



Notes for teachers

English for Everyone is ideal for classroom and one-to-one teaching as well as self-study. These notes give an overview of how the course works; show you how your students can benefit from its clear, simple, and visual teaching approach; and give you tips to help you get the most out of it. More detailed information can be found in the DK English for Everyone **Teacher's Guide**. This essential companion to the **English for Everyone** books offers in-depth practical teaching support, with explanations of how the **English for Everyone** exercises work, numerous ideas for exploiting the exercises interactively in the classroom, follow-on activities, and homework suggestions. The Teacher's Guide also includes full transcripts of the audio for the **English for Everyone** listening comprehension exercises.


WHY USE ENGLISH FOR EVERYONE WITH YOUR STUDENTS?

English for Everyone is a comprehensive, clearly structured English-language course that covers all the grammar and vocabulary your students need to communicate fluently and accurately. As well as a general language course with four levels, there is also a business English course with two levels, which is suitable for students who want to improve their English to further their careers. This covers all the English language skills your students will need for everyday workplace situations, such as job applications, meetings, interviews, and telephone calls. The series also includes the **English Grammar Guide**, a comprehensive visual grammar reference book, and the **English Vocabulary Builder**, an interactive vocabulary book with illustrated reference pages and practice exercises.

The general language and business English course books are structured in short units. Each unit begins with new grammar or vocabulary teaching, followed by exercises that are tightly focused on the new language your students have just learned. This gives you a lesson plan with clearly defined learning points and plenty of opportunities for your students to reinforce them.

Each course book has a corresponding practice book. The course book is ideal for use in the classroom as your main teaching book. The practice book is crammed with additional exercises to reinforce what students have learned in the course book, and can be used for additional tasks such as homework.

English for Everyone teaches and tests all the core skills for language learners: speaking, listening, reading, writing, vocabulary, and grammar.



 The course also includes approximately 40 hours of high-quality supporting audio recordings voiced by native US and UK English speakers. You can use this to improve your students' understanding of spoken English, and to make their accents and pronunciation more natural.

USING ENGLISH FOR EVERYONE AS YOUR MAIN COURSE BOOK

The *English for Everyone* course and practice books are broken down into short units. Each unit starts with a summary of the new language, vocabulary, and key communication skills that will be covered, so you can set out the learning objectives to your class right from the start.

30 General and specific things

Articles sit before the noun in English, and give more information about which item is being described. Use "the" to talk about specific items.

-  **New language** Definite and zero articles
- Aa Vocabulary** Possessions
-  **New skill** Talking about the things you own

Units begin with teaching boxes that explain how to use new language and form key grammatical constructions. *English for Everyone's* step-by-step, highly visual teaching method makes it very easy for you to explain even complex English grammar.

26.1 KEY LANGUAGE THE PRESENT PERFECT CONTINUOUS

The present perfect continuous describes an activity that took place over a period of time in the recent past. The activity might just have stopped or might still be happening.

PRESENT PERFECT

I have been painting the house all day. I'm exhausted!

The past activity often affects the present moment.



The illustration shows a sequence of five houses. The first house is empty. The second has a sun above it. The third has a sun and a paint bucket. The fourth has a sun and a paint bucket. The fifth has a sun and a person painting. A speech bubble contains the sentence 'I have been painting the house all day. I'm exhausted!'.

- Grammar teaching boxes begin with a sample sentence that showcases new grammar in a natural, real-life, everyday context.
- Colour-coding and annotations make it easy for you to point out and explain new constructions to students.
- Clear and simple illustrations help your students understand and remember new grammar forms.

Further example sentences give your students more examples of contexts in which the grammar would be used in everyday English, and show them how the grammar works in different forms such as contractions.

26.2 FURTHER EXAMPLES THE PRESENT PERFECT CONTINUOUS

"I have" can be shortened to "I've."

I've been cooking this evening. Now I have to do the dishes.

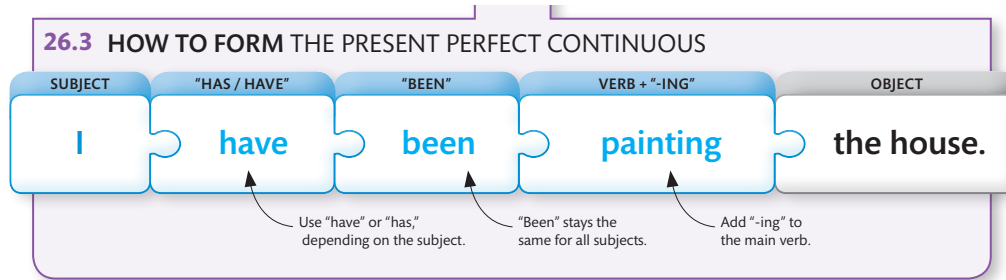
"He has" can be shortened to "He's."

He's been waiting for the bus for an hour. He is going to be late for work.



The illustration shows a person cooking at a stove and a person waiting for a bus at a bus stop.

Visual guides, such as jigsaws, break constructions down into their simplest parts, so you can clearly explain to your students how to form constructions correctly.



