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# ENGLISH FOR EVERYONE

COURSE BOOK

LEVEL **1** BEGINNER



**A COMPLETE SELF-STUDY PROGRAMME**

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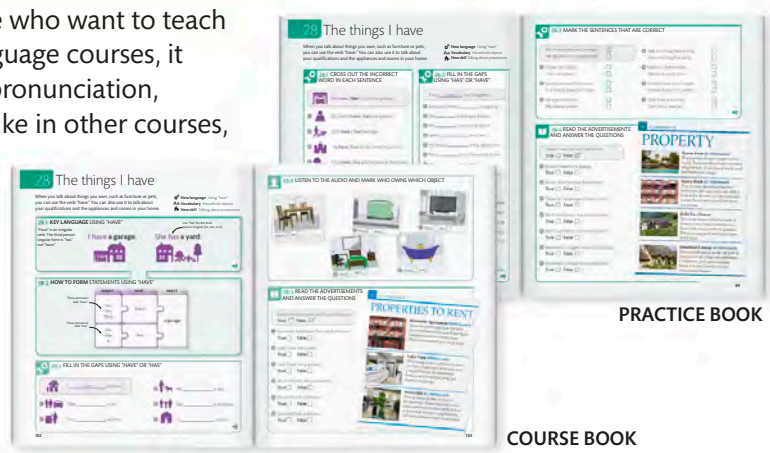
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# How the course works

**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

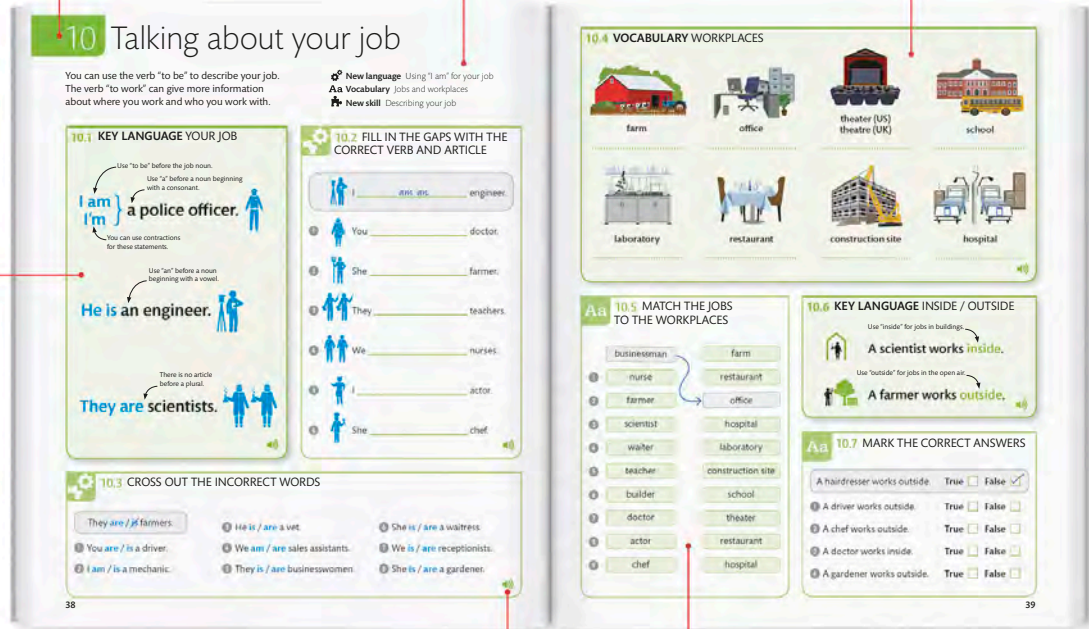
COURSE BOOK

**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.

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# 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.

He works inside.

I do not work outside.

He does not work inside.

I 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.

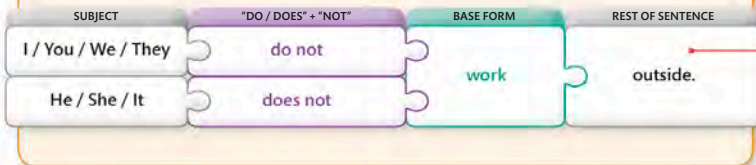


The house does not have a backyard.

**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

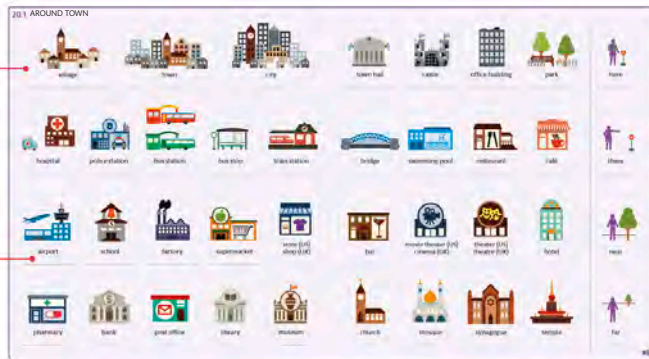
Use "do" or "does" with "not" followed by the base form of the main verb (the infinitive without "to").



