

LEARNING OBJECTIVES

Top Notch Fundamentals is designed for true beginning students or for students needing the support of a very low-level beginning course. No prior knowledge of English is assumed or necessary.

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 1 Names and Occupations PAGE 4	<ul style="list-style-type: none"> Tell a classmate your occupation Identify your classmates Spell names 	<ul style="list-style-type: none"> Occupations The alphabet <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More occupations 	<ul style="list-style-type: none"> Verb <u>be</u>: <ul style="list-style-type: none"> Singular and plural statements, contractions <u>Yes / no</u> questions and short answers Common errors Subject pronouns Articles <u>a / an</u> Nouns: <ul style="list-style-type: none"> Singular and plural / Common and proper <p>GRAMMAR BOOSTER Extra practice</p>
UNIT 2 About People PAGE 12	<ul style="list-style-type: none"> Introduce people Tell someone your first and last name Get someone's contact information 	<ul style="list-style-type: none"> Relationships (non-family) Titles First and last names Numbers 0–20 <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More relationships / More titles 	<ul style="list-style-type: none"> Possessive nouns and adjectives <u>Be from</u> / Questions with <u>Where</u>, common errors Verb <u>be</u>: information questions with <u>What</u> <p>GRAMMAR BOOSTER Extra practice</p>
UNIT 3 Places and How to Get There PAGE 20	<ul style="list-style-type: none"> Talk about locations Discuss how to get places Discuss transportation 	<ul style="list-style-type: none"> Places in the neighborhood Locations Ways to get places Means of transportation Destinations <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More places 	<ul style="list-style-type: none"> Verb <u>be</u>: questions with <u>Where</u> Subject pronoun <u>it</u> The imperative <u>By</u> to express means of transportation <p>GRAMMAR BOOSTER Extra practice</p>
UNIT 4 Family PAGE 28	<ul style="list-style-type: none"> Identify people in your family Describe your relatives Talk about your family 	<ul style="list-style-type: none"> Family relationships Adjectives to describe people Numbers 21–101 <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More adjectives 	<ul style="list-style-type: none"> Verb <u>be</u>: <ul style="list-style-type: none"> Questions with <u>Who</u> and common errors With adjectives Questions with <u>How old</u> Adverbs <u>very</u> and <u>so</u> Verb <u>have / has</u>: affirmative statements
UNIT 5 Events and Times PAGE 36	<ul style="list-style-type: none"> Confirm that you're on time Talk about the time of an event Ask about birthdays 	<ul style="list-style-type: none"> What time is it? <u>Early, on time, late</u> Events Days of the week Ordinal numbers Months of the year <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More events 	<ul style="list-style-type: none"> Verb <u>be</u>: questions about time Prepositions <u>in, on, and at</u> for dates and times Contractions and common errors <p>GRAMMAR BOOSTER Extra practice</p>
UNIT 6 Clothes PAGE 44	<ul style="list-style-type: none"> Give and accept a compliment Ask for colors and sizes Describe clothes 	<ul style="list-style-type: none"> Clothes Colors and sizes Opposite adjectives to describe clothes <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More clothes 	<ul style="list-style-type: none"> Demonstratives <u>this, that, these, those</u> The simple present tense: <u>like, want, need, and have</u>: <ul style="list-style-type: none"> Affirmative and negative statements Questions and short answers Spelling rules and contractions Adjective placement and common errors <u>One and ones</u> <p>GRAMMAR BOOSTER Extra practice</p>
UNIT 7 Activities PAGE 52 Units 1–7 Review PAGE 60	<ul style="list-style-type: none"> Talk about morning and evening activities Describe what you do in your free time Discuss household chores 	<ul style="list-style-type: none"> Daily activities at home Leisure activities Household chores <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More household chores 	<ul style="list-style-type: none"> The simple present tense: <ul style="list-style-type: none"> Third-person singular spelling rules Questions with <u>When</u> and <u>What time</u> Questions with <u>How often</u>, time expressions Questions with <u>Who</u> as subject, common errors Frequency adverbs and time expressions: <ul style="list-style-type: none"> Usage, placement, and common errors <p>GRAMMAR BOOSTER Extra practice</p>

