPC	Established member of the academic community
IV	Upper Intermediate Programme	B2	English Envoy of Albalagh International Premium College	EnAIPC	Trusted representative and communicator
V	Advanced Programme	C1	English Orator of Albalagh International Premium College	OrAIPC	High-level intellectual and professional communicator
VI	English Mastery Programme	C2	English Laureate of Albalagh International Premium College	LrAIPC	Distinguished master of the programme

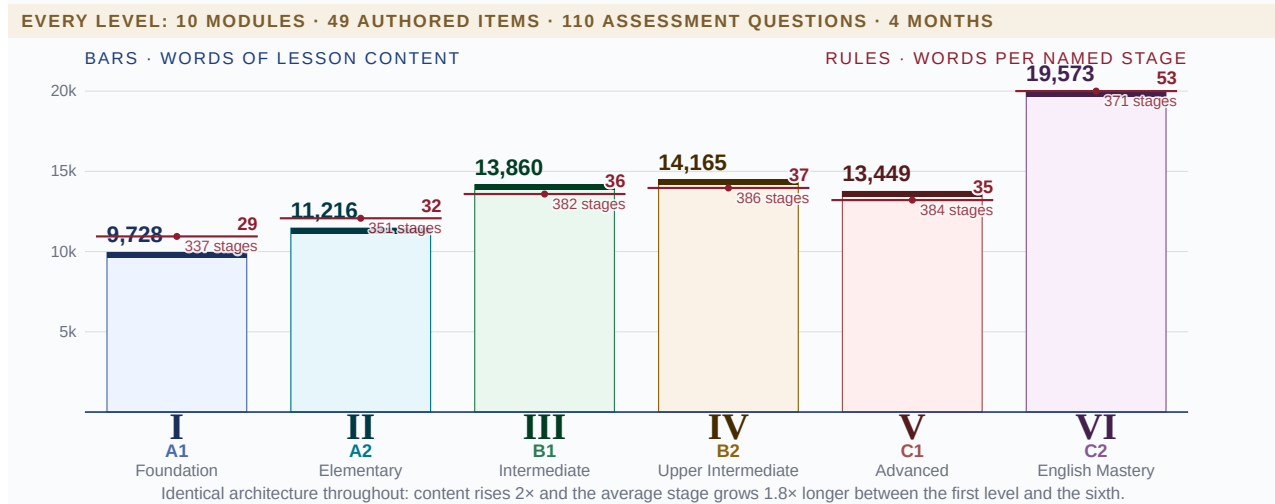
Every award, post-nominal and standing above is held in the College's award definitions and printed from them. Duration is four months per level, twenty-four months for the full ascent.

THE ARCHITECTURE

The Shape of the Programme

Six figures, each measured from the curriculum in this volume rather than drawn to illustrate it. If the programme changes, they change; if a figure here is unflattering, it is because the measurement was.

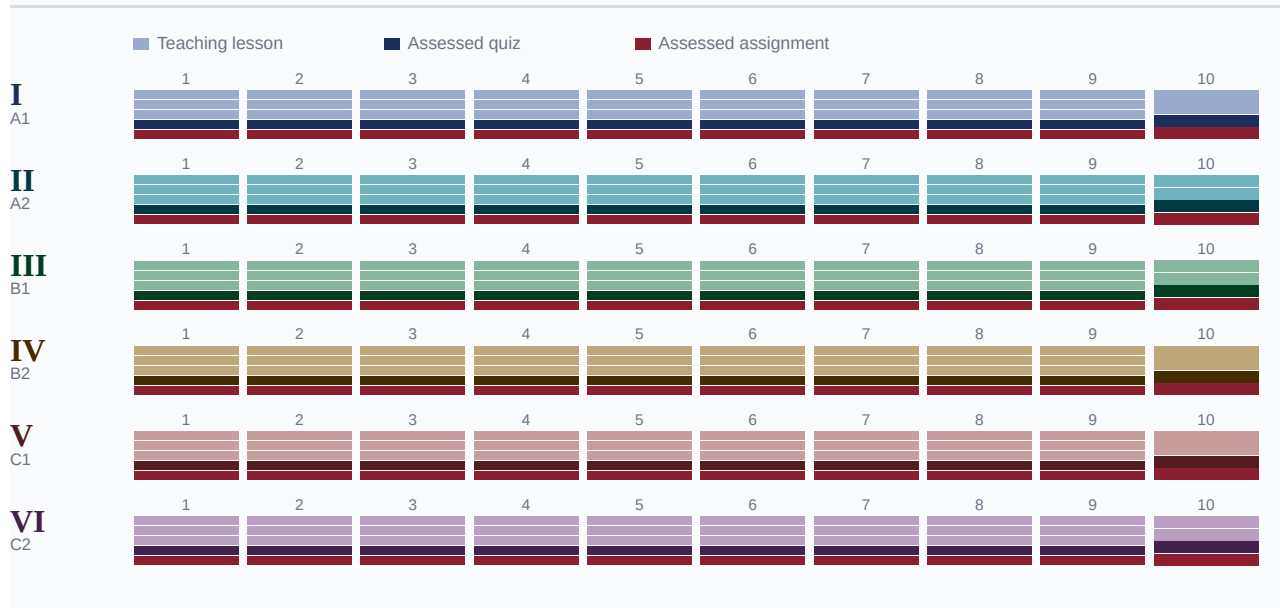
FIGURE 1 THE ASCENT



The architecture of this programme is deliberately uniform: every level is ten modules, forty-nine authored items, a hundred and ten assessment questions and four months. A learner always knows what a level costs. What rises is depth — the lesson content written for a single item roughly doubles between the first level and the sixth, which is the demand curve a teacher actually feels and the reason the later levels are harder to teach even though they are not longer. The crimson rules carry the finding underneath that one: the sixth level writes *fewer* stages than the third or fourth, each of them substantially longer. The shape of a lesson changes as the ascent proceeds — from many short moves to few sustained ones — and that change is invisible in any total.

