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Aa



ENGLISH FOR EVERYONE

COURSE BOOK

LEVEL **1** BEGINNER



A COMPLETE SELF-STUDY PROGRAMME

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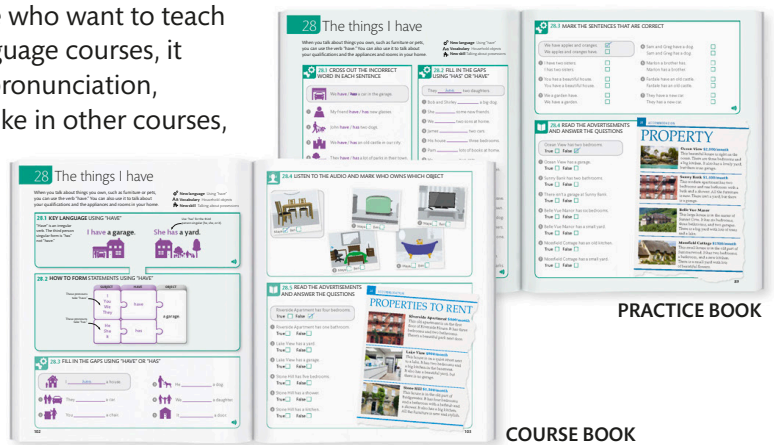
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How the course works

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.

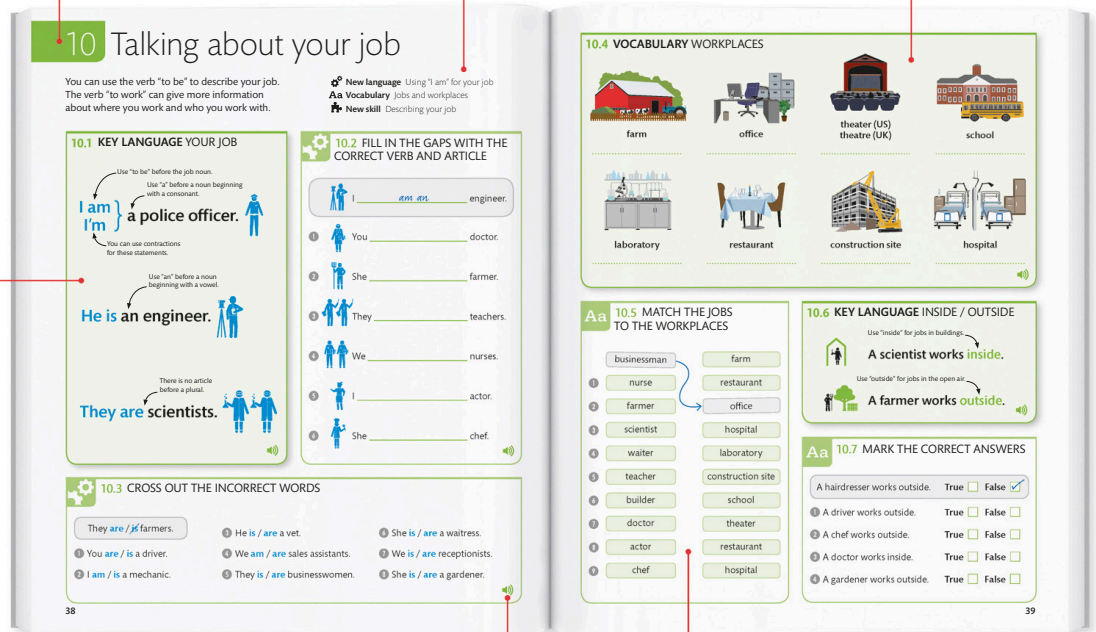


Unit number The book is divided into units. The unit number helps you keep track of your progress.

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.