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING / WRITING
<ul style="list-style-type: none"> Use And you? to show interest in another person Use Excuse me to initiate a conversation Use Excuse me? to indicate you haven't heard or didn't understand Use Thanks! to acknowledge someone's complying with a request 	<p>Listening Tasks</p> <ul style="list-style-type: none"> Circle the letter you hear Identify correct spelling of names Write the name you hear spelled Identify the correct occupation Write the missing information: names and occupations <p>Pronunciation</p> <ul style="list-style-type: none"> Syllables 	<p>Reading Text</p> <ul style="list-style-type: none"> Simple forms and business cards <p>Writing Task</p> <ul style="list-style-type: none"> Write affirmative and negative statements about people in a picture <p>WRITING BOOSTER Guided writing practice</p>
<ul style="list-style-type: none"> Identify someone's relationship to you when making an introduction Use too to reciprocate a greeting Begin a question with And to indicate you want additional information Repeat part of a question to clarify Repeat information to confirm 	<p>Listening Tasks</p> <ul style="list-style-type: none"> Complete statements about relationships Circle the correct information Fill in names, phone numbers, and e-mail addresses you hear <p>Pronunciation</p> <ul style="list-style-type: none"> Stress in two-word pairs 	<p>Reading Text</p> <ul style="list-style-type: none"> Short descriptions of famous people, their occupations, and countries of origin <p>Writing Task</p> <ul style="list-style-type: none"> Write sentences about your relationships <p>WRITING BOOSTER Guided writing practice</p>
<ul style="list-style-type: none"> Use You're welcome to formally acknowledge thanks Use OK to acknowledge advice Use What about you? to show interest in another person 	<p>Listening Tasks</p> <ul style="list-style-type: none"> Write the places you hear Write the directions you hear, using affirmative and negative imperatives Circle the means of transportation Write by phrases, check destinations you hear <p>Pronunciation</p> <ul style="list-style-type: none"> Falling intonation for questions with Where 	<p>Reading Texts</p> <ul style="list-style-type: none"> Simple maps and diagrams Introductions of people, their relationships and occupations, where they live, and how they get to work <p>Writing Task</p> <ul style="list-style-type: none"> Write questions and answers about the places in a complex picture <p>WRITING BOOSTER Guided writing practice</p>
<ul style="list-style-type: none"> Use And to shift the topic Use Tell me about to invite someone to talk about a topic Use Well, to indicate you are deciding how to begin a response Use And how about? to ask for more information Use Really? to show interest or mild surprise 	<p>Listening Tasks</p> <ul style="list-style-type: none"> Identify the picture of a relative being described Choose the adjective that describes the people mentioned in a conversation <p>Pronunciation</p> <ul style="list-style-type: none"> Number contrasts 	<p>Reading Texts</p> <ul style="list-style-type: none"> A family tree A magazine article about famous actors and their families <p>Writing Task</p> <ul style="list-style-type: none"> Write a description of the people in your family <p>WRITING BOOSTER Guided writing practice</p>
<ul style="list-style-type: none"> Use Uh-oh to indicate you may have made a mistake Use Look to focus someone's attention on something Use Great! to show enthusiasm for an idea Offer someone best wishes on his or her birthday Respond to a person's birthday wishes 	<p>Listening Tasks</p> <ul style="list-style-type: none"> Identify events and circle the correct times Write the events you hear in a date book Circle the dates you hear <p>Pronunciation</p> <ul style="list-style-type: none"> Sentence rhythm 	<p>Reading Texts</p> <ul style="list-style-type: none"> A world map with time zones Events posters Newspaper announcements A zodiac calendar <p>Writing Task</p> <ul style="list-style-type: none"> Write about events at your school or in your city <p>WRITING BOOSTER Guided writing practice</p>
<ul style="list-style-type: none"> Acknowledge a compliment with Thank you Apologize with I'm sorry when expressing disappointing information Use That's too bad to express disappointment Use What about you? to ask for someone's opinion Use Well to soften a strong opinion 	<p>Listening Tasks</p> <ul style="list-style-type: none"> Confirm details about clothes Determine colors of garments <p>Pronunciation</p> <ul style="list-style-type: none"> Plural nouns 	<p>Reading Texts</p> <ul style="list-style-type: none"> A sales flyer from a department store <p>Writing Task</p> <ul style="list-style-type: none"> Write sentences about the clothes you have, need, want, and like <p>WRITING BOOSTER Guided writing practice</p>
<ul style="list-style-type: none"> Say Me? to give yourself time to think of a personal response Use Well to introduce a lengthy response Use What about you? to ask for parallel information Use So to introduce a conversation topic Use How about you? to ask for parallel information Say Sure to indicate a willingness to answer Begin a response to an unexpected question with Oh 	<p>Listening Task</p> <ul style="list-style-type: none"> Match chores to the people who performed them <p>Pronunciation</p> <ul style="list-style-type: none"> Third-person singular verb endings 	<p>Reading Text</p> <ul style="list-style-type: none"> A review of housekeeping robots <p>Writing Task</p> <ul style="list-style-type: none"> Describe your typical week, using adverbs of frequency and time expressions <p>WRITING BOOSTER Guided writing practice</p>