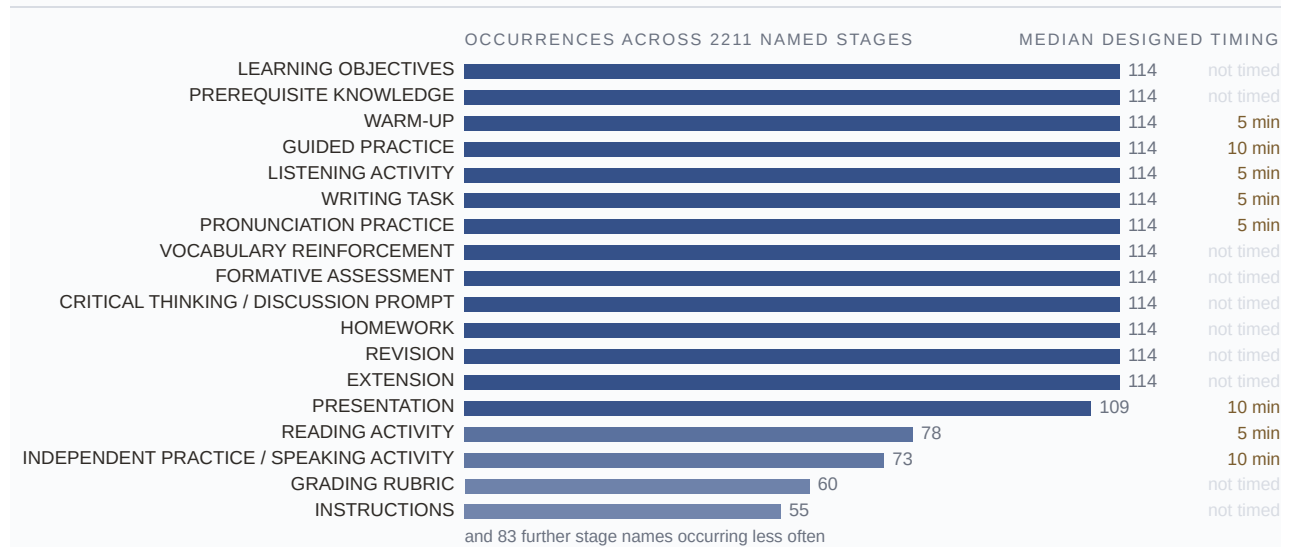
An earlier draft of this figure plotted duration against item count under the caption *the six levels are not six equal steps*. It rendered as six identical columns, because they are six equal steps. The chart was accurate and the caption was not; both were replaced rather than the caption alone, because a figure with no variance to show is a figure with nothing to say.

FIGURE 2 SIXTY MODULES, ONE ARCHITECTURE



Every module in the programme, one cell each, divided into its teaching items and its two assessments. The claim this figure makes is about regularity: the assessment spine is identical in all sixty, at every level, and a departure from that pattern would be visible here without a word of commentary.

FIGURE 3 THE ANATOMY OF A LESSON



What the house structure actually is, counted across every named stage in the book, with the median designed timing where the curriculum sets one. Twelve stage names occur exactly 114 times each — once in every teaching lesson in the programme — which is the strongest evidence in this volume that the house structure is real rather than aspirational.

The tail is the honest part. Beyond the eighteen shown, a further eighty-three stage names occur less often. Some of that is deliberate variation; some is almost certainly drift in naming, where the same teaching move has been written under two headings by different hands. This figure does not decide which, and it is not the place to: reconciling the tail is an editorial task for the Board of Academic Standards and Curriculum Excellence, and it is recorded here because a chart of only the head would have concealed it.

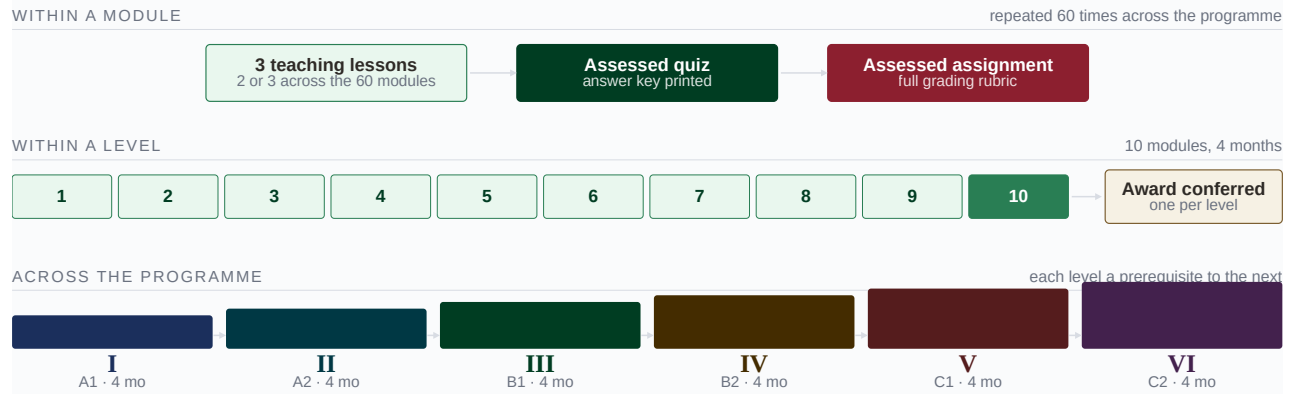
FIGURE 4 THE ASSESSMENT MAP

LEVEL	QUIZZES	QUESTIONS	ASSIGNMENTS	RUBRIC CRITERIA	MAPPED TO COMPETENCY
I · Foundation	10	110	10	43	None
II · Elementary	10	110	10	42	None
III · Intermediate	10	110	10	52	None
IV · Upper Intermediate	10	110	10	56	None
V · Advanced	10	110	10	58	None
VI · English Mastery	10	110	10	56	None

Counted from the academic database at generation.

0 of 120 assessments mapped.

The right-hand column is the one that matters. Every module carries two assessments and a full grading rubric — 120 assessments and 307 rubric criteria in total. None of the 120 is mapped to a named competency. The College defines the IEFC as a qualification extending CEFR proficiency through competency verification; until that column is populated, the definition is an intention rather than a demonstration, and establishing the mapping is the founding task of the Board of Academic Standards and Curriculum Excellence.

FIGURE 5 A LEARNER'S PATH

The same shape at three scales. A module is a run of teaching lessons closed by two assessments; a level is ten modules closed by an award; the programme is six levels, each a prerequisite to the next. That recursion is the reason a teacher who has taught one module of this programme has learned the shape of all sixty, and the reason a learner always knows what the next four months will cost them.

The third register is the only one that is not uniform, and the rise it shows is depth rather than duration — the same finding as Figure 1, drawn here as the ascent a learner actually walks.

FIGURE 6 THE SPIRAL, MEASURED

LATER LESSONS NAMING THIS MODULE AS PREREQUISITE KNOWLEDGE

most-returned module: 12 · never returned to: 13 of 60

	1	2	3	4	5	6	7	8	9	10
I A1	5	4	12	1	2	2	5	3	1	.
II A2	6	1	1	5	1	.	.	.	1	.
III B1	4	5	5	5	1	3	2	2	3	.
IV B2	2	3	1	1	1	3	4	3	2	.
V C1	3	2	4	4	2	3	2	4	2	.
VI C2	2	.	2	3	4	1	.	.	.	.