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

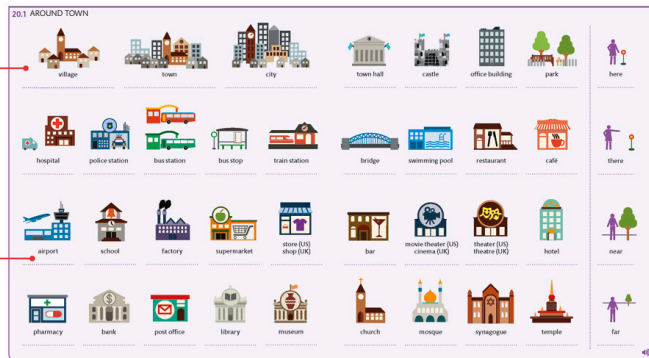
Use "do" or "does" with "not" followed by the base form of the main verb (the infinitive without "to").

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.

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

1 Good at Bad at

2 Good at Bad at

3 Good at Bad at

4 Good at Bad at

5 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.

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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.

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.

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"	Lizzie's mother. Ginger is my parents' cat.	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.	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. 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.

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
My name	is	Lyla.
I	am	

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 Charlie

B Katherine

C JOSEPH

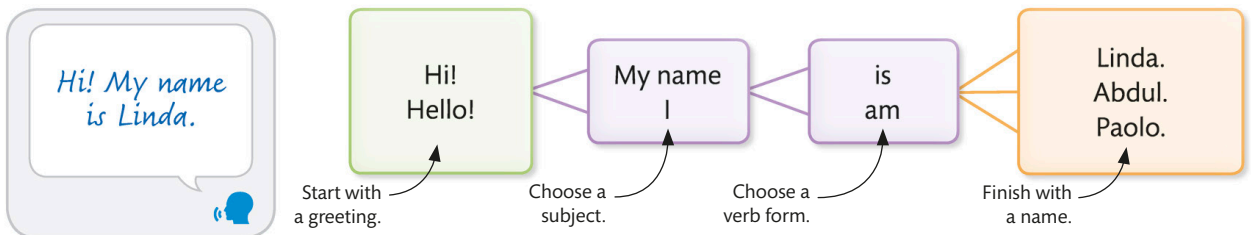
D Ruby

E Elliot

F Oliver



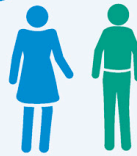
1.6 USE THE CHART TO CREATE 12 CORRECT SENTENCES AND SAY THEM OUT LOUD



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.

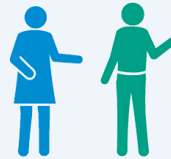


My name's Jacob, **J-A-C-O-B**.

You say each letter.

How do you spell your last name?

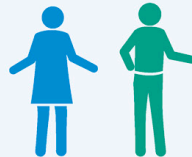
This is how you ask someone to spell their last name.



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

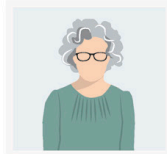


My name is Gabriel,

G-A-B-R-I-E-L.



