

# 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

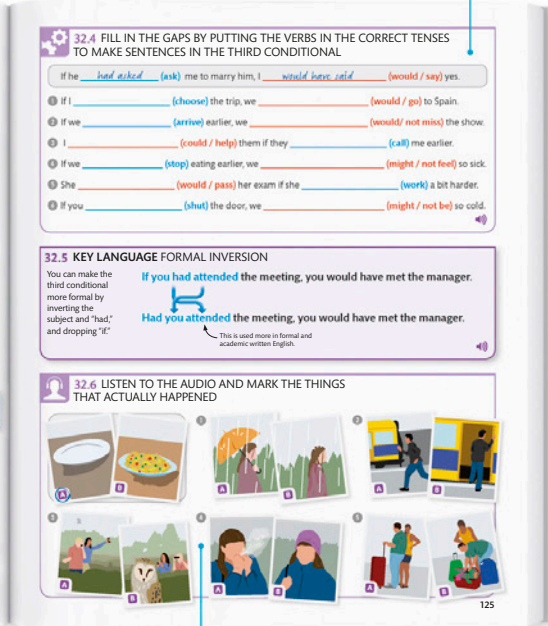
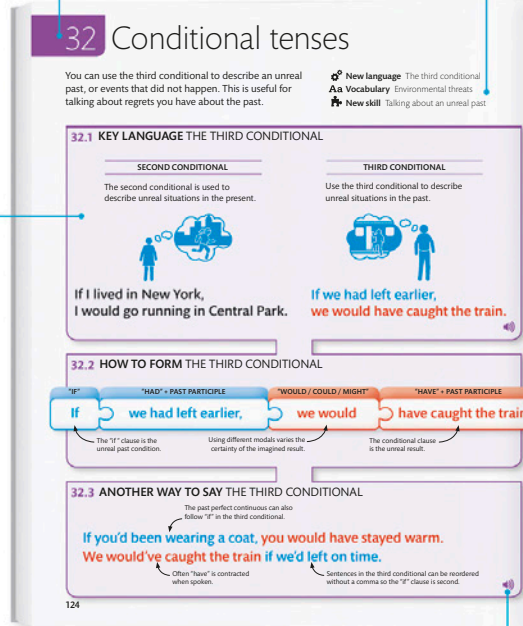
COURSE BOOK

**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.



# 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.

## 15.1 KEY LANGUAGE TWO COMPARATIVES TOGETHER

You can make comparisons that show cause and effect by using two comparatives in one sentence.



The **harder** I train, the **stronger** I get.

Implies that training causes you to get stronger.



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

## 15.2 FURTHER EXAMPLES TWO COMPARATIVES TOGETHER



The **worse** the children behave, the **angrier** the teacher gets.



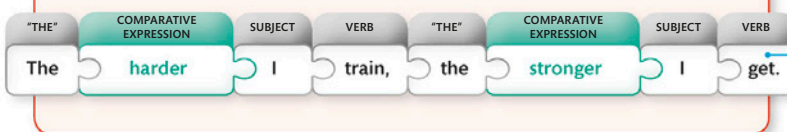
The **louder** the cat meows, the **louder** the dog barks.



**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.

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

## 15.3 HOW TO FORM TWO COMPARATIVES TOGETHER



**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 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.

### 6.1 TRAVEL AND TOURISM

We need a vacation to get away from it all. (get away from it all: to escape from a boring or stressful situation)

We were a **week in a lifetime** trip to New Zealand! (once in a lifetime: something that happens only once)

I've never been anywhere like it. It was such a **culture shock**. (culture shock: feeling of confusion or disorientation when visiting a different place or culture)

The hotels in this area all look a little bit run-down, but they're clean. (run-down: old and in need of repair)

I'll never settle down. I get **itchy feet** every few years. (itchy feet: a desire to travel or move)

When we go to Paris, we have time to go sightseeing! (sightseeing: visiting buildings and places of interest)

I always feel homesick when I travel abroad. (feel homesick: to miss your home and family)

They lived in a house off the beaten track in the country. (off the beaten track: in a quiet, unspoiled location)

There are so many birds in this unspoiled countryside. (unspoiled: something that has not been changed or altered)

My son's **thirst for adventure** worries me sometimes. (thirst for adventure: a strong desire for exciting experiences)

We're going to look around the flower district this morning. (look around: to visit a place)

We stopped off at a couple of museums along the way. (stop off: to pause briefly on a journey)

