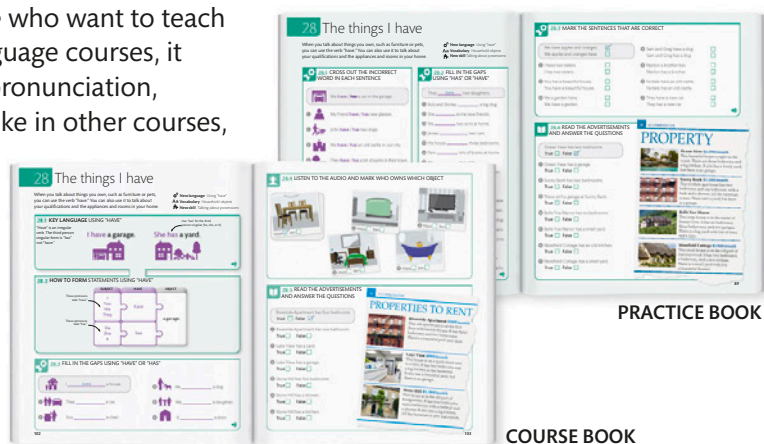


# How the course works

**English for Everyone** is designed for people who want to teach themselves the English language. Like all language courses, it covers the core skills: grammar, vocabulary, pronunciation, listening, speaking, reading, and writing. Unlike in other courses, the skills are taught and practiced as visually as possible, using images and graphics to help you understand and remember. The best way to learn is to work through the book in order, making full use of the audio available on the website and app. Turn to the practice book at the end of each unit to reinforce your learning with additional exercises.



PRACTICE BOOK

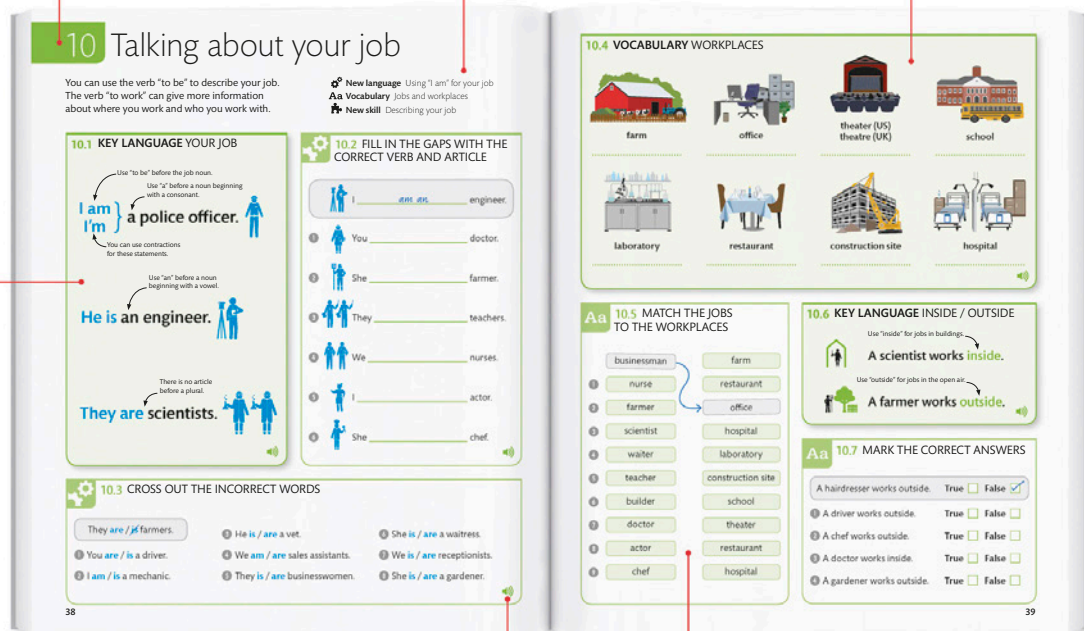
COURSE BOOK

**Unit number** The book is divided into units. The unit number helps you keep track of your progress.

**Learning points** Every unit begins with a summary of the key learning points.

**Modules** Each unit is broken down into modules, which should be done in order. You can take a break from learning after completing any module.

**Language learning**  
Modules with colored backgrounds teach new vocabulary and grammar. Study these carefully before moving on to the exercises.



**Audio support** Most modules have supporting audio recordings of native English speakers to help you improve your speaking and listening skills.