3



My name's Molly,



1



My last name is Bashir,



4



My last name's Lopez,



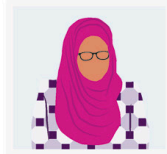
2



I am Ben James,



5



I'm Nadiya Latif,



01 CHECKLIST

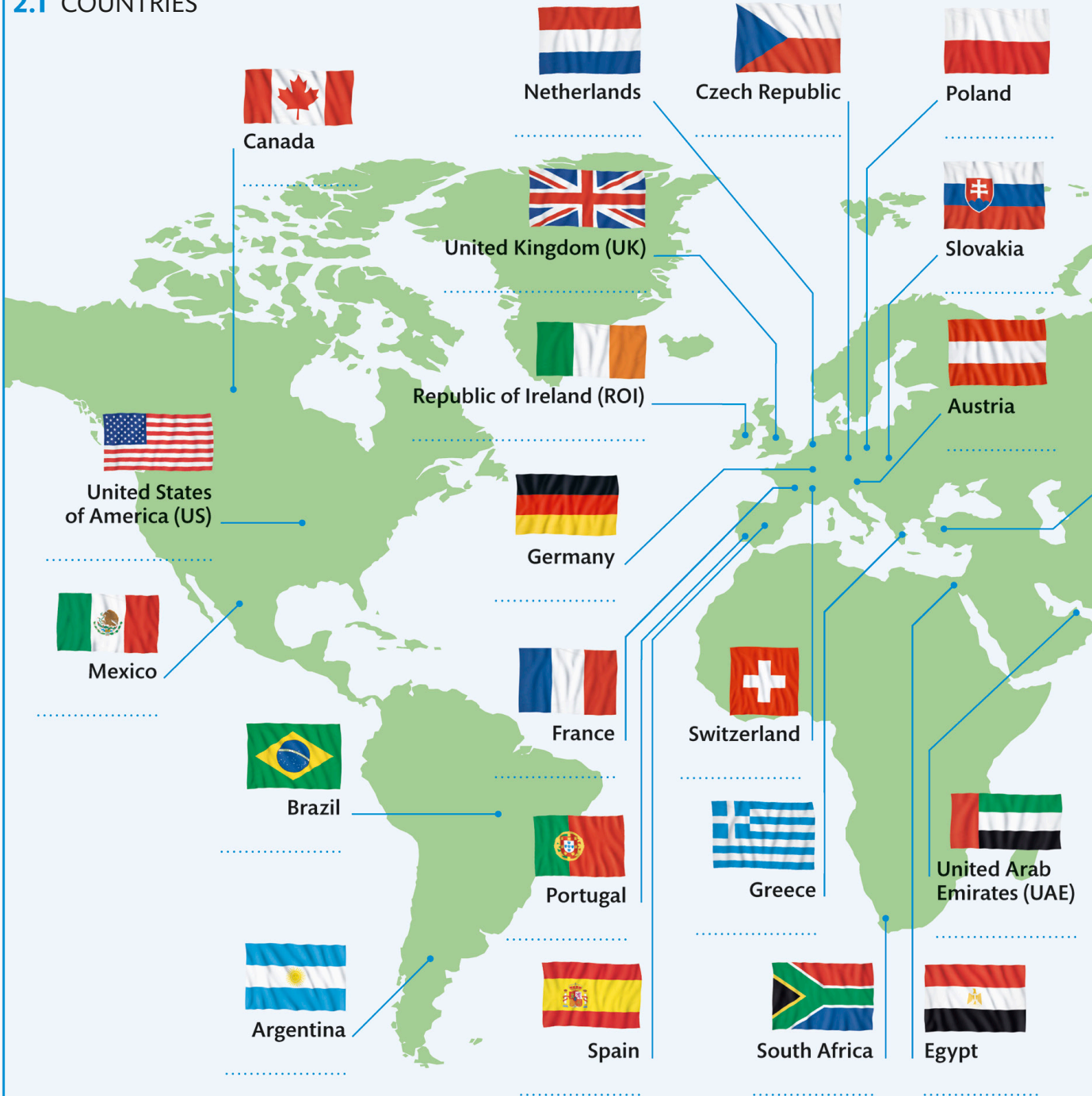
Using "to be" with names

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

03 Talking about yourself

It's useful to know how to say your age and where you come from. You can use the verb "to be" to talk about these topics.

 **New language** "To be" with ages and nationalities

Aa Vocabulary Numbers and nationalities

 **New skill** Talking about yourself

3.1 KEY LANGUAGE SAYING YOUR AGE

Use the verb "to be" to talk about your age.



How old are you?



I am 25 years old.

The verb "to be" changes with the subject.



3.2 FURTHER EXAMPLES SAYING YOUR AGE

Ruby is seven years old.



Izzy and Chloe are 13.



I'm 44 today.



My grandma is 92 years old.



3.3 HOW TO FORM SAYING YOUR AGE

SUBJECT	"TO BE"	AGE
I	am	25 years old.
You	are	
He / She / It	is	
We / They	are	

The number can be followed by "years old."

These are pronouns. They are the subjects of these sentences.

The verb changes with the subject.