Every teaching lesson in this programme opens by naming what must already be secure, and 112 of them name a specific module. Collected, those declarations make the spiral testable rather than rhetorical; each cell above is a module, weighted by the number of later lessons that come back to it. 138 such returns are printed in this volume, and they are set beside the lessons themselves as cross-references.

The pale cells are the honest part. Some modules are never named again by a later lesson; the count also thins toward Level VI for the arithmetic reason that fewer lessons remain to do the naming. Neither observation is a defect on its own, and both are printed because a figure showing only the returns would have argued rather than measured.





I

—



The learner arrives with little or no English. By the end of Foundation, they can introduce themselves, handle short everyday exchanges (shopping, ordering food, asking directions, basic scheduling), read and write short simple texts, and understand slow, clear speech on familiar topics.

WHY THIS WORD

honours the decision, which at A1 is the achievement. Beginning a language in adulthood is harder than any later step and is where most people stop. Overclaims nothing.

THE TEN MODULES OF THIS LEVEL

1	Meeting People	3 teaching · quiz · assignment · 110 min
2	Everyday Objects & Places	3 teaching · quiz · assignment · 110 min
3	Family & Routines	3 teaching · quiz · assignment · 110 min
4	Food & Shopping	3 teaching · quiz · assignment · 110 min
5	Around Town	3 teaching · quiz · assignment · 110 min
6	Describing People & Things	3 teaching · quiz · assignment · 110 min
7	Past Experiences	3 teaching · quiz · assignment · 110 min
8	Plans & Abilities	3 teaching · quiz · assignment · 110 min
9	Health & Feelings	3 teaching · quiz · assignment · 110 min
10	Review & Consolidation	2 teaching · quiz · assignment · 77 min

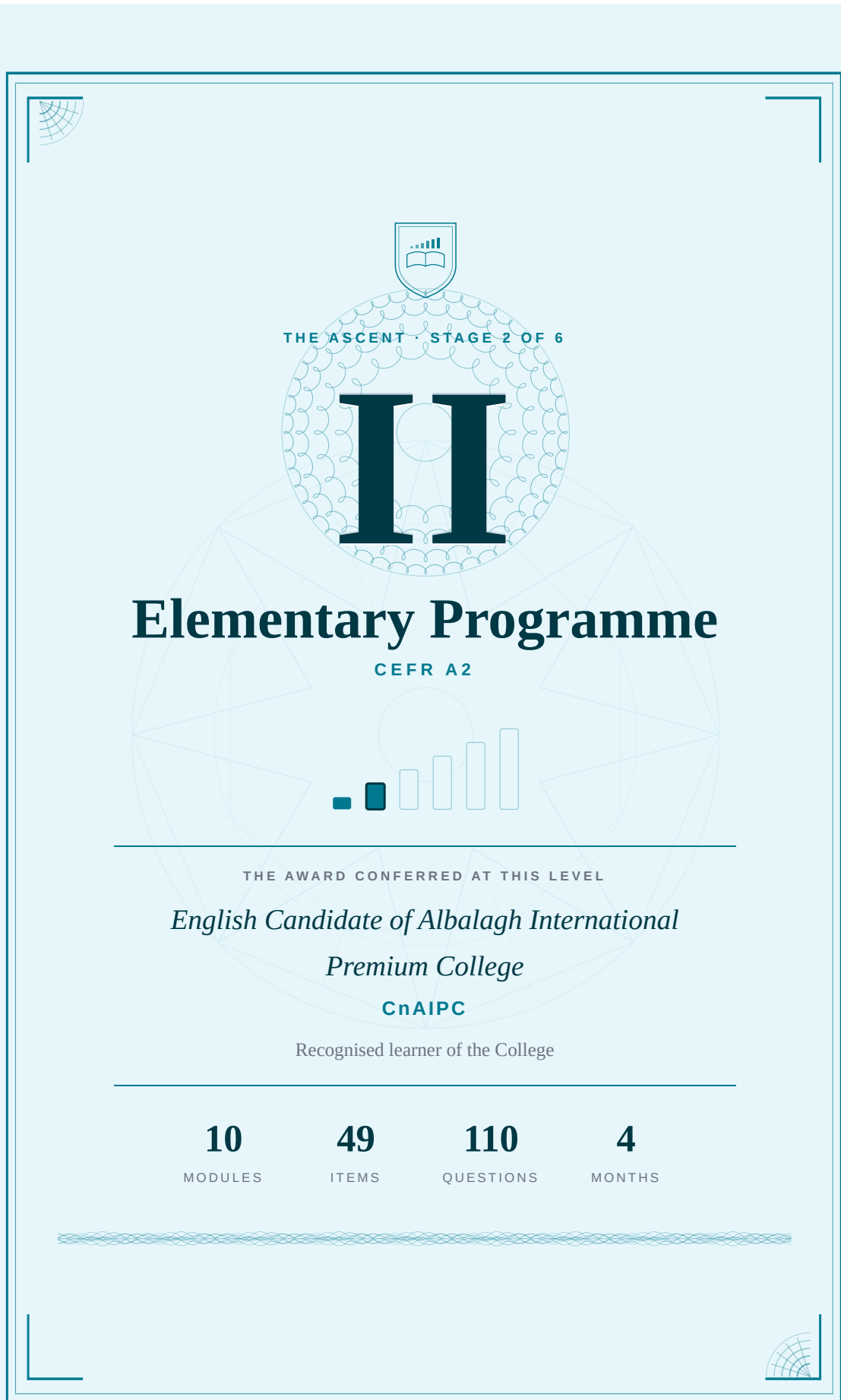
Every module closes with an assessed quiz and an assessed assignment carrying a full grading rubric. Completing all ten confers *English Aspirant of Albalagh International Premium College* (ApAIPC).

II





II



The learner builds from survival phrases to handling routine tasks and simple social exchange — describing experiences, expressing simple opinions, and managing everyday situations with more independence.

WHY THIS WORD

formal admission to candidature. The moment the College recognises someone as its own.