**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.

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

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

2 Lucia            (wake) up at 7am.

3 I            (get) up at 7:30am.

4 Ethan            (go) to work at 5am.

5 You            (leave) work at 5pm.

6 Shona            (watch) TV in the evening.

**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.

**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,           .

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

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

# 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.

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website and app  
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# 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.



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

NEW LANGUAGE	SAMPLE SENTENCE	UNIT
INTRODUCING YOURSELF	Hello! I am Joe. My name is Joe.	1.1
HOW OLD ARE YOU?	I'm 25 years old.	3.1
POSSESSIVE ADJECTIVES	Felix is my cat. Coco is your rabbit.	5.1
APOSTROPHE WITH 'S'	Lizze's mother. Ginger is my parents' cat.	6.1, 6.3
"THIS," "THAT," "THESE," AND "THOSE"	This is my dog. That is my dog. These are my bags and those are your bags.	5.6, 8.1
DETERMINERS AND PRONOUNS	These are my books. These books are mine.	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. Im Charlotte.
2. My name's Una.
3. My name's Simone.
4. Im Carlos.
5. Im Juan.
6. My name's Miriam!
7. Im 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. I-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-G-E
7. S-A-U-L J-A-C-K-S-O-N
8. N-A-T-A-L-I-E I-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 I-A-T-L-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.

# 01 Introducing yourself

You can greet people by saying "Hello!" or "Hi!" Introduce yourself using "I am." You may also need to spell out the letters of your name.

 **New language** Using "to be" with names

**Aa Vocabulary** Names and letters

 **New skill** Saying your name

## 1.1 KEY LANGUAGE SAYING YOUR NAME

There are different ways of greeting someone and introducing yourself.

This can be a formal or informal greeting.


**Hello! I am Lyla.**

You can use "I am" plus your name to introduce yourself.

This is an informal greeting. It is often used in casual conversation.

**Hi! My name is Joe.**

You can also use "my name is" plus your name to introduce yourself.



## 1.2 OTHER WAYS TO SAY YOUR NAME

In conversational English, speakers often use contractions. These are shortened versions of pairs of words.

**I am Lyla.**

↓

**I'm Lyla.**

You can contract "I am" to "I'm."

**My name is Joe.**

↓

**My name's Joe.**

You can contract "name is" to "name's."

## 1.3 HOW TO FORM SAYING YOUR NAME

SUBJECT	"TO BE"	NAME
<b>My name</b>	<b>is</b>	<b>Lyla.</b>
<b>I</b>	<b>am</b>	<b>Lyla.</b>

Use a capital letter at the start of a name.





### 1.4 REWRITE EACH SENTENCE IN ITS CONTRACTED FORM

My name is Jack.

*My name's Jack.*

1 I am Charlotte.

2 My name is Una.

3 My name is Simone.

4 I am Carlos.

5 I am Juan.

6 My name is Miriam.

7 I am Sarah.



### 1.5 LISTEN TO THE AUDIO, THEN NUMBER THE PEOPLE IN THE ORDER IN WHICH THEY SPEAK

A



B



C



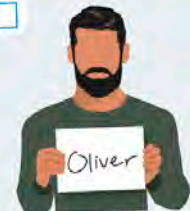
D



E



F



### 1.6 USE THE CHART TO CREATE 12 CORRECT SENTENCES AND SAY THEM OUT LOUD

*Hi! My name is Linda.*



Hi!  
Hello!

Start with a greeting.

My name  
I

Choose a subject.

is  
am

Choose a verb form.

Linda.  
Abdul.  
Paolo.

Finish with a name.





## 1.7 KEY LANGUAGE SPELLING YOUR NAME

How do you spell your first name?

This is how you ask someone to spell their first name.



My name's Jacob, J-A-C-O-B.

You say each letter.

How do you spell your last name?

This is how you ask someone to spell their last name.



Williams, W-I-L-L-I-A-M-S.

How do you spell your full name?

This is your first name and your last name.



J-A-C-O-B W-I-L-L-I-A-M-S.



## 1.8 PRONUNCIATION THE ALPHABET

Listen to how the letters of the alphabet are pronounced in English.

Aa Bb Cc Dd Ee Ff Gg Hh Ii  
Jj Kk Ll Mm Nn Oo Pp Qq  
Rr Ss Tt Uu Vv Ww Xx Yy Zz





### 1.9 LISTEN TO THE AUDIO AS PEOPLE SPELL THEIR NAMES, AND WRITE OUT EACH SPELLING

J-A-C-K L-O-R-D

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_


7 \_\_\_\_\_

8 \_\_\_\_\_


9 \_\_\_\_\_




### 1.10 SPELL OUT EACH PERSON'S NAME, THEN SAY THE SENTENCES OUT LOUD




My name is Gabriel,  
G-A-B-R-I-E-L.