3.4 VOCABULARY NUMBERS

1

one

2

two

3

three

4

four

5

five

6

six

7

seven

8

eight

9

nine

10

ten

11

eleven

12

twelve

13

thirteen

14

fourteen

15

fifteen

16

sixteen

17

seventeen

18

eighteen

19

nineteen

20

twenty

21

twenty-one

22

twenty-two

30

thirty

40

forty

50

fifty

60

sixty

70

seventy

80

eighty

90

ninety

100

one hundred



Aa

3.5 WRITE THE NUMBERS AS WORDS

3 = three

1 11 = _____

2 17 = _____

3 34 = _____

4 59 = _____

5 85 = _____



3.6 FILL IN THE GAPS WITH THE CORRECT FORMS OF "TO BE"

Michael is 32 years old.

1 Theo _____ 45 years old.

2 Madison _____ 27 years old.

3 Jeremy and Tanya _____ 90 years old.

4 We _____ 29 years old.

5 I _____ 34 years old.



3.7 PRONUNCIATION SIMILAR SOUNDING NUMBERS

It is important to stress the correct syllable in these numbers.

	Stress the last syllables.		Stress the first syllables.
13	<u>Thirteen</u>	30	<u>Thirty</u>
14	<u>Fourteen</u>	40	<u>Forty</u>
15	<u>Fifteen</u>	50	<u>Fifty</u>
16	<u>Sixteen</u>	60	<u>Sixty</u>
17	<u>Seventeen</u>	70	<u>Seventy</u>
18	<u>Eighteen</u>	80	<u>Eighty</u>
19	<u>Nineteen</u>	90	<u>Ninety</u>



3.8 LISTEN TO THE AUDIO AND MARK THE CORRECT AGES

	Tamar	15	<input type="checkbox"/>	50	<input checked="" type="checkbox"/>
1	Bobby	14	<input type="checkbox"/>	40	<input type="checkbox"/>
2	Carl	13	<input type="checkbox"/>	30	<input type="checkbox"/>
3	Lia	19	<input type="checkbox"/>	90	<input type="checkbox"/>
4	Sam	16	<input type="checkbox"/>	60	<input type="checkbox"/>
5	Molly	18	<input type="checkbox"/>	80	<input type="checkbox"/>
6	Justin	17	<input type="checkbox"/>	70	<input type="checkbox"/>
7	Ada	13	<input type="checkbox"/>	30	<input type="checkbox"/>

3.9 KEY LANGUAGE SAYING WHERE YOU'RE FROM

There are different ways of saying where you are from.

"Where" is the question word for place.

Remember, "to be" changes with the subject.

Where are you from?



I am from Spain.

This describes the country that you belong to.

What nationality are you?



You use an adjective to talk about nationality.

I'm Spanish.



3.10 FURTHER EXAMPLES SAYING WHERE YOU'RE FROM

I am Dutch.



We are Italian.



I'm from Switzerland.



3.11 HOW TO FORM SAYING WHERE YOU'RE FROM



You use the noun after "from."



Here you use the adjective.

Aa 3.12 MATCH EACH FLAG TO ITS COUNTRY



Japan



UK



France



US

3.13 WRITE THE NATIONALITY FOR EACH COUNTRY

Italy = Italian

1 Spain = _____

2 Germany = _____

3 Canada = _____

4 America = _____

5 Australia = _____

6 China = _____

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

I am Australian.

I
You
They

Start with a pronoun.

am
are
am from
are from

Choose the correct form of the verb, with or without "from."

Australian.
Italy.
France.
English.

Finish with a noun or an adjective.