**Exercises** Modules with white backgrounds contain exercises that help you practice your new skills to reinforce learning.



**FREE AUDIO**  
website and app  
[www.dkefe.com](http://www.dkefe.com)

# Language modules

New language points are taught in carefully graded stages, starting with a simple explanation of when they are used, then offering further examples of common usage, and a detailed breakdown of how key constructions are formed.

**Module number** Every module is identified with a unique number, so you can track your progress and easily locate any related audio.

**Module heading** The teaching topic appears here, along with a brief introduction.

## 16.1 KEY LANGUAGE PRESENT SIMPLE NEGATIVE

Put "do not" before the verb to make the negative for "I," "you," "we," or "they." After "he," "she," or "it," use "does not."

I **work** outside.

The main verb does not change.

I **do not work** outside.  
I **work** inside.



He **works** inside.

He **does not work** inside.  
He **works** outside.



**Sample language** New language points are introduced in context. Colored highlights make new constructions easy to spot, and annotations explain them.

**Graphic guide** Clear, simple visuals help to explain the meaning of new language forms and when to use them, and also act as an aid to learning and recall.

## 16.2 FURTHER EXAMPLES PRESENT SIMPLE NEGATIVE



You **do not have** a laptop.



We **do not start** work at 8am.



He **does not live** in Los Angeles.



The house **does not have** a backyard.

**Supporting audio** This symbol indicates that the model sentences featured in the module are available as audio recordings.

## 16.3 HOW TO FORM PRESENT SIMPLE NEGATIVE

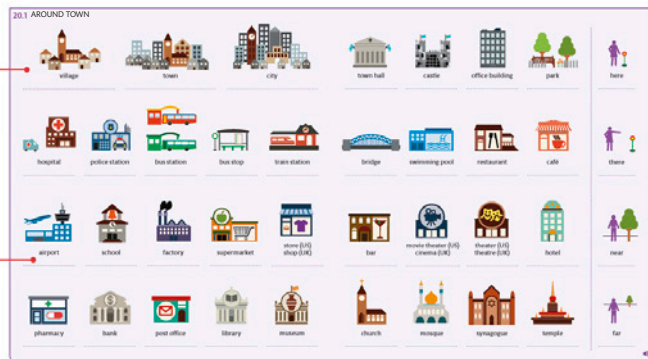
Use "do" or "does" with "not" followed by the base form of the main verb (the infinitive without "to").

SUBJECT	"DO / DOES" + "NOT"	BASE FORM	REST OF SENTENCE
I / You / We / They	do not	work	outside.
He / She / It	does not		

**Formation guide** Visual guides break down English grammar into its simplest parts, showing you how to recreate even complex formations.

**Vocabulary** Throughout the book, vocabulary modules list the most common and useful English words and phrases, with visual cues to help you remember them.

**Write-on lines** You are encouraged to write your own translations of English words to create your own reference pages.



# Practice modules

Each exercise is carefully graded to drill and test the language taught in the corresponding course book units. Working through the exercises alongside the course book will help you remember what you have learned and become more fluent. Every exercise is introduced with a symbol to indicate which skill is being practiced.



## GRAMMAR

Apply new language rules in different contexts.



## READING

Examine target language in real-life English contexts.



## LISTENING

Test your understanding of spoken English.



## VOCABULARY

Cement your understanding of key vocabulary.



## SPEAKING

Compare your spoken English to model audio recordings.

**Module number** Every module is identified with a unique number, so you can easily locate answers and related audio.

**Exercise instruction** Every exercise is introduced with a brief instruction, telling you what you need to do.

**Sample answer** The first question of each exercise is answered for you, to help make the task easy to understand.

**Space for writing** You are encouraged to write your answers in the book for future reference.

**Supporting graphics** Visual cues are given to help you understand the exercises.

**Supporting audio** This symbol shows that the answers to the exercise are available as audio tracks. Listen to them after completing the exercise.

**Listening exercise** This symbol indicates that you should listen to an audio track in order to answer the questions in the exercise.

**Speaking exercise** This symbol indicates that you should say your answers out loud, then compare them to model recordings included in your audio files.

**13.10** FILL IN THE GAPS BY PUTTING THE VERBS IN THE CORRECT FORM

He finishes (finish) work at 5 o'clock.

