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ENGLISH

FOR EVERYONE

TEACHER'S GUIDE

THE **ESSENTIAL COMPANION** FOR BUSY TEACHERS

Tom Booth



NTV

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Nhân Trí Việt



NHÀ XUẤT BẢN TỔNG HỢP
THÀNH PHỐ HỒ CHÍ MINH

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ENGLISH FOR EVERYONE TEACHER'S GUIDE



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How to use this book

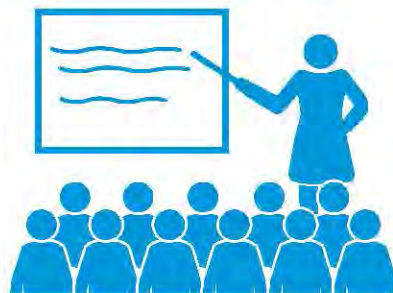
Finding the exercises

The *English for Everyone* course books and practice books contain more than 40 different types of exercise. This *Teacher's Guide* provides advice and activities for each of these exercise types, and has been designed so that you can quickly find the type of exercise that you want to use with your students. The book is divided into five sections (grammar, vocabulary, reading, listening, and speaking) and opens with a visual contents list. This includes a small image of each exercise type to help you locate the same type of exercise as the one you are teaching.



In the classroom

The activities and advice pages in the *Teacher's Guide* offer clear and practical support that will help you to give focused lessons and explain difficult concepts. Each page is dedicated to a particular exercise type and includes one or two examples of the exercise, and between four and six activities to use in your lesson. These activities include group work, role plays, and written assignments, and make full use of the audio transcripts that feature at the back of the book.



Contents at a glance

The *Teacher's Guide* is divided into five sections, each of them dealing with a language skill. A more detailed look at the different types of exercise within each section can be found on pages 6–9.

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Contents A detailed guide to the exercise types

GRAMMAR

28.3 Đánh dấu chọn câu đúng.

I've been playing rugby all afternoon. I'm exhausted and covered in mud. I've played rugby all afternoon. I'm exhausted and covered in mud. ☒

1 He's washed the car for half an hour. There's water all over our driveway. He's been washing the car for half an hour. There's water all over our driveway. ☐

2 Her room looks so neat and tidy. She's put all her clothes away now. Her room looks so neat and tidy. She's been putting all her clothes away now. ☐

3 How long have you waited in the rain? You're both soaking wet. How long have you been waiting in the rain? You're both soaking wet. ☐

4 You've been sunbathing for far too long. Please go and sit in the shade now. You've sunbathed for far too long. Please go and sit in the shade now. ☐

22 Choosing the correct word or sentence

30.5 Sửa lỗi trong mỗi câu dưới đây rồi viết lại cả câu.

The statue, who is very old, is next to Lydsdale Park. *The statue, which is very old, is next to Lydsdale Park.*

1 My brother, which is very talented, is an opera singer. ☐

2 My house, who is very old, is located in a quiet street in Ringwood. ☐

3 The teacher, what is very outgoing, loves soccer. ☐

4 This fashion magazine, who is very expensive, is extremely boring. ☐

23 Correcting errors

12.2 Sử dụng các từ trong khung để điền vào chỗ trống.

Michael _____ up at 7 am.

1 I _____ work at 5:00 pm. ☐

2 Phil _____ lunch at 12:00 pm. ☐

3 We _____ up at 8 am. ☐

4 Helen _____ work at 5 am. ☐

get - get - gets - goes - have - has - goes - have

24 Filling in the gaps

40.2 Điền động từ trong ngoặc vào chỗ trống, sử dụng thì hiện tại hoàn thành.

Jeremy _____ (buy) a new car. ☐

1 Sharon _____ (move) to London. ☐

2 You _____ (go) out shopping today. ☐

3 Mike _____ (paint) the walls. ☐

4 Mom _____ (go) to tennis and baby. ☐

5 I _____ (ring) the lift when I floor. ☐

6 He _____ (eat) the dinner. ☐

25 Filling in the gaps with tenses

15.4 Sắp xếp các từ theo đúng trật tự rồi viết câu hoàn chỉnh vào chỗ trống.

can I happen know when the day you select

1 the you what till could the meeting started class ☐

2 jump his do when you heard not the ☐

3 for the how know do long you people ☐

4 but would why you came me you could be don't ☐

26 Putting words in the correct order

35.3 Viết lại câu bằng cách đảo vị trí của các mệnh đề.

If I were you, I wouldn't leave my job. *I wouldn't leave my job if I were you.*

1 I'd apply for a promotion if I were you. ☐

2 If I were you, I'd take a big vacation. ☐

3 If I were you, I'd invest some of my money. ☐

4 I'd start my own company if I were you. ☐

27 Writing a sentence in another way

11.3 Viết các từ cho sẵn trong khung vào đúng nhóm.

if / when	look / think	think / want	try / do	make / do
short	blue	young	round	small
handsome	attractive	blond	middle-aged	straight

28 Sorting words into categories

35.10 MATCH THE BEGINNINGS OF THE SENTENCES TO THE CORRECT ENDINGS

People are spending much less ☐ volunteered this last year.