THE TEN MODULES OF THIS LEVEL

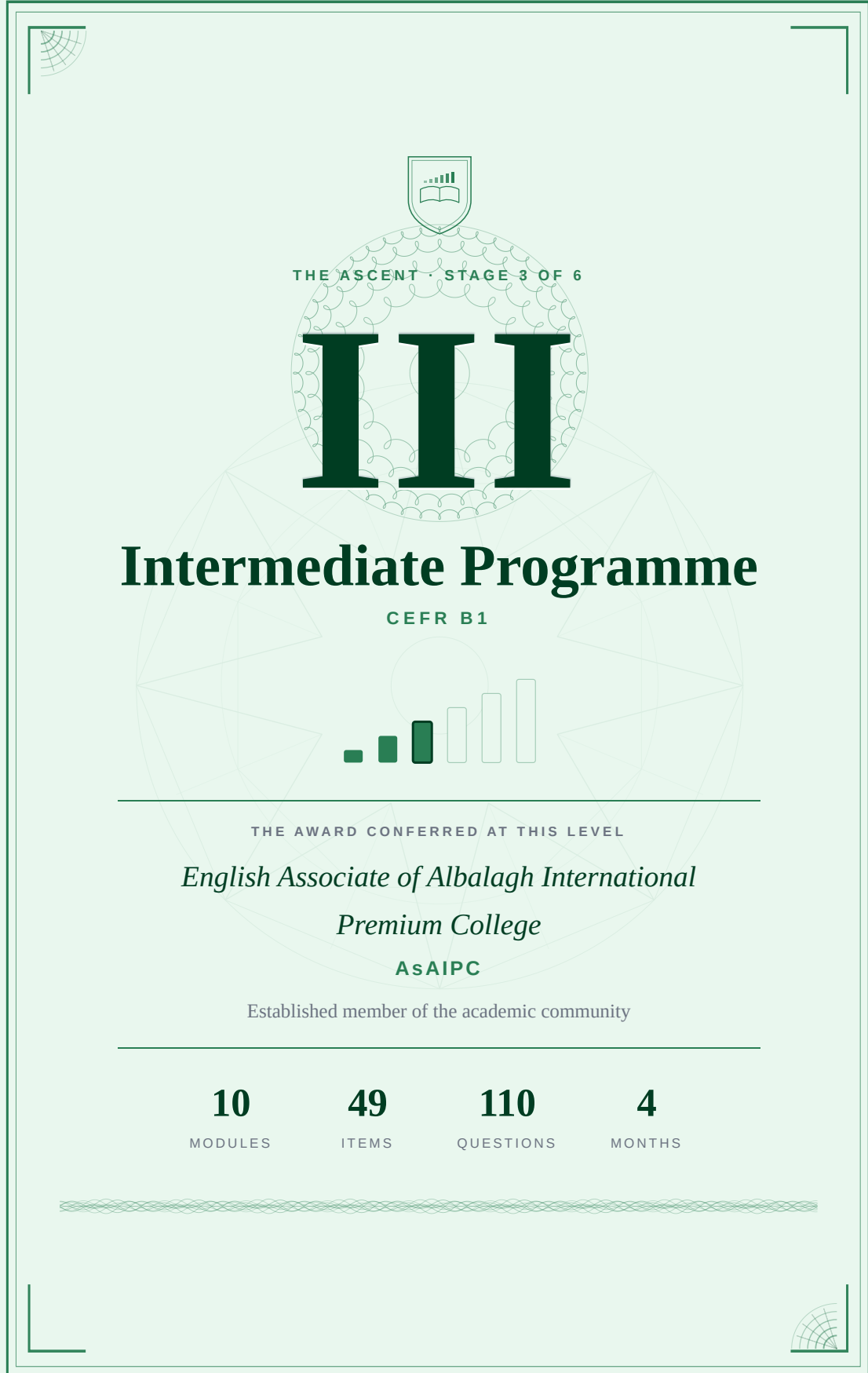
1	Life Stories	3 teaching · quiz · assignment · 110 min
2	Travel & Transport	3 teaching · quiz · assignment · 110 min
3	Work & Study	3 teaching · quiz · assignment · 110 min
4	Likes, Dislikes & Opinions	3 teaching · quiz · assignment · 110 min
5	Making Plans	3 teaching · quiz · assignment · 110 min
6	Homes & Neighbourhoods	3 teaching · quiz · assignment · 110 min
7	Food, Health & Habits	3 teaching · quiz · assignment · 110 min
8	Shopping & Services	3 teaching · quiz · assignment · 110 min
9	Telling Stories	3 teaching · quiz · assignment · 110 min
10	Review & Consolidation	2 teaching · quiz · assignment · 80 min

Every module closes with an assessed quiz and an assessed assignment carrying a full grading rubric. Completing all ten confers *English Candidate of Albalagh International Premium College* (CnAIPC).





III



The learner becomes a genuinely independent user — coping with most travel/work/study situations, expressing and defending opinions, and beginning structured, purposeful writing. This is also where academic English begins, introduced deliberately early rather than left until Advanced.

WHY THIS WORD

membership. Not “can do B1 things”; belongs. This is the point on the Ascent where a learner stops being someone taking a course and becomes a member of an academic community, and the word says exactly that.