03 CHECKLIST

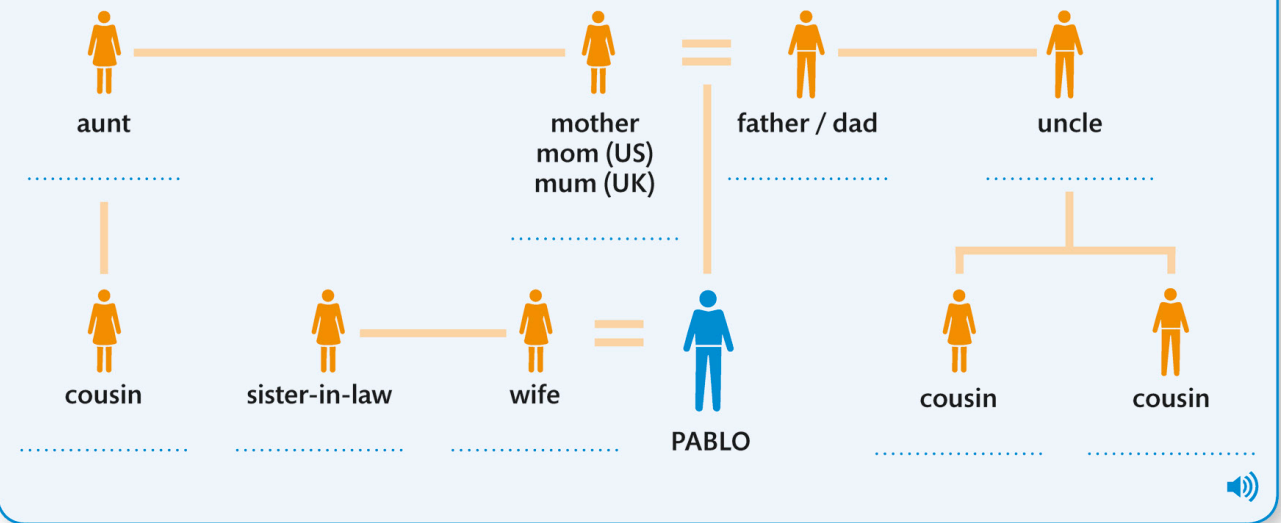
⚙️ "To be" with ages and nationalities

Aa Numbers and nationalities

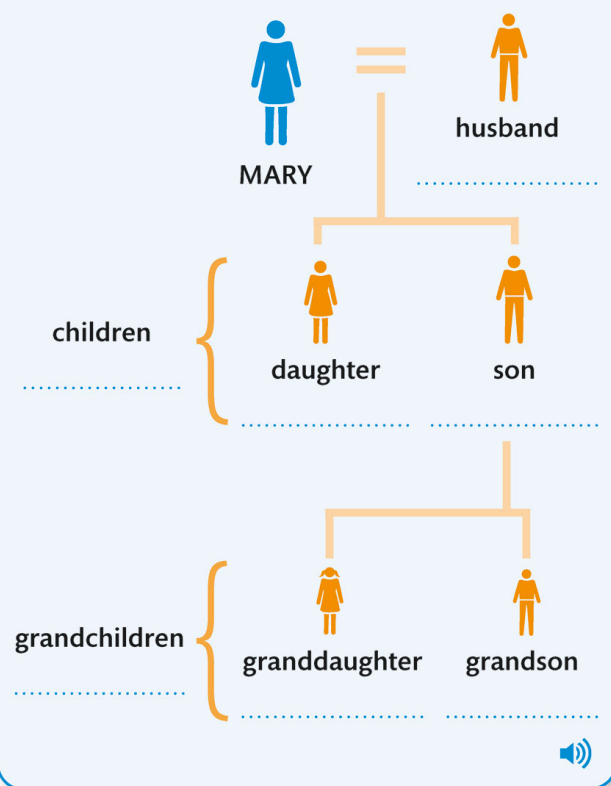
🧑 Talking about yourself

04 Vocabulary

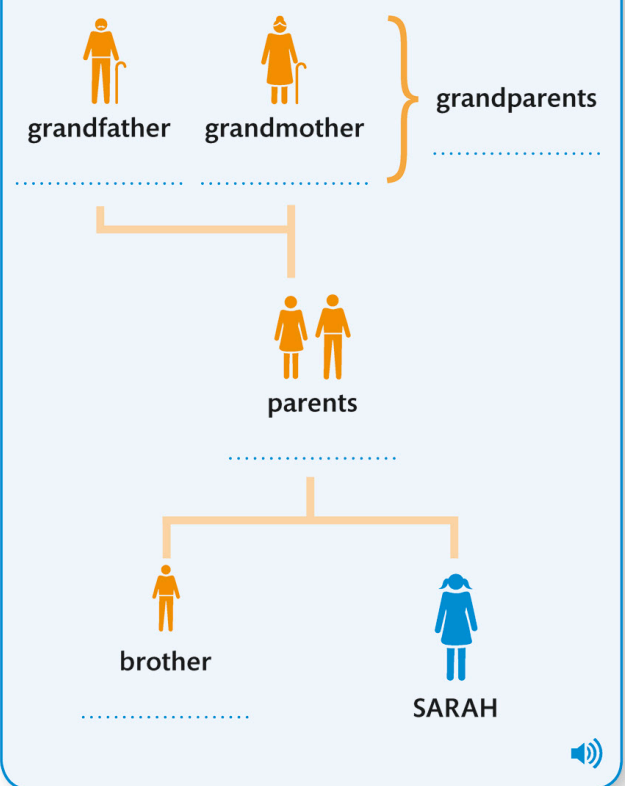
4.1 PABLO'S FAMILY



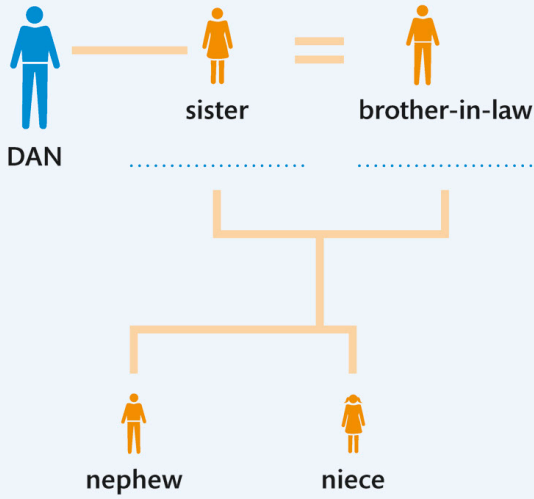
4.2 MARY'S FAMILY



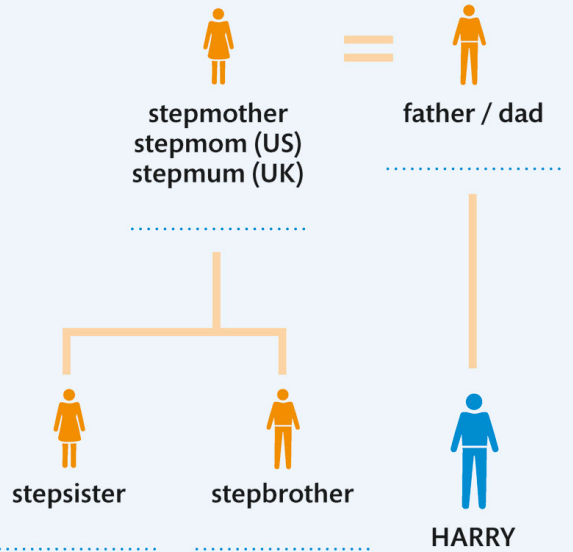
4.3 SARAH'S FAMILY



4.4 DAN'S FAMILY



4.5 HARRY'S FAMILY



4.6 PETS AND DOMESTIC ANIMALS



cat



dog



rabbit



hamster



guinea pig



fish



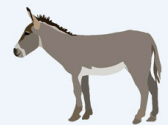
parrot



tortoise



snake



donkey



pig



chicken



sheep



horse



cow



05 Things you have

Possessive adjectives tell you who something (such as a pet) belongs to. "This" and "that" are determiners. They point out a specific object or person.

 **New language** Possessive adjectives; "this" and "that"

Aa Vocabulary Animals and family

 **New skill** Talking about who things belong to

5.1 KEY LANGUAGE POSSESSIVE ADJECTIVES

Possessive adjectives are used before the noun. They change depending on whether the owner is singular, plural, male or female, the person you are talking to, or yourself.

Felix is **my** cat.