1 Protesters have demanded fewer ☐ wild life near big factory's sites.

2 The charity has fewer ☐ money on organic food than expected.

3 The new light bulbs use far less ☐ electricity than the old ones.

4 Unsurprisingly, there is much less ☐ pollution in the capital city.

5 Since the new traffic laws, there is a lot less ☐ harmful emissions by 2025.

29 Matching beginnings to endings of sentences

39.3 Đánh dấu chọn để cho biết mỗi câu dưới đây là lời dự đoán (prediction), đề nghị (offer), lời hứa (promise) hay quyết định (decision).

Don't worry, I'll make sure I get there in time for the start of your show. ☐ Prediction ☐ Offer ☐ Promise ☐ Decision

1 What a great idea! It's such a hot day. I'll have some ice cream, too. ☐ Prediction ☐ Offer ☐ Promise ☐ Decision

2 Make sure you take a coat, a warm hat, and a scarf. It'll be cold tonight. ☐ Prediction ☐ Offer ☐ Promise ☐ Decision

3 It's started raining! I'll make sure I finish painting the fence when the weather's better. ☐ Prediction ☐ Offer ☐ Promise ☐ Decision

4 I'll look after your dog for you while you're on vacation. I'll be pleased to do it. ☐ Prediction ☐ Offer ☐ Promise ☐ Decision

30 Understanding target grammar

44.2 Đánh dấu chọn câu trả lời phù hợp nhất cho mỗi lời yêu cầu.

Can I borrow your car, Henry? ☒ No, you can't. You need it today. ☐ No, you may not.

Excuse me, do you know where the station is? ☐ I'm afraid I don't know. ☐ No, I don't.

31 Choosing the correct sentence

13.3 Dùng các từ cho sẵn trong khung để điền vào chỗ trống.

It's _____ here in Morocco. It's 104°F. ☐ It's 14°F here and it's snowy. It's _____.

1 Be careful! There's _____ on the road. ☐ Oh, no, it's _____ We can't play tennis now.

2 The weather's beautiful. It's hot and _____. ☐ It's very _____. The airport is closed.

3 It's quite _____ here. The temperature is 6°F. ☐ There's a _____ We can't play golf.

warm freezing ice foggy boiling raining storm rainy

32 Everyday English

40.2 Đánh dấu chọn câu đúng.

You are Mr. Draper. You must be Mr. Draper. ☒

1 Yes, we speak on the phone. Yes, we spoke on the phone. ☐

2 Have you been to Mexico City before? Have you been Mexico City before? ☐

3 I'll let Mrs. Singh know that you're here. I'll tell Mrs. Singh know you're here. ☐

33 Business English

VOCABULARY

Aa

35. Thúc phẩm đồ uống – Sắp đặt các từ cho sẵn trong khung để điền vào bên dưới hình trong ứng.

salad burger pizza hotdog smoothie milk burger food banana

35 Writing the correct word for a picture

36. 11.1 FAMILY AND RELATIONSHIPS: WRITE THE PHRASES FROM THE PANEL UNDER THE CORRECT DEFINITIONS

Share an interest or opinion.
have something in common

Develop from a child to an adult

Be a common feature of a family

Have a child

Slowly become less friendly or close to somebody

Meet someone unexpectedly

different group

give birth

run in the family

have something in common

36 Writing the correct expression

37. 677 Ghép hình với câu tương ứng.

Mrs. Suher's keeping an eye on the twins this afternoon.

Lizzie has always been the teacher's pet.

37 Matching words or sentences to pictures

38. 34.4 Gạch bỏ tính từ sai trong mỗi câu.

This is a long / short dress

This is a new / old T-shirt

There are short / long pants

This is a long / short skirt

This is a red / blue shirt

38 Choosing the correct word or sentence

39. 51.8 Ghép các định nghĩa với từ hoặc cụm từ tương ứng.

To do things in a slowly

the things you own

the area around you

to move to a smaller home

to give work to other people

all the time

your surroundings

to delegate tasks

constantly

to slow your pace

possessions

to downsize

39 Matching words to definitions

40. 14.5 Hoàn thành các câu sau đây bằng cách điền cụm từ chỉ hoạt động vào chỗ trống.

She stays at home on Mondays

He goes to the gym on Tuesdays and Fridays

They go to the office on Thursdays

He goes to the park on Wednesdays

I go to the beach on the weekend

You go to the store on Saturdays

40 Filling in the gaps

41. 10.11 Viết các từ cho sẵn trong khung vào đúng chỗ.

make this car: only

make this car: only

building: only crowded printed expected cleaner

41 Sorting words into categories

42. 25.8 Đọc bưu thiếp và sửa lỗi chính tả.