THE TEN MODULES OF THIS LEVEL

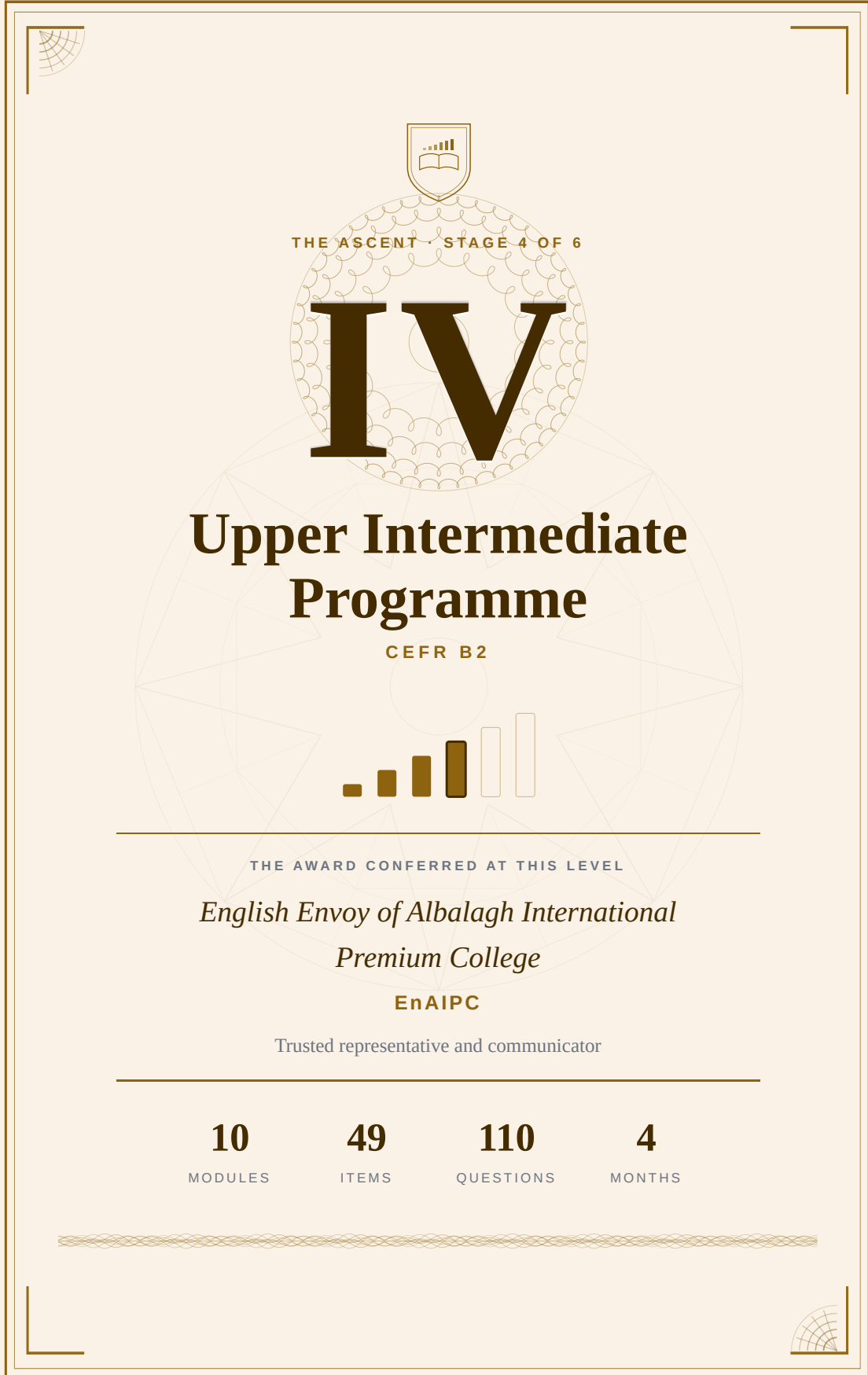
1	Present Perfect & Life Experience	3 teaching · quiz · assignment · 113 min
2	Education & Learning	3 teaching · quiz · assignment · 113 min
3	Work, Careers & Entrepreneurship	3 teaching · quiz · assignment · 113 min
4	Opinions & Debate	3 teaching · quiz · assignment · 113 min
5	Environment, Ethics & Global Citizenship	3 teaching · quiz · assignment · 113 min
6	Technology & Media	3 teaching · quiz · assignment · 113 min
7	Health, Body & Mind	3 teaching · quiz · assignment · 113 min
8	Travel & Culture	3 teaching · quiz · assignment · 113 min
9	Academic Foundations	3 teaching · quiz · assignment · 113 min
10	Review & Consolidation	2 teaching · quiz · assignment · 84 min

Every module closes with an assessed quiz and an assessed assignment carrying a full grading rubric. Completing all ten confers *English Associate of Albalagh International Premium College (AsAIPC)*.

IV







The learner becomes fluent enough to follow extended discourse, argue a position in depth, and produce genuinely structured academic and professional writing. This level carries the heaviest step-up in register and complexity in the programme.

WHY THIS WORD

one who can be sent: to the meeting, the client, the interview, to speak for someone other than themselves. B2 is precisely the representation threshold, and representation is what an employer is buying.