We have to check out of the hotel before 1pm. (check out of: to leave a hotel)

The first leg of the journey is a long flight to Singapore. (leg of a journey: a stage in a journey from one place to another)

I'm really looking forward to seeing the pyramids. (look forward to: to expect something with pleasure)

Every time I drive into the city I get hopelessly lost. (get hopelessly lost: to be unable to find your way)

You will get your boarding pass when you check in. (check in: to register your arrival at an airport or hotel)

We're going to check out the zoo tomorrow. (check out something: to look at something with interest)

It's only a weekend getaway, so we won't need much luggage. (getaway: a short holiday)

My parents came to the airport to see me off. (see me off: to go to the station or airport to say goodbye to someone)

# 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.

**57.4** FILL IN THE GAPS USING "COULD," "WOULD," OR "WOULDN'T"

The safari I want to go on lasts four weeks. I wish I could get more time off work.

1 I wish you \_\_\_\_\_ criticize my clothes. I think I look fabulous!

2 My neighbor plays the trumpet all the time. I wish he \_\_\_\_\_ be a little quieter.

3 Mike's car always breaks down. He wishes he \_\_\_\_\_ afford a new one.

4 We work far too hard. I wish we \_\_\_\_\_ do this more often!

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

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

### Supporting graphics

Visual cues are given to help you understand the exercises.

### Space for writing

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

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

**63.10** RESPOND TO THE AUDIO, SPEAKING OUT LOUD USING SUBSTITUTION

Do you go to bookstores often?  
[suppose] Yes, I suppose so.

1 Who wrote your favorite novel?  
[did] \_\_\_\_\_

2 Do you think all books will be digital soon?  
[hope] \_\_\_\_\_

3 Would you like to write a book?  
[think] \_\_\_\_\_

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

**60.7** LISTEN TO THE AUDIO AND DECIDE WHICH THINGS ACTUALLY HAPPENED

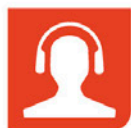
1 A B

2 A B

3 A B

# 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.

05 CHECKLIST

☐ Introductory "it" ☐ Aa Talents and abilities ☐ Talking about your abilities

**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 1-5			
NEW LANGUAGE	SAMPLE SENTENCE		UNIT
PRESENT TENSES	I usually <b>cycle</b> . Today I'm <b>walking</b> instead. I've just <b>started</b> a job. I've <b>been meeting</b> people.	<input type="checkbox"/>	1.1, 1.3
ACTION AND STATE VERBS	The chef <b>is tasting</b> his soup. This soup <b>tastes</b> disgusting!	<input type="checkbox"/>	2.1, 2.2
COLLOCATIONS	He has a <b>low opinion</b> of the film. There was <b>light rain</b> forecast today.	<input type="checkbox"/>	3.1
ADJECTIVE ORDER	What a <b>nice, friendly</b> little cat!	<input type="checkbox"/>	4.1, 4.3
INTRODUCTORY "IT"	<b>It is easy</b> to make mistakes in a new language.	<input type="checkbox"/>	5.1

**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

1.2

Hi José,  
Today is my first day in my new job, so **I am leaving** the house early. I'm a bit nervous, but **I'm also** very excited! Anyway, **I'm already running** late, and **I need** to leave to catch the bus. **Don't forget** to pick up some milk on your way home from work tonight! See you later!

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

1.4

① **I have been reading** for hours. My eyes **have started hurting**.  
② Has the mail **arrived** yet? **I have been expecting** a letter all week.  
③ My leg **has been hurting** all day, but I **haven't seen** a doctor yet.  
④ Have you **seen** my keys? **I have been looking** for them for ages.  
⑤ Have you **heard** about Carl? He **has decided** to move.  
⑥ **I have finished!** **I have been writing** this essay for ages.  
⑦ Have you ever **visited** France? **We have been looking** at brochures.  
⑧ **I have been trying** to reach Tao all day, but he **has not answered** yet.

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

1.6

① They aren't very welcoming, **are they?**  
② He should try harder to be friendly, **shouldn't he?**  
③ She hasn't made many friends here, **has she?**  
④ He doesn't like going to new places, **does he?**  
⑤ They're so happy to be here, **aren't they?**  
⑥ They would be here if they could, **wouldn't they?**

1.8

① Answer required  
② Answer not required  
③ Answer not required  
④ Answer required  
⑤ Answer not required  
⑥ Answer not required

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