My vacation was in the mountains. The weather was really beautiful. The lake near the hotel is large but the water is cold. We went to the swimming pool every day and sat on the restaurant every night. Maybe the hotel is too big and noisy.

My name is John

42 Correcting errors

43. 41.11 Ghép phần mở đầu và kết thúc câu tương ứng.

We would like to resolve

I'm afraid I can't access

It looks as if

I was wondering why the

Could you tell me when

It seems that the wrong customer

the sales start

the discount has not been applied

this is as soon as possible

the computer system is right now

has been contacted

deadline has been missed

43 Matching halves of sentences

44. 7.6 Ghép các từ với nghĩa trái ngược.

happy

sad

angry

calm

excited

relaxed

stressed

pleased

disappointed

44 Matching words to their opposites

45. 29.9 Đọc gợi ý và viết từ phù hợp vào ô chữ.

the bad guy; the hero fights this person

a true story with real people, not actors

a funny story that makes people laugh

a story told as a theater

a person who writes novels

an exciting story

adventure

comedy

author

play

documentary

45 Vocabulary puzzles

46. 65.5 Đọc đoạn văn sau đây và viết các từ được in sáng bên ảnh định nghĩa tương ứng.

A DAY TOUR OF BERLIN

Having lots of space: spacious

Completely empty: empty

Extremely old: ancient

In poor condition: dilapidated

Very pleasant: pleasant

Tall building: tall

Cozy and relaxing: cozy

Well liked: popular

With all in one room: all-in-one

46 Finding target vocabulary in a text

SPEAKING

75.5 Gạch bỏ từ sai trong mỗi câu, sau đó đọc to từng câu

Lunch hour is <u>during</u> / between 1 and 2.	I have been here <u>since</u> / for 5 an this morning.
Let your manager know if you need to go out <u>during</u> / until the day.	Do not leave the building <u>until</u> / for you have signed out.
My boss is in meetings <u>for</u> / <u>thru</u> about two hours every day.	The office is closed from Friday <u>to</u> / and Monday.

61 Speaking correct English out loud

9.11 Sử dụng biểu đồ sau đây để thành lập 12 câu dùng ngữ pháp và đọc to những câu này.

These are my books.

These **That** **These** **are** **is** **my** **brother's** **brother**

Đặt câu bằng cách ghép từ thích hợp với các danh từ:

Câu hỏi: Ai sở hữu 4 loại đồ vật của bạn là những cái gì?

Câu trả lời: Tôi sở hữu 4 chiếc quần áo của anh.

brother, dog, brother

Đặt câu bằng cách ghép từ thích hợp với các từ:

62 Using a chart to create sentences

42.7 DESCRIBE THE NEWS OUTLID USING PROVERB & REPORTING LANGUAGE

 Since the 1900, it has been reported that 1000000 people have died.	 More than one million people died.
 It has been announced that the ship	 That could it be reported

63 Describing a picture

3.8 USE "WHEN" AND "WHILE" TO DESCRIBE THE EVENTS ON THE TIMELINE, SPEAKING OUT LOUD

TIP Use "when" for completed actions and "while" for continuous actions.

 MOVED TO CHINA
  GOT MARRIED
  HAD A BABY
  WROTE MY THESIS
  STARTED TEACHING LESSONS

STUDYING FULL-TIME **LIVING IN CHINA** **STUDYING PART-TIME**

I moved to China _____ while I was completing the 3rd semester.

I got married _____

I was _____ I had a baby.

64 Describing an infographic

WRITING

3.3 Does your idea of model size have any relationship with the number of nodes in the network? **+2 pts**

Correct 100%

Feedback

Your answer was: I think there's some relation at all. It depends on how much data I'm going to analyze. If I have more data, I need a bigger model. But if I have less data, I can use a smaller model.

The correct answer is: Yes, the number of nodes in the network has a direct relationship with the model size. The more nodes, the larger the model. This is because each node represents a variable in the model, and more variables require more parameters to estimate. Therefore, as the number of nodes increases, the complexity of the model also increases, leading to a larger model size.