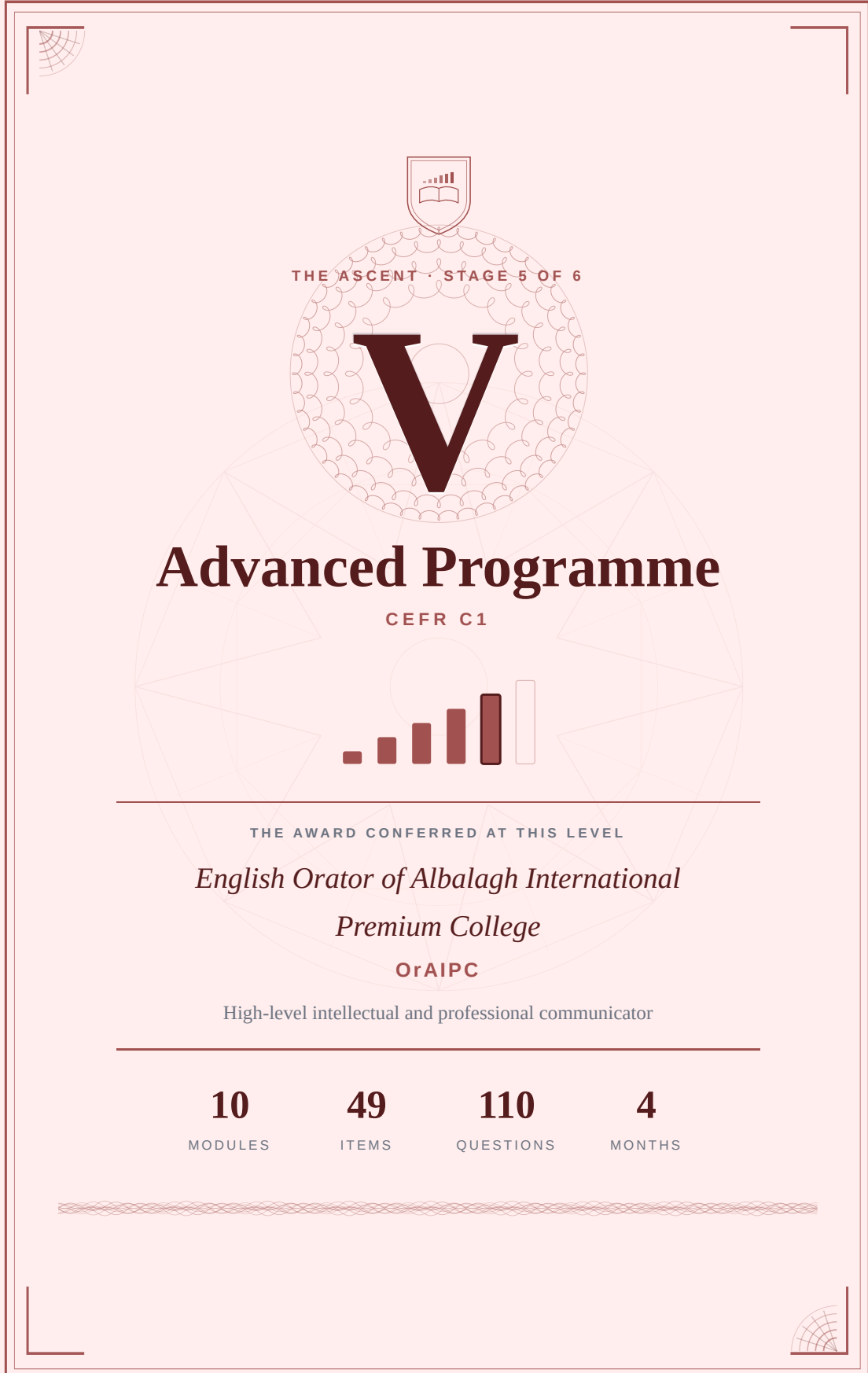
THE TEN MODULES OF THIS LEVEL

1	Advanced Present & Past Systems	3 teaching · quiz · assignment · 113 min
2	Academic Writing I	3 teaching · quiz · assignment · 113 min
3	The World of Work	3 teaching · quiz · assignment · 113 min
4	Arguing a Position	3 teaching · quiz · assignment · 113 min
5	Science, Technology & Ethics	3 teaching · quiz · assignment · 113 min
6	Global Issues	3 teaching · quiz · assignment · 113 min
7	Media Literacy & Critical Reading	3 teaching · quiz · assignment · 113 min
8	Meetings & Negotiation	3 teaching · quiz · assignment · 113 min
9	Academic Writing II	3 teaching · quiz · assignment · 113 min
10	Review & Consolidation	2 teaching · quiz · assignment · 65 min

Every module closes with an assessed quiz and an assessed assignment carrying a full grading rubric. Completing all ten confers *English Envoy of Albalagh International Premium College (EnAIPC)*.







The learner refines fluency into precision — flexible, effective language use for social, academic, and professional purposes, including implicit meaning, nuance, and stylistic control.

WHY THIS WORD

composition and delivery: clear, structured argument on complex subjects, delivered fluently. That is oratory in the classical sense, and C1 is where the leadership and executive-communication strands become the substance of the award rather than an addition to it. Chosen over Scholar, which implies research and carries a funding connotation (“a scholar” is often someone with a scholarship).

THE TEN MODULES OF THIS LEVEL

1	Nuance & Idiom	3 teaching · quiz · assignment · 113 min
2	Academic Writing III	3 teaching · quiz · assignment · 113 min
3	Leadership & Persuasion	3 teaching · quiz · assignment · 113 min
4	Complex Systems (Science, Economics, Policy)	3 teaching · quiz · assignment · 113 min
5	Cross-Cultural Communication	3 teaching · quiz · assignment · 113 min
6	Advanced Media & Discourse Analysis	3 teaching · quiz · assignment · 113 min
7	Research & Presentation	3 teaching · quiz · assignment · 113 min
8	Professional Advocacy	3 teaching · quiz · assignment · 113 min
9	Style & Voice	3 teaching · quiz · assignment · 113 min
10	Review & Consolidation	2 teaching · quiz · assignment · 65 min

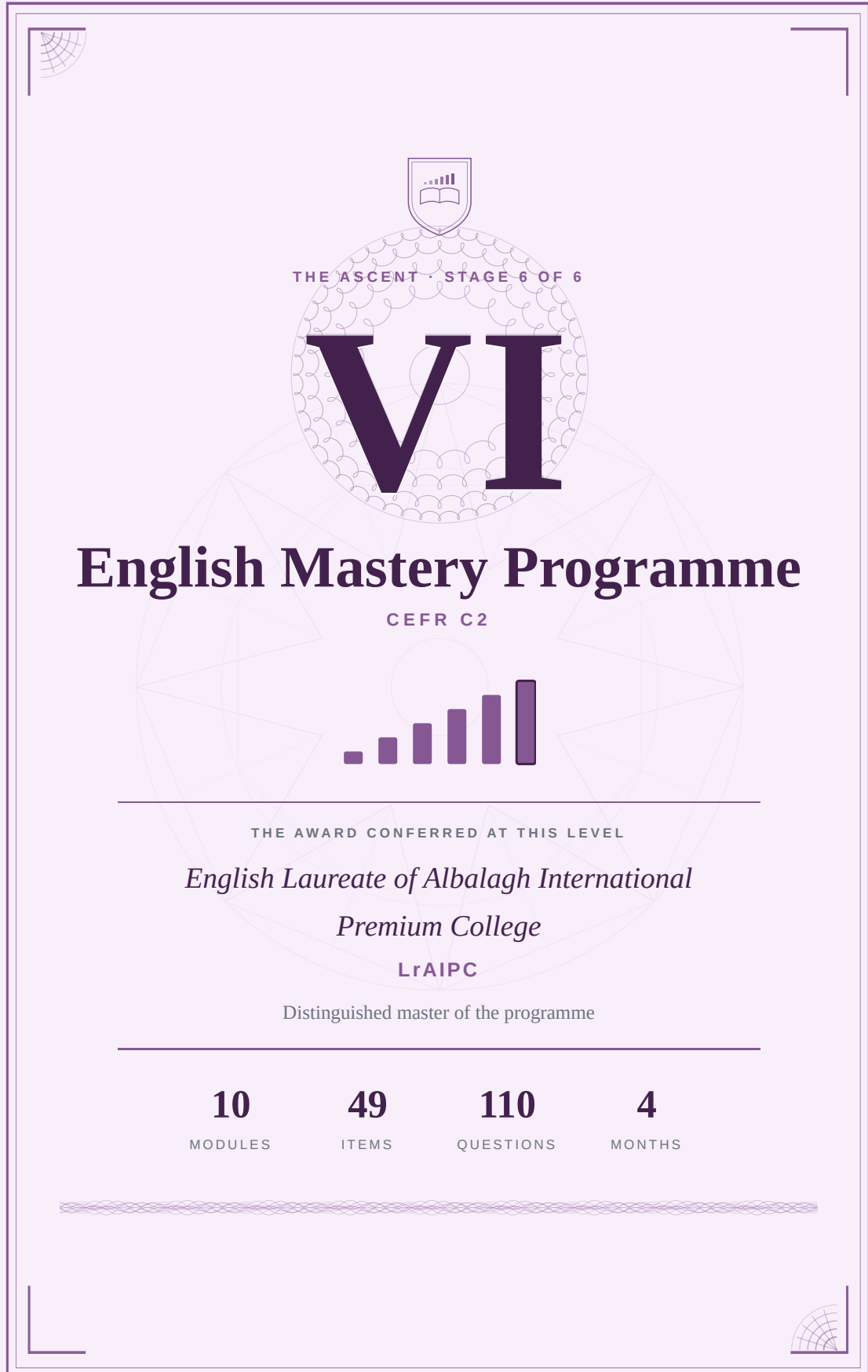
Every module closes with an assessed quiz and an assessed assignment carrying a full grading rubric. Completing all ten confers *English Orator of Albalagh International Premium College* (OrAIPC).