I own the cat.

Coco is **your** rabbit.



The rabbit belongs to you.

Buster is **her** dog.



The dog belongs to a woman.

Polly is **his** parrot.



The parrot belongs to a man.

Rachel is **our** daughter.



We are her parents.






















John is **their** son.



They are his parents.



5.2 HOW TO FORM POSSESSIVE ADJECTIVES

I	you	he	she	it	we	they
						
my	your	his	her	its	our	their
						
my cat	your rabbit	his wife	her sister	its ball	our horse	their son
						



Aa

5.3 MATCH THE PICTURES TO THE PHRASES



their sheep

1



my cat

2



your horse

3



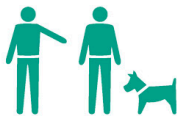
our fish

4



his dog

5



its bone



5.4 FILL IN THE GAPS USING THE CORRECT POSSESSIVE ADJECTIVES

Her (She) name is Mary.

1 Bingo is _____ (I) dog.

2 _____ (She) aunt is called Goldie.

3 _____ (I) cat eats fish.

4 _____ (They) rabbit lives in the backyard.

5 _____ (We) parrot is from Colombia.

6 _____ (He) wife is called Henrietta.

7 _____ (They) dog is 10 years old.

8 _____ (We) aunt lives on a farm in Ohio.

9 Here is _____ (it) ball.



5.5 REWRITE THE SENTENCES, CORRECTING THE ERRORS

Nick **are** my brother.

Nick is my brother.

3 Daisy **are** her mother.

6 John **am** our cousin.

1 Farida **are** their sister.

4 They **is** his grandparents.

7 I **are** Daisy's daughter.

2 Duke **am** our dog.

5 It **am** our horse.

8 You **is** my friend.



5.6 KEY LANGUAGE "THIS" AND "THAT"

"This" and "that" are called determiners. They point out a specific object you want to talk about. Use "this" for something close to you. Use "that" for something farther away.



This is my dog.

The dog is close to you.



That is my dog.

The dog is farther away from you.



5.7 FURTHER EXAMPLES "THIS" AND "THAT"

This is your rabbit.



This is her horse.



This is its bed.



That is your rabbit.



That is her horse.



That is its bed.



5.8 FILL IN THE GAPS WITH "THIS" OR "THAT"



That is my dog.



3



_____ is their pig.



1



_____ is her horse.

4



_____ is his cow.

2



_____ is our rabbit.



5



_____ is your fish.





5.9 REWRITE THE SENTENCES, PUTTING THE WORDS IN THE CORRECT ORDER

is horse. This his

This is his horse.

3 cow. their is That

4 is ball. your This

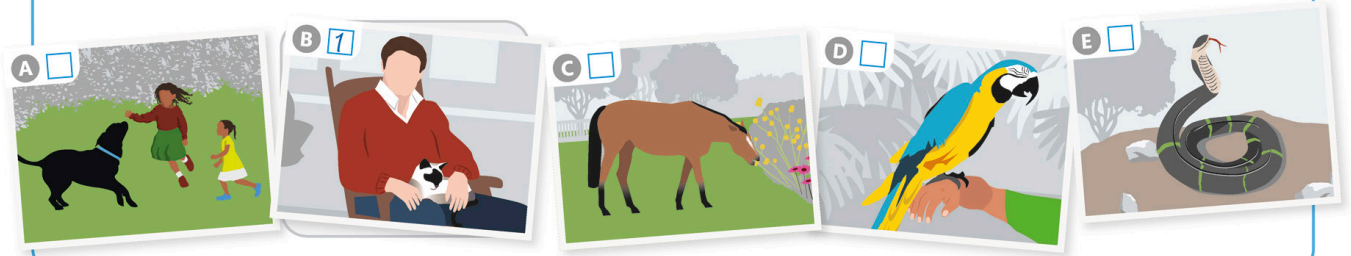
1 their Lily is sister.