What do you think about this question? +1 -1 0

3.4 What does the following code do? **+2 pts**

```
graph LR; A((A)) --> B((B)); B --> C((C)); C --> D((D)); D --> E((E)); E --> F((F)); F --> G((G)); G --> H((H)); H --> I((I)); I --> J((J)); J --> K((K)); K --> L((L)); L --> M((M)); M --> N((N)); N --> O((O)); O --> P((P)); P --> Q((Q)); Q --> R((R)); R --> S((S)); S --> T((T)); T --> U((U)); U --> V((V)); V --> W((W)); W --> X((X)); X --> Y((Y)); Y --> Z((Z)); Z --> AA((A)); AA --> AB((B)); AB --> AC((C)); AC --> AD((D)); AD --> AE((E)); AE --> AF((F)); AF --> AG((G)); AG --> AH((H)); AH --> AI((I)); AI --> AJ((J)); AJ --> AK((K)); AK --> AL((L)); AL --> AM((M)); AM --> AN((N)); AN --> AO((O)); AO --> AP((P)); AP --> AQ((Q)); AQ --> AR((R)); AR --> AS((S)); AS --> AT((T)); AT --> AU((U)); AU --> AV((V)); AV --> AW((W)); AW --> AX((X)); AX --> AY((Y)); AY --> AZ((Z)); AZ --> BA((A)); BA --> BB((B)); BB --> BC((C)); BC --> BD((D)); BD --> BE((E)); BE --> BF((F)); BF --> BG((G)); BG --> BH((H)); BH --> BI((I)); BI --> BJ((J)); BJ --> BK((K)); BK --> BL((L)); BL --> BM((M)); BM --> BN((N)); BN --> BO((O)); BO --> BP((P)); BP --> BQ((Q)); BQ --> BR((R)); BR --> BS((S)); BS --> BT((T)); BT --> BU((U)); BU --> BV((V)); BV --> BW((W)); BW --> BX((X)); BX --> BY((Y)); BY --> BZ((Z)); BZ --> CA((A)); CA --> CB((B)); CB --> CC((C)); CC --> CD((D)); CD --> CE((E)); CE --> CF((F)); CF --> CG((G)); CG --> CH((H)); CH --> CI((I)); CI --> CJ((J)); CJ --> CK((K)); CK --> CL((L)); CL --> CM((M)); CM --> CN((N)); CN --> CO((O)); CO --> CP((P)); CP --> CQ((Q)); CQ --> CR((R)); CR --> CS((S)); CS --> CT((T)); CT --> CU((U)); CU --> CV((V)); CV --> CW((W)); CW --> CX((X)); CX --> CY((Y)); CY --> CZ((Z)); CZ --> DA((A)); DA --> DB((B)); DB --> DC((C)); DC --> DD((D)); DD --> DE((E)); DE --> DF((F)); DF --> DG((G)); DG --> DH((H)); DH --> DI((I)); DI --> DJ((J)); DJ --> DK((K)); DK --> DL((L)); DL --> DM((M)); DM --> DN((N)); DN --> DO((O)); DO --> DP((P)); DP --> DQ((Q)); DQ --> DR((R)); DR --> DS((S)); DS --> DT((T)); DT --> DU((U)); DU --> DV((V)); DV --> DW((W)); DW --> DX((X)); DX --> DY((Y)); DY --> DZ((Z)); DZ --> EA((A)); EA --> EB((B)); EB --> EC((C)); EC --> ED((D)); ED --> EE((E)); EE --> EF((F)); EF --> EG((G)); EG --> EH((H)); EH --> EI((I)); EI --> EJ((J)); EJ --> EK((K)); EK --> EL((L)); EL --> EM((M)); EM --> EN((N)); EN --> EO((O)); EO --> EP((P)); EP --> EQ((Q)); EQ --> ER((R)); ER --> ES((S)); ES --> ET((T)); ET --> EU((U)); EU --> EV((V)); EV --> EW((W)); EW --> EX((X)); EX --> EY((Y)); EY --> EZ((Z)); EZ --> FA((A)); FA --> FB((B)); FB --> FC((C)); FC --> FD((D)); FD --> FE((E)); FE --> FF((F)); FF --> FG((G)); FG --> FH((H)); FH --> FI((I)); FI --> FJ((J)); FJ --> FK((K)); FK --> FL((L)); FL --> FM((M)); FM --> FN((N)); FN --> FO((O)); FO --> FP((P)); FP --> FQ((Q)); FQ --> FR((R)); FR --> FS((S)); FS --> FT((T)); FT --> FU((U)); FU --> FV((V)); FV --> FW((W)); FW --> FX((X)); FX --> FY((Y)); FY --> FZ((Z)); FZ --> GA((A)); GA --> GB((B)); GB --> GC((C)); GC --> GD((D)); GD --> GE((E)); GE --> GF((F)); GF --> GG((G)); GG --> GH((H)); GH --> GI((I)); GI --> GJ((J)); GJ --> GK((K)); GK --> GL((L)); GL --> GM((M)); GM --> GN((N)); GN --> GO((O)); GO --> GP((P)); GP --> GQ((Q)); GQ --> GR((R)); GR --> GS((S)); GS --> GT((T)); GT --> GU((U)); GU --> GV((V)); GV --> GW((W)); GW --> GX((X)); GX --> GY((Y)); GY --> GZ((Z)); GZ --> HA((A)); HA --> HB((B)); HB --> HC((C)); HC --> HD((D)); HD --> HE((E)); HE --> HF((F)); HF --> HG((G)); HG --> HH((H)); HH --> HI((I)); HI --> HJ((J)); HJ --> HK((K)); HK --> HL((L)); HL --> HM((M)); HM --> HN((N)); HN --> HO((O)); HO --> HP((P)); HP --> HQ((Q)); HQ --> HR((R)); HR --> HS((S)); HS --> HT((T)); HT --> HU((U)); HU --> HV((V)); HV --> HW((W)); HW --> HX((X)); HX --> HY((Y)); HY --> HZ((Z)); HZ --> IA((A)); IA --> IB((B)); IB --> IC((C)); IC --> ID((D)); ID --> IE((E)); IE --> IF((F)); IF --> IG((G)); IG --> IH((H)); IH --> II((I)); II --> IJ((J)); IJ --> IK((K)); IK --> IL((L)); IL --> IM((M)); IM --> IN((N)); IN --> IO((O)); IO --> IP((P)); IP --> IQ((Q)); IQ --> IR((R)); IR --> IS((S)); IS --> IT((T)); IT --> IU((U)); IU --> IV((V)); IV --> IW((W)); IW --> IX((X)); IX --> IY((Y)); IY --> IZ((Z)); IZ --> JA((A)); JA --> JB((B)); JB --> JC((C)); JC --> JD((D)); JD --> JE((E)); JE --> JF((F)); JF --> JG((G)); JG --> JH((H)); JH --> JI((I)); JI --> JJ((J)); JJ --> JK((K)); JK --> JL((L)); JL --> JM((M)); JM --> JN((N)); JN --> JO((O)); JO --> JP((P)); JP --> JQ((Q)); JQ --> JR((R)); JR --> JS((S)); JS --> JT((T)); JT --> JU((U)); JU --> JV((V)); JV --> JW((W)); JW --> JX((X)); JX --> JY((Y)); JY --> JZ((Z)); JZ --> KA((A)); KA --> KB((B)); KB --> KC((C)); KC --> KD((D)); KD --> KE((E)); KE --> KF((F)); KF --> KG((G)); KG --> KH((H)); KH --> KI((I)); KI --> KJ((J)); KJ --> KK((K)); KK --> KL((L)); KL --> KM((M)); KM --> KN((N)); KN --> KO((O)); KO --> KP((P)); KP --> KQ((Q)); KQ --> KR((R)); KR --> KS((S)); KS --> KT((T)); KT --> KU((U)); KU --> KV((V)); KV --> KW((W)); KW --> KX((X)); KX --> KY((Y)); KY --> KZ((Z)); KZ --> LA((A)); LA --> LB((B)); LB --> LC((C)); LC --> LD((D)); LD --> LE((E)); LE --> LF((F)); LF --> LG((G)); LG --> LH((H)); LH --> LI((I)); LI --> LJ((J)); LJ --> LK((K)); LK --> LL((L)); LL --> LM((M)); LM --> LN((N)); LN --> LO((O)); LO --> LP((P)); LP --> LQ((Q)); LQ --> LR((R)); LR --> LS((S)); LS --> LT((T)); LT --> LU((U)); LU --> LV((V)); LV --> LW((W)); LW --> LX((X)); LX --> LY((Y)); LY --> LZ((Z)); LZ --> MA((A)); MA --> MB((B)); MB --> MC((C)); MC --> MD((D)); MD --> ME((E)); ME --> MF((F)); MF --> MG((G)); MG --> MH((H)); MH --> MI((I)); MI --> MJ((J)); MJ --> MK((K)); MK --> ML((L)); ML --> MM((M)); MM --> MN((N)); MN --> MO((O)); MO --> MP((P)); MP --> MQ((Q)); MQ --> MR((R)); MR --> MS((S)); MS --> MT((T)); MT --> MU((U)); MU --> MV((V)); MV --> MW((W)); MW --> MX((X)); MX --> MY((Y)); MY --> MZ((Z)); MZ --> NA((A)); NA --> NB((B)); NB --> NC((C)); NC --> ND((D)); ND --> NE((E)); NE --> NF((F)); NF --> NG((G)); NG --> NH((H)); NH --> NI((I)); NI --> NJ((J)); NJ --> NK((K)); NK --> NL((L)); NL --> NM((M)); NM --> NO((O)); NO --> NP((P)); NP --> NQ((Q)); NQ --> NR((R)); NR --> NS((S)); NS --> NT((T)); NT --> NU((U)); NU --> NV((V)); NV --> NW((W)); NW --> NX((X)); NX --> NY((Y)); NY --> NZ((Z)); NZ --> OA((A)); OA --> OB((B)); OB --> OC((C)); OC --> OD((D)); OD --> OE((E)); OE --> OF((F)); OF --> OG((G)); OG --> OH((H)); OH --> OI((I)); OI --> OJ((J)); OJ --> OK((K)); OK --> OL((L)); OL --> OM((M)); OM --> ON((N)); ON --> OO((O)); OO --> OP((P)); OP --> OQ((Q)); OQ --> OR((R)); OR --> OS((S)); OS --> OT((T)); OT --&gt
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65 Answering questions on a passage of text

5.5 Nhìn tâm applich và đọc: từ lớp đọc cho chữ câu hỏi ban ngye đươc.

What time does the music start?
At 6 o'clock.

When does the music last every day?

What date does the festival begin?

FESTIVAL

THE TANGS - PALERMO FITZ

MUSIC BEGINS IN THE STREETS OF...
MUSIC BEGINS IN THE STREETS OF...
MUSIC BEGINS IN THE STREETS OF...

MUSIC BEGINS IN THE STREETS OF...	MUSIC BEGINS IN THE STREETS OF...
MUSIC BEGINS IN THE STREETS OF...	MUSIC BEGINS IN THE STREETS OF...

66 Responding out loud to audio

5430 MARK THE SILENT LETTERS AND SAY THE SENTENCES OUT LOUD

1 You never listen to me!

2 I doubt we will ever see them again.

3 To be honest, the plumbing here is unusual.

67 Pronunciation and intonation exercises

94.7 UNDERLINE THE WORDS YOU NEED TO STRESS AND SAY EACH SENTENCE OUT LOUD

1 The minister challenged the policy content first time on the issue.

[Don't just say 'policy issue']

2 What do you think of the new statistics in this report?

[I know what you're like. I think.]

3 These carbon emissions are extremely harmful to the environment.

[I know you think they are.]

68 Emphasizing the correct word

Many of the exercises in *English for Everyone* include a writing element. Your students will sometimes have to form sentences using correct grammar or relevant vocabulary. They will sometimes have to respond to questions about a text or piece of audio with a full sentence.

Other exercises can be adapted to include a writing element. You can ask your students to write true or false sentences about themselves using the target grammar, to write a summary based on the listening or reading activities, or to write a presentation based on the topic of the lesson. Other ideas for writing activities include the following:

- Ask your students to fill in an application form, questionnaire, or complete a quiz. You can find examples of these in magazines or online.
- Use examples of charts, graphs, and other information from newspapers or magazines. Your students can write a report using the information.
- Your students can write their own emails replying to the emails in reading comprehension exercises.
- Encourage your students to keep a blog in English. This can be an ongoing activity during the course, and they can print out and share extracts with their classmates.

English for Everyone is a comprehensive language course that is suitable for students of all levels who want to learn English. Its engaging, easy-to-follow style of presentation makes it ideal for both classroom teaching and homework tasks.

The four graded levels in the general English course are suitable for students at beginner, intermediate, and advanced level. Each level consists of a course book and an accompanying practice book.

The *English for Everyone* course is aligned to the CEFR, the international standard for language learning. The table below compares the CEFR levels with the exam scores for the most popular international exams.

10

English for Everyone Business English

English for Everyone Business English is aimed at students who want to develop their English skills for use in business and at work. It focuses primarily on the language and vocabulary most relevant to business. There are two graded levels, each consisting of a course book and an accompanying practice book.

LEVEL 1



Level 1 is suitable for students who know the basics of English, but want to develop language skills that can be used in various workplace scenarios.

LEVEL 2



Level 2 is suitable for learners who have a solid foundation in English, but want to expand their grammar and fluency for use in a business environment.

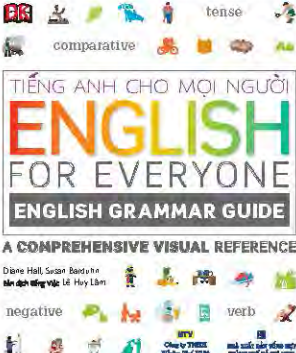
Language levels

The course is divided into two levels, which are broadly aligned to the CEFR. The table below compares the levels of the two books with the approximate equivalent exam scores.

	LEVEL 1	LEVEL 2
CEFR	A2-lower B1	B1-lower B2
IELTS	2.5-3.5	3.5-5.5
TOEIC	200-500	500-850
BEC	Preliminary	Vantage
LCCI	Level 1	Level 2
BULATS	0-39	40-59

English Grammar Guide

This comprehensive visual guide to English grammar contains clear, simple explanations and can be used by teachers as well as students of all levels.

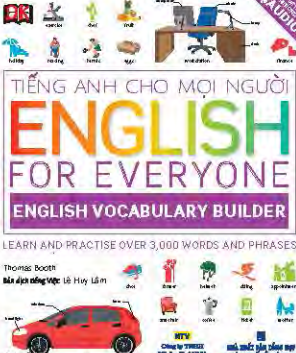


English Grammar Guide uses the same visual learning method as the other books in the *English for Everyone* series. It is suitable for all students, from beginner to advanced, and can be used as a practical reference book for teachers when preparing grammar lessons.

English Grammar Guide uses the same visual learning method as the other books in the *English for Everyone* series. It is suitable for all students, from beginner to advanced, and can be used as a practical reference book for teachers when preparing grammar lessons.

English Vocabulary Builder

More than 3,000 of the most useful English words and phrases are presented in this beautifully illustrated reference book, which is suitable for students of all levels.



English Vocabulary Builder is both an illustrated vocabulary reference and a practical workbook. Audio recordings for each word or phrase are available online, and all the vocabulary is thoroughly tested in the practice exercises.

English Vocabulary Builder is both an illustrated vocabulary reference and a practical workbook. Audio recordings for each word or phrase are available online, and all the vocabulary is thoroughly tested in the practice exercises.

How the course books work

Each *English for Everyone* course book covers all the core skills: grammar, vocabulary, pronunciation, listening, speaking, reading, and writing. It teaches these skills as visually as possible, using images and graphics to help your students understand and remember what they have learned.

Structure of the units

Each unit opens with teaching modules that are followed by exercises in which your students can practise their new skills.

Grammar teaching module New grammar is clearly presented at the start of most units.