VI





VI ———



The capstone level. The learner refines toward near-native command: spontaneous, precise, and persuasive across virtually any register or context, capable of leading, teaching, and representing an organisation in English at the highest level.

WHY THIS WORD

the crown. Conferred rather than accumulated, associated with distinction rather than administration, and — critically — not confusable with a degree. Master was rejected outright: a reasonable person reads it as a master's degree, and an architecture whose summit is a misunderstanding is not an architecture.

THE TEN MODULES OF THIS LEVEL

1	Mastery Diagnostic & Executive Leadership	3 teaching · quiz · assignment · 113 min
2	Diplomacy & International Relations	3 teaching · quiz · assignment · 113 min
3	Global Business Strategy	3 teaching · quiz · assignment · 113 min
4	Public Policy	3 teaching · quiz · assignment · 113 min
5	Law & Justice	3 teaching · quiz · assignment · 113 min
6	Innovation & Emerging Technologies	3 teaching · quiz · assignment · 113 min
7	Media & Public Communication	3 teaching · quiz · assignment · 113 min
8	Research & Scholarship	3 teaching · quiz · assignment · 105 min
9	Ethics & Responsible Leadership	3 teaching · quiz · assignment · 105 min
10	Capstone — Global Challenges & Mastery Examination	2 teaching · quiz · assignment · 74 min

Every module closes with an assessed quiz and an assessed assignment carrying a full grading rubric. Completing all ten confers *English Laureate of Albalagh International Premium College (LrAIPC)*.



REFERENCE

Glossary of Programme Terminology

50 terms of art the curriculum uses, defined as the field defines them. Each entry names the lesson that first uses the term and how many times the programme uses it in total.

These are definitions, not claims. Each states what a term means in language teaching and applied linguistics; none describes a standard, a procedure or a validation the College has established. Where the curriculum uses a term in one of its several senses, the sense defined is the one the curriculum teaches — anaphora, for instance, is defined here as the figure of rhetoric taught in Level VI and not as the grammatical reference relation, because the second sense appears nowhere in this programme.

accuracy

Correctness of form — grammar, vocabulary choice, pronunciation. Habitually contrasted with fluency, because attention spent on one is usually taken from the other.

I.1.5 · 68 uses

anaphora

The rhetorical figure of repeating the opening words of successive clauses or sentences for cumulative force — “we can do this; we must do this; and we will do this”. A device of oratory rather than of grammar.

VI.7.1 · 6 uses

CEFR band

Common European Framework of Reference for Languages

The six-level scale (A1, A2, B1, B2, C1, C2) used across Europe and internationally to describe what a learner can do in a language. A band describes functional ability, not a mark or a grade.

Level I · 6 uses

claim

In argument, the proposition a writer or speaker is asking the audience to accept. The unit that evidence is offered in support of.

III.1.1 · 122 uses

cleft sentence

A sentence restructured to place emphasis on one element: “It was the deadline that changed their minds”, rather than “The deadline changed their minds.”

V.6.2 · 38 uses

coherence

Whether a text hangs together as a line of thought. Distinct from cohesion: a text can be fully cohesive, every sentence correctly linked, and still incoherent.

I.6.5 · 61 uses

cohesion

The surface links that hold a text together — pronouns, connectives, repeated and substituted words. The machinery; coherence is the result.

IV.2.1 · 45 uses

collocation

A pairing of words that habitually occur together and sound wrong apart. “Heavy rain” and “strong coffee” are collocations; “strong rain” is understandable and not English.

I.1.1 · 108 uses

concession

Granting a point to the other side before answering it. The move that separates an argument from an assertion, and the reason “although” and “admittedly” are taught as argument language rather than as connectives.

III.4.3 · 60 uses

conditional

A structure expressing that one thing depends on another — real, hypothetical or counterfactual. Conventionally taught in numbered types, which are a teaching convenience rather than a fact about the language.

III.3.2 · 138 uses

connected speech

What happens to words when they are spoken in sequence rather than in isolation: sounds link, weaken and disappear. The main reason a learner who understands every word on the page cannot follow the same sentence said at speed.

I.6.2 · 6 uses

contraction

A shortened form written with an apostrophe — “don’t”, “she’ll”. A register marker as much as an abbreviation: their absence is one of the things that makes formal writing formal.

I.8.3 · 5 uses

discourse marker

A word or phrase that signals how what follows relates to what came before — “however”, “in other words”, “mind you”. It carries no propositional content and removing it changes the shape of an argument rather than its facts.

III.1.1 · 67 uses

drill

Repeated controlled practice of a single form until it is automatic. Out of fashion as a method and indispensable as a stage, particularly for pronunciation.

I.1.2 · 25 uses

ellipsis

Leaving out words recoverable from context: “Coming?” for “Are you coming?” A major source of difficulty in authentic listening, where speakers omit far more than writers do.

IV.7.1 · 25 uses

evidence

What is offered in support of a claim. In academic writing, its relationship to the claim has to be made explicit — evidence placed next to a claim does not thereby support it.

III.1.2 · 121 uses

extension

A task provided for learners who finish early or want to go further. Designed to deepen rather than to occupy.

I.1.2 · 116 uses

filler

A sound or word used to hold a turn while thinking — “um”, “well”, “you know”. Taught rather than corrected: a speaker with no fillers loses the floor.

V.9.2 · 1 use

fluency

The ability to produce language at something like natural speed without disruptive pausing. Independent of accuracy — a speaker can be fluent and inaccurate, or accurate and halting.

Level V · 9 uses

formative assessment

A check on learning carried out while there is still time to act on the result. Its purpose is to inform the next teaching decision, not to record a grade — which is what distinguishes it from summative assessment.

I.1.2 · 114 uses

genre

A recognised type of text with conventions its readers expect — the abstract, the complaint letter, the literature review. Writing well in a genre means meeting expectations the writer did not set.

IV.1.5 · 70 uses

gerund

The -ing form of a verb used as a noun: “Swimming is difficult.” Distinguished from the present participle, which is the same form doing a different job.

II.4.2 · 12 uses

hedging

Softening a claim to the strength the evidence actually supports — “may”, “tends to”, “the data suggest”. Central to academic register, where an unhedged claim reads as overstatement.

III.4.2 · 80 uses

idiom

A fixed expression whose meaning cannot be worked out from its parts. Learnable only as a whole, which is why idiom is taught late.

V.1.1 · 17 uses

inference

A conclusion drawn from a text that the text does not state. The skill that separates reading comprehension from decoding.

III.1.2 · 54 uses

intelligibility

Whether a listener can understand a speaker. The working goal of pronunciation teaching, and a lower and more defensible bar than a native-speaker accent.