2 son old. 12 is years Our

5 called Her Caspar. father is



5.10 LISTEN TO THE AUDIO, THEN NUMBER THE IMAGES IN THE ORDER THEY ARE DESCRIBED



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

This is my cat.

This
That

Start with a determiner.

is

Choose a possessive adjective.

my
her
their

cat.
parrot.

Finish with a noun.



05 CHECKLIST

Possessive adjectives; "this" and "that"

Aa Animals and family

Talking about who things belong to

06 Using apostrophes

In English, you can use apostrophes (') to show belonging. You can use them to show who owns something, such as a pet, and to talk about your family.

 **New language** Possessive apostrophe

Aa Vocabulary Family and pets

 **New skill** Talking about belonging

6.1 KEY LANGUAGE APOSTROPHE WITH "S"

Add an apostrophe and the letter "s" to the end of a singular noun to show that what comes after the noun belongs to it.

This form is correct in English, but it is not normally used.

the mother of Lizzie

Lizzie's mother

This is a common way of talking about belonging.

An apostrophe with an "s" shows ownership.



6.2 FURTHER EXAMPLES APOSTROPHE WITH "S"

Dave's grandmother



The dog's ball



Tess's dog



This can also be written Tess'.

Juan and Beth's parrot



If something belongs to more than one noun, only add "-s" to the last one.



6.3 REWRITE THE PHRASES USING AN APOSTROPHE PLUS "S"

The daughter of Kevin = Kevin's daughter

- 1 The son of Ben = _____
- 2 The cat of Sam and Ayshah = _____
- 3 The house of Debbie = _____
- 4 The car of Marco and Kate = _____
- 5 The grandchild of Elsa = _____
- 6 The parrot of Beth = _____



6.4 LISTEN TO THE AUDIO AND MATCH THE PAIRS

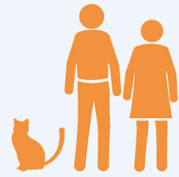
- | | |
|------------|--------------------|
| Edith is | Ben's mother. |
| 1 Lucas is | Ben's grandmother. |
| 2 Lily is | Ben's son. |
| 3 Noah is | Ben's sister. |
| 4 Grace is | Ben's brother. |
| 5 Alex is | Ben's father. |

6.5 KEY LANGUAGE APOSTROPHES AND PLURAL NOUNS

To show belonging with a plural noun, just add an apostrophe with no "s."

Ginger is my **parents'** cat.

Plural nouns use an apostrophe with no "s."



6.6 FURTHER EXAMPLES APOSTROPHES AND PLURAL NOUNS

This is my **cousins'** rabbit.



Rex is her **brothers'** dog.



That is his **grandparents'** house.



Polly is our **children's** parrot.



For plural nouns that don't end "s," you should still add "-s."



6.7 REWRITE PUTTING THE WORDS IN THE CORRECT ORDER

uncle. Kevin Sharon's is

Kevin is Sharon's uncle.

1 Skanda's is wife. Angela

2 snake. is my cousins' That

3 Sue aunt. Ella and Mark's is

4 is John's cat. Ginger



6.8 SAY THE SENTENCES OUT LOUD, FILLING IN THE GAPS

Edith is Ben's (Ben) grandmother.



1 Kathy is _____ (Dave) aunt.



2 Rex is _____ (Noah and Pat) dog.



3 This is _____ (her cousins) house.



4 Felix is _____ (the children) cat.



06 CHECKLIST

Possessive apostrophe

Aa Family and pets

Talking about belonging

07 Vocabulary

7.1 EVERYDAY THINGS



wallet (US)
purse (UK)



wallet



coins



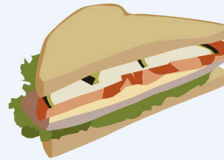
keys



bottle of water



apple



sandwich



cell phone (US)
mobile phone (UK)



camera



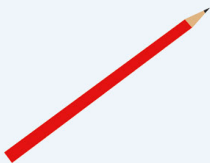
earphones



tablet



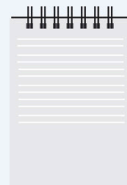
laptop



pencil



pen



notebook



letter