Exercises

Each grammar-teaching module is followed by a number of short, focused exercises to reinforce the skills just learned.

Visual grammar exercises allow students to practise forming new constructions, in this case the first conditional.

50.4 FILL IN THE GAPS BY PUTTING THE VERBS IN THE CORRECT TENSES

1 If you hold (hold) the ladder, I will paint (paint) the wall.

2 If I _____ (eat) healthily, I _____ (lose) weight.

3 We _____ (dance) if the band _____ (play) good music.

4 If we _____ (go) shopping, I _____ (buy) you something nice.

5 I _____ (build) the cupboard if you _____ (read) the _____

50.5 LISTEN TO THE AUDIO AND ANSWER THE QUESTIONS

Gilly is building a cupboard and Colin is trying to help.

Colin knows what Gilly is doing.
True False

- Gilly wants to protect the floor.
True False
- Gilly is organizing her materials and tools.
True False
- Gilly has her own electric screwdriver.
True False
- Gilly wants Colin to read the instructions.
True False
- The cupboard won't fit through the door.
True False

50.6 SAY THE SENTENCES OUT LOUD, REVERSING THE ORDER OF THE PHRASES

If it rains, you'll get wet.
You'll get wet if it rains.

- He'll find it if he looks for it.
- If she's hungry, I'll cook dinner.
- If it's broken, will they fix it?
- I'll tell him to call you if I see him.

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Students listen to a dialogue that places first conditional sentences into a real-life context, and answer true or false questions. Visual cues help to set the scene of the dialogue for students.

Speaking exercises allow students to practise saying first conditional sentences in different forms that they will be likely to encounter in real-life spoken English.

Although **English for Everyone's** exercises are designed for self-study or independent learning, it is very easy to adapt them for activities that involve the whole class.

Audio

The *English for Everyone* course includes extensive supporting audio recordings featuring native UK- and US-English speakers. Register at dkefe.com to access the audio for free.



This symbol indicates that your students should listen to an audio track and answer comprehension questions.



This symbol indicates that extra audio material is available for your students to use. The extra material includes:

- Recordings of all the sample sentences, including further examples, in the grammar teaching boxes.
- Recordings of the vocabulary taught in vocabulary spreads and teaching boxes.
- Recordings of correct or model answers to the majority of the exercises, including all the speaking exercises.

Your students can play, pause or repeat the files as often as they like, until they are confident that they understand what has been said and can pronounce new words and phrases accurately.

Tracking progress

Every course book unit ends with a checklist of the grammar, vocabulary, and communication skills that students should have learned by studying the unit and working through the exercises.

02 CHECKLIST

The present simple **Aa** Routines and pastimes Talking about routines

At the end of a group of course book units, you will find a more detailed review module, summarizing the new language that your students have learned in each unit. Students can mark the skills they feel comfortable with, and the review boxes tell them which units to study again if they feel they need further practice.

REVIEW THE ENGLISH YOU HAVE LEARNED IN UNITS 32–35			
NEW LANGUAGE	SAMPLE SENTENCE	<input checked="" type="checkbox"/>	UNIT
THE THIRD CONDITIONAL	If we had left earlier, we would have caught the train.	<input type="checkbox"/>	32.1
"I WISH" AND "IF ONLY"	I wish I knew how to ski. If only I'd charged the battery.	<input type="checkbox"/>	32.12, 32.13
"SHOULD HAVE" AND "OUGHT TO HAVE"	This bill is so big, I should have used less electricity.	<input type="checkbox"/>	33.1
DEPENDENT PREPOSITIONS	I am late for my meeting!	<input type="checkbox"/>	34.1, 34.4
"FEW" AND "LITTLE"	There are few rare birds here. I have little money left.	<input type="checkbox"/>	35.1, 35.2
"FEWER" AND "LESS"	There are fewer issues with electric cars. It would be great to use less fuel.	<input type="checkbox"/>	35.8


USING ENGLISH FOR EVERYONE TO SUPPORT A TAUGHT COURSE



English for Everyone can also be used as supplementary material to support courses that are specifically designed for classroom teaching. As the exercises are suitable for self-study, they can be set as homework or as independent work during lesson time.



All *English for Everyone* exercises are designed so that students can easily complete them while working independently.



Exercises are introduced with a crystal-clear instruction, making the task easy to understand.



Bite-sized modules mean students can complete exercises in their own time, however busy their schedule is.



 **15.10** FILL IN THE GAPS BY PUTTING THE ADJECTIVES INTO THEIR COMPARATIVE FORMS


  The balloon is lighter than (**light**) the birthday cake.

①   This laptop is _____ (**expensive**) this phone.

②   Seven o'clock is _____ (**late**) three o'clock.

③   A game of chess is _____ (**difficult**) a game of cards.

④   A horse is _____ (**big**) a rabbit.



Many exercises have supporting illustrations, helping students to understand the meaning of each question and focus on getting the target language right.

Students can access recordings of the correct answers, spoken by native English speakers.