1 Lucia                      (wake) up at 7am.

2 I                      (get) up at 7:30am.

3 Ethan                      (go) to work at 5am.

4 You                      (leave) work at 5pm.

5 Shona                      (watch) TV in the evening.

**29.11** SAY THE ANSWERS OUT LOUD, FILLING IN THE GAPS

Has Milo got a washing machine?  
No, he hasn't.

1 Has she got a toaster?  
Yes,                     .

2 Has the house got a dining room?  
Yes,                     .

3 Have they got a new refrigerator?  
No,                     .

4 Has it got a large kitchen?  
No,                     .

**45.12** LISTEN TO THE AUDIO AND MARK WHO IS GOOD AT OR BAD AT EACH ACTIVITY

Good at ☒ Bad at ☐

Good at ☐ Bad at ☐

Good at ☐ Bad at ☐

Good at ☐ Bad at ☐

Good at ☐ Bad at ☐

# Audio

**English for Everyone** features extensive supporting audio materials. You are encouraged to use them as much as you can, to improve your understanding of spoken English, and to make your own accent and pronunciation more natural. Each file can be played, paused, and repeated as often as you like, until you are confident you understand what has been said.



## LISTENING EXERCISES

This symbol indicates that you should listen to an audio track in order to answer the questions in the exercise.



## SUPPORTING AUDIO

This symbol indicates that extra audio material is available for you to listen to after completing the module.



**FREE AUDIO**  
website and app  
[www.dkefe.com](http://www.dkefe.com)

# Track your progress

The course is designed to make it easy to monitor your progress, with regular summary and review modules. Answers are provided for every exercise, so you can see how well you have understood each teaching point.

**Checklists** Every unit ends with a checklist, where you can check off the new skills you have learned.

08 CHECKLIST

☐ "These" and "those" ☐ Aa Possessions ☐ Using determiners and pronouns

**Review modules** At the end of a group of units, you will find a more detailed review module, summarizing the language you have learned.

REVIEW THE ENGLISH YOU HAVE LEARNED IN UNITS 01-08			
NEW LANGUAGE	SAMPLE SENTENCE		UNIT
INTRODUCING YOURSELF	Hello! I am Joe. My name is Joe.	<input type="checkbox"/>	1.1
HOW OLD ARE YOU?	I'm 25 years old.	<input type="checkbox"/>	3.1
POSSESSIVE ADJECTIVES	Felix is my cat. Coco is your rabbit.	<input type="checkbox"/>	5.1
APOSTROPHE WITH "S"	Lizzie's mother. Ginger is my parents' cat.	<input type="checkbox"/>	6.1, 6.5
"THIS," "THAT," "THESE," AND "THOSE"	This is my dog. That is my dog. These are my bags and those are your bags.	<input type="checkbox"/>	5.6, 8.1
DETERMINERS AND PRONOUNS	These are my books. These books are mine.	<input type="checkbox"/>	8.7

**Check boxes** Use these boxes to mark the skills you feel comfortable with. Go back and review anything you feel you need to practice further.

01

## 1.4

1. I'm Charlotte.
2. My name's Una.
3. My name's Simone.
4. I'm Carlos.
5. I'm Juan.
6. My name's Miriam.
7. I'm Sarah.

## 1.5

1. B
2. C
3. D
4. F
5. A
6. E

## 1.6

1. Hi! My name is Linda.
2. Hi! My name is Abdul.
3. Hi! My name is Paolo.
4. Hello! My name is Linda.
5. Hello! My name is Abdul.
6. Hello! My name is Paolo.
7. Hi! I am Linda.
8. Hi! I am Abdul.
9. Hi! I am Paolo.
10. Hello! I am Linda.
11. Hello! I am Abdul.
12. Hello! I am Paolo.

## 1.9

1. B-E-L-I-N-D-A
2. L-E-W-I-S
3. A-D-A-M-S
4. B-O-B
5. S-P-E-N-C-E-R
6. K-A-T-E W-A-L-L-A-C-E
7. S-A-U-L J-A-C-K-S-O-N
8. N-A-T-A-L-I-E L-A-U
9. C-H-R-I-S B-O-Y-L-E

## 1.10

1. B-A-S-H-I-R
2. B-E-N J-A-M-E-S
3. M-O-L-L-Y
4. L-O-P-E-Z
5. N-A-D-I-Y-A L-A-T-I-F

**Answers** Find the answers to every exercise printed at the back of the book.

**Exercise numbers** Match these numbers to the unique identifier at the top-left corner of each exercise.

**Audio** This symbol indicates that the answers can also be listened to.