Audio support Most modules have supporting audio recordings to help students improve their speaking and listening skills.

Unit number The book is divided into units. The unit number helps students keep track of their progress.

Practice modules New language is thoroughly tested in each practice module.

Exercises Modules with white backgrounds contain exercises that help your students practise their new skills to reinforce learning.

Grammar teaching modules

New language is presented in easy-to-understand stages, starting with a simple explanation, followed by further examples and a breakdown of how the structure is formed.

Sample sentence New language is introduced in context, with coloured highlights to help students identify new constructions.

Further examples New grammar is presented in different contexts to help students see how English is used in real life.

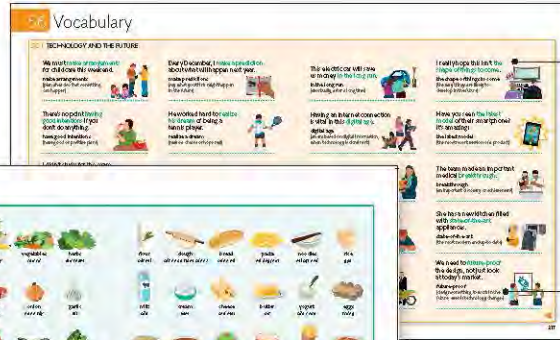
Visuals Pictures and infographics will help you to explain even the most complicated grammar to your students.

Formation guides Visual guides show your students how to form even complex sentences.

Vocabulary teaching modules

The *English for Everyone* course books regularly include vocabulary modules that list the most useful English words and phrases. At higher levels, students are presented with the idiomatic expressions they might encounter when dealing with native speakers.

Illustrations Crystal-clear illustrations help your students to remember new vocabulary.



Sample sentences Idiomatic expressions are presented in a sentence to help your students understand them.

Definitions A simple explanation helps students to understand higher-level expressions.

Dotted lines Students can write a translation in their own language below each illustration.



Audio symbol All the vocabulary on these pages is available as audio recordings.

Practice exercises

The teaching modules are followed by carefully graded exercises that will help your students to fix new language in their memory. Each exercise is introduced with a symbol to help you and your students identify which skill is being practised.



Grammar Your students have to apply new language rules in different contexts.



Reading Your students are presented with target language in real-life English contexts.



Listening Your students are tested on their understanding of spoken English.



Vocabulary Your students have the chance to practise key vocabulary.



Speaking Your students compare their spoken English to model audio recordings.

Grammar icon This symbol indicates that students are being tested on a grammar point.

37.3 Hoàn thành các câu sau bằng cách dùng cấu trúc **going to** và động từ trong ngoặc.

Kim doesn't study very hard. She is going to fail (fail) her exams.

1 Watch out! You step into (step into) that puddle.

2 The dog not eat (eat) its food. I think it's sick.

3 Oh no! She fall off (fall off) the ladder.

4 John is terrible at golf! He not win (win) the tournament.

5 It's very windy! His umbrella blow away (blow away).

6 You're carrying too much. You drop (drop) everything.

Sample answer The first question of each exercise is answered to make the task easier for students to understand.

Write-on lines Most exercises include spaces where students can write their answers.

Illustrations Visual cues help students understand the exercises.

Audio symbol Students can listen to the answers after completing the exercise.

The *English for Everyone* course includes almost 40-hours of supporting audio materials featuring native UK- and US-English speakers. You can register at www.dkefe.com to access the audio for free.



FREE AUDIO
website and app
www.dkefe.com



This symbol denotes a listening comprehension exercise. Students should listen to an audio track and answer questions on it.



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 featured vocabulary spreads and teaching boxes
- Recordings of correct or model answers to the majority of the exercises, including all the speaking exercises



Online audio
Students click on a separate box to hear each question in the listening exercise.



Vocabulary