I.1.5 · 11 uses

intonation

The rise and fall of pitch across an utterance. It carries grammatical information — question or statement — and attitudinal information, and learners routinely transfer the patterns of their first language without noticing.

I.1.3 · 48 uses

inversion

Reversing the normal subject–verb order, in questions and, in formal registers, for emphasis: “Not only did the policy fail...”

IV.5.3 · 41 uses

modality

The grammar of possibility, necessity, permission and obligation — chiefly the modal verbs. The main resource English has for saying how certain or how committed a speaker is.

V.5.1 · 14 uses

nominalisation

Turning a verb or adjective into a noun: “decide” into “decision”, “difficult” into “difficulty”. Dense, impersonal and characteristic of academic prose; overused, it removes the actor from the sentence.

IV.6.1 · 55 uses

paraphrase

Restating someone else’s meaning in one’s own words, with the source still credited. Changing a few words is not paraphrase, and the distinction is where most unintentional plagiarism begins.

III.2.1 · 45 uses

passive voice

A construction placing the affected thing in subject position: “The samples were analysed.” Useful when the actor is unknown, obvious or deliberately unstated; conspicuous when it is the last of those.

III.5.2 · 17 uses

phrasal verb

A verb plus a particle whose meaning is not the sum of its parts — “put off”, “bring up”. Ubiquitous in spoken English and one of its harder features to learn.

III.1.1 · 79 uses

prerequisite knowledge

What a learner must already have secure before a lesson can do its work. Stated at the head of every teaching lesson in this programme, and the basis of the cross-references printed in this volume.

I.1.2 · 114 uses

rebuttal

The answer to an objection, in a structured argument. Distinct from concession, which grants the objection before answering it.

IV.4.1 · 17 uses

register

The variety of language appropriate to a situation — formal or informal, spoken or written, technical or general. Register errors rarely obscure meaning and reliably cause offence.

Level IV · 197 uses

relative clause

A clause modifying a noun, introduced by “who”, “which”, “that” and the like. Defining relative clauses identify; non-defining ones add information and take commas.

III.2.2 · 37 uses

reported speech

Conveying what someone said without quoting them, typically with tense and reference shifted. A grammatical operation and a rhetorical one: the reporter chooses the reporting verb.

II.9.3 · 15 uses

rubric

The instrument a piece of work is marked against: named criteria, each with a descriptor of what the marker is looking for. Every assessed assignment in this programme carries one, printed in full.

I.1.5 · 62 uses

schwa

The unstressed central vowel /ə/ — the commonest vowel sound in English and the one most often replaced by a full vowel by learners, which is what makes speech sound syllable-timed.

I.2.2 · 1 use

sentence stress

The pattern of strong and weak syllables across a whole utterance, which in English follows meaning rather than word order. Getting it wrong is more damaging to intelligibility than getting individual sounds wrong.

I.5.3 · 11 uses

signposting

Telling a reader or listener where an argument is going: “This section considers...”, “Having shown that...”. Explicit in academic English to a degree that surprises learners from other academic traditions.

IV.6.1 · 21 uses

subjunctive

A verb form used for what is required, proposed or hypothetical rather than stated as fact — “the board recommend that he resign”. Rare in everyday English and persistent in institutional writing.

VI.1.2 · 25 uses

summarising

Reducing a text to its essential content in far fewer words. Requires deciding what is essential, which is why it is an analytical skill rather than a mechanical one.

II.3.1 · 36 uses

synthesis

Combining several sources into a single line of argument that none of them states on its own. The step above summary, and the one most academic writing courses are actually about.

IV.4.3 · 61 uses

thesis statement

The sentence in which an essay states what it will argue. A thesis that could not be disagreed with is not a thesis.

III.9.2 · 10 uses

topic sentence

The sentence that states what a paragraph is about, conventionally its first. A reader should be able to follow an argument by reading topic sentences alone.

III.9.1 · 17 uses

turn-taking

The management of who speaks when in a conversation — holding the floor, yielding it, coming in. Governed by conventions that differ between languages and are rarely taught explicitly.

IV.5.3 · 1 use

warrant

The unstated assumption connecting evidence to a claim. Most disagreements that feel irresolvable are disagreements about a warrant neither side has stated.

VI.5.1 · 10 uses

word stress

Which syllable of a word carries the main emphasis. Fixed for each English word, not predictable from spelling, and a misplaced stress can make a familiar word unrecognisable.

I.5.2 · 6 uses

REFERENCE

Assessment Index

All 120 assessed items in the programme: sixty quizzes carrying 660 questions, and sixty assignments carrying 307 rubric criteria.

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9 Ethics & Responsible Leadership	VI.9.4	10	VI.9.5
10 Capstone — Global Challenges & Mastery Examination	VI.10.3	20	VI.10.4

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AIPC/IEFC/CUR/2026/E01 · Document ID GQ08-FZ9Q-DQHB-6X8D · Issue E01.R00.01 · Generated 2026-08-17



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	AIPC Academic Framework Series
What the family is for	The architecture of the qualification: levels, competencies, skills, descriptors, awards and their standing.
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.

Published beside this volume

- The International English Fluency Certificate
- The Award Architecture of the College
- The Academic Framework of the College
- The Curriculum Framework

How to cite

Albalagh International Premium College. The International English Fluency Certificate: Programme Architecture. First edition. London: Albalagh International Premium College Press, 2026. Document ID GQ08-FZ9Q-DQHB-6X8D.

In text: (Albalagh International Premium College 2026)

Cataloguing

Cataloguing-in-publication data, prepared by the Press. The four identifiers below are not held by the College; each names the authority that would issue it. The extent is that of the impression on file when this copy was generated: a publication cannot count its own pages while it is being set.

Title	The International English Fluency Certificate: Programme Architecture
Statement of responsibility	Albalagh International Premium College, London Campus
Family	AIPC Academic Framework Series
Edition	First edition
Imprint	London: Albalagh International Premium College Press, 2026
Extent	55 pages
Intended readership	Partner institutions, employers, ministries, quality reviewers
Subject terms	English language — Study and teaching · Language and languages — Curricula · English language — Examinations · Common European Framework of Reference
Language	English (en-GB)
ISBN	Not assigned — International ISBN Agency

DOI	Not registered — A DOI registration agency
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 · 2 revisions · last changed 2026-08-15.

2026-08-15	The architecture, before another page is written
2026-08-13	The Students cluster: eight pages, written before the first student

Generated 2026-08-17 · Document ID GQ08-FZ9Q-DQHB-6X8D · Issue E01.R00.01 · Albalagh International Premium College Press, an imprint of Albalagh International Premium College, London Campus.