3




My name's Molly,  
\_\_\_\_\_




1




My last name is Bashir,  
\_\_\_\_\_




4




My last name's Lopez,  
\_\_\_\_\_




2




I am Ben James,  
\_\_\_\_\_



5



I'm Nadiya Latif,  
\_\_\_\_\_



#### 01 CHECKLIST

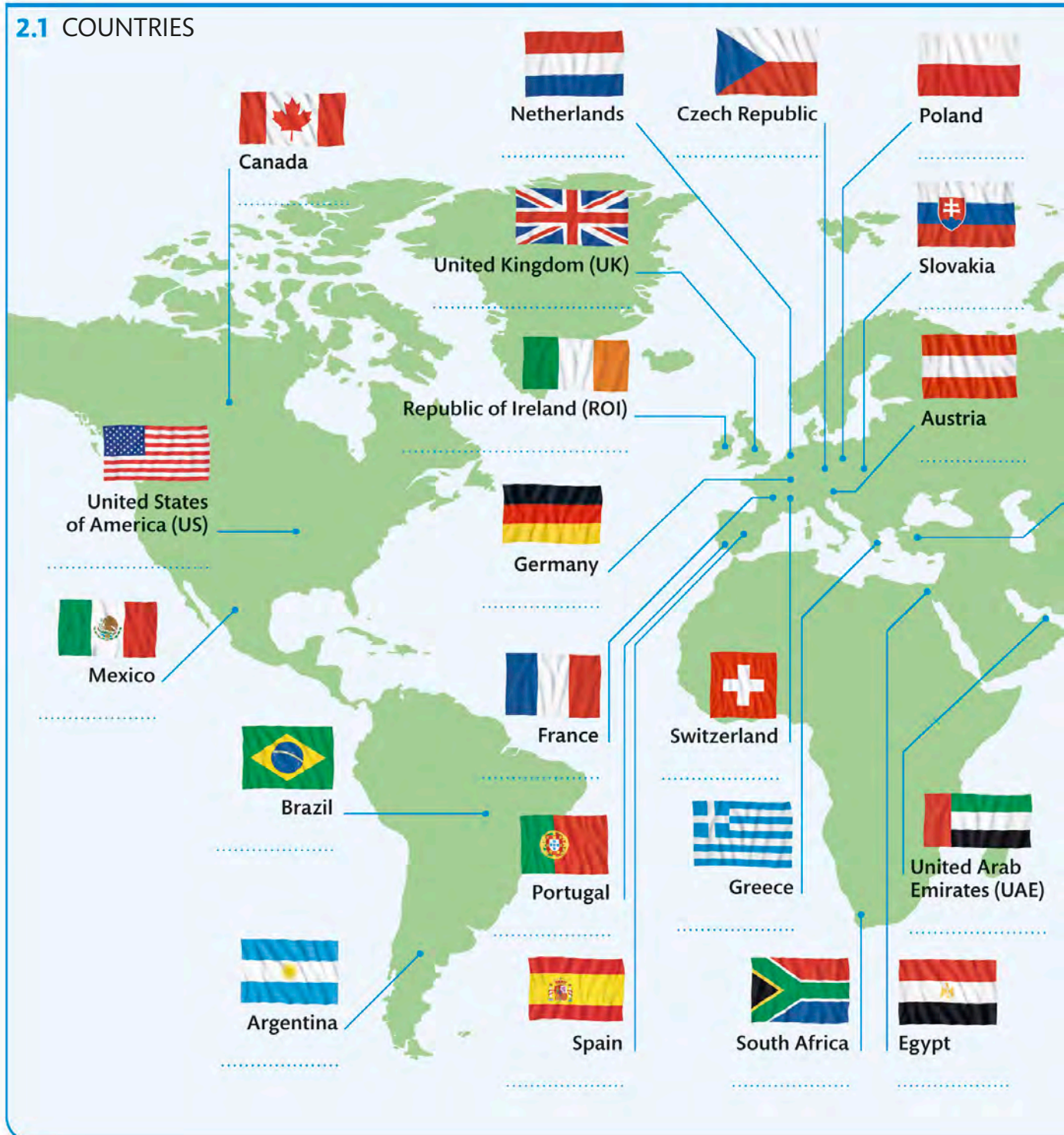
⚙️ Using "to be" with names

**Aa** Names and letters

🧩 Saying your name

# 02 Vocabulary

## 2.1 COUNTRIES







## 2.2 NATIONALITIES

USA	→	American
Canada	→	Canadian
Mexico	→	Mexican
Brazil	→	Brazilian
Argentina	→	Argentinian
UK	→	British
France	→	French
Russia	→	Russian
Spain	→	Spanish
Portugal	→	Portuguese
Poland	→	Polish
Greece	→	Greek
Turkey	→	Turkish
Egypt	→	Egyptian
China	→	Chinese
Japan	→	Japanese
India	→	Indian
Pakistan	→	Pakistani
Mongolia	→	Mongolian
Australia	→	Australian
Germany	→	German
Switzerland	→	Swiss
Austria	→	Austrian