Students can hear each item of vocabulary read by a native English speaker.

The *Teacher's Guide* includes the audio transcripts for the whole *English for Everyone* series (see pp 70–128). Your students can use them to familiarize themselves with new vocabulary and target grammar. Teachers can adapt them for use in activities in the classroom.

Levels

The transcripts follow the same order as the course books and practice books in the *English for Everyone* series.

Units

The transcripts are organized according to the unit in which they appear.



Transcripts of listening exercises

English for Everyone features almost 40 hours of high-quality supporting audio from native English speakers. The audio includes sample sentences, words, and phrases from teaching modules, correct answers for most of

[illegible]

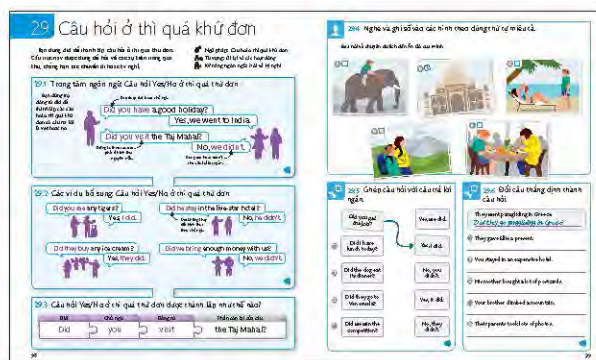
How the practice books work

The *English for Everyone* practice books are packed with exercises designed to reinforce the lessons you have taught from the course books. The exercises can be used as homework tasks throughout the course, or in the classroom when revising language points you have already taught.

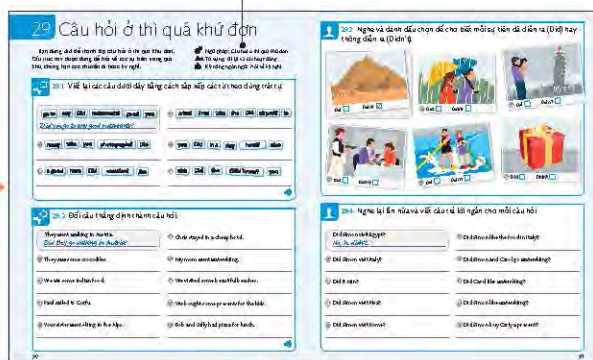
How the practice books complement the course books

Each unit in a practice book corresponds to the equivalent unit in the course book, reinforcing the same language points, vocabulary, and skills.

Each practice book unit uses the same colour scheme as the corresponding course book unit.



COURSE BOOK



PRACTICE BOOK

Structure of the units

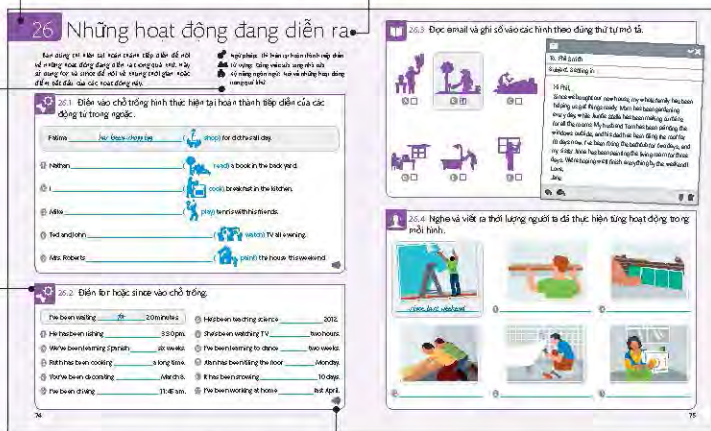
Each practice book unit is structured so that the exercises follow a similar order to those in the corresponding course book unit.

Practice points
Every unit begins with a summary of the key practice points.

Modules The units are broken down into modules, which students should do in order.

Unit number The book is divided into units. The unit number helps students keep track of their progress.

Heading Each unit deals with the same topic as the course book.



Audio The answers to the exercise are available as audio tracks, so that your students can check their answers.

Practice vocabulary exercises

The *English for Everyone* practice books test and reinforce at regular intervals all the vocabulary your class has studied in the course books. The exercises can be used in the classroom or at home, where your students can check their answers using the supporting audio available on the website and app.

Illustrations The same visual cues are used in the practice books as in the course books.

Word panel Your students have to choose the correct word for each picture from the word panel.



Definitions Higher-level students have to match phrases and definitions.

Phrases in word panel Your students should write the correct phrase under its definition.

Practice exercises

The exercises in the practice books correspond closely to those in the course books and further reinforce the grammar, skills, and vocabulary that you have been teaching. Each exercise uses the same symbol as in the course books to indicate the skill that is being practised.



Grammar
Your students have to apply new language rules in different contexts.



Reading
Your students are presented with target language in real-life English contexts.



Listening
Your students are tested on their understanding of spoken English.



Vocabulary
Your students have the chance to practise key vocabulary.



Speaking
Your students compare their spoken English to model audio recordings.

Grammar icon This symbol indicates that students are being tested on a grammar point.

Write-on lines Most exercises include spaces where students can write their answers.

46.2 Viết lại các câu dưới đây bằng cách sắp xếp các từ theo đúng trật tự.

quite soccer. good at is playing Tim

Tim is quite good at playing soccer.

1 isn't at very art and design. good Arnold

2 is English. speaking really cousin good at My

3 is at climbing Jean quite mountains. good

Sample answer The first question of each exercise is answered to make the task easier for students to understand.

Audio symbol Students can listen to the answers after completing the exercise.