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 8 Home and Neighborhood PAGE 64	<ul style="list-style-type: none"> Describe your neighborhood Ask about someone's home Talk about furniture and appliances 	<ul style="list-style-type: none"> Buildings Places in the neighborhood Rooms Furniture and appliances VOCABULARY BOOSTER <ul style="list-style-type: none"> More home and office vocabulary 	<ul style="list-style-type: none"> The simple present tense: <ul style="list-style-type: none"> Questions with <u>Where</u>, prepositions of place <u>There is</u> and <u>there are</u>: <ul style="list-style-type: none"> Statements and <u>yes / no</u> questions Contractions and common errors Questions with <u>How many</u> GRAMMAR BOOSTER Extra practice
UNIT 9 Activities and Plans PAGE 72	<ul style="list-style-type: none"> Describe today's weather Discuss plans Ask about people's activities 	<ul style="list-style-type: none"> Weather expressions Present and future time expressions VOCABULARY BOOSTER <ul style="list-style-type: none"> More weather vocabulary / seasons 	<ul style="list-style-type: none"> The present continuous: <ul style="list-style-type: none"> Statements: form and usage <u>Yes / no</u> questions Information questions For future plans The present participle: spelling rules GRAMMAR BOOSTER Extra practice
UNIT 10 Food PAGE 80	<ul style="list-style-type: none"> Discuss ingredients for a recipe Offer and ask for foods Invite someone to join you at the table 	<ul style="list-style-type: none"> Foods and drinks Places to keep food in a kitchen Containers and quantities Cooking verbs VOCABULARY BOOSTER <ul style="list-style-type: none"> More vegetables and fruits 	<ul style="list-style-type: none"> <u>How much / Are there any</u> Count nouns and non-count nouns <u>How much / Is there any</u> GRAMMAR BOOSTER Extra practice
UNIT 11 Past Events PAGE 88	<ul style="list-style-type: none"> Tell someone about an event Describe your past activities Talk about your weekend 	<ul style="list-style-type: none"> Past-time expressions Outdoor activities VOCABULARY BOOSTER <ul style="list-style-type: none"> More outdoor activities 	<ul style="list-style-type: none"> The past tense of <u>be</u>; <u>There was / there were</u>: <ul style="list-style-type: none"> Statements, questions, and contractions The simple past tense <ul style="list-style-type: none"> Regular verbs, irregular verbs Statements, questions, and short answers GRAMMAR BOOSTER Extra practice
UNIT 12 Appearance and Health PAGE 96	<ul style="list-style-type: none"> Describe appearance Show concern about an injury Suggest a remedy 	<ul style="list-style-type: none"> Adjectives to describe hair The face Parts of the body Accidents and injuries Ailments, remedies VOCABULARY BOOSTER <ul style="list-style-type: none"> More parts of the body 	<ul style="list-style-type: none"> Describing people with <u>be</u> and <u>have</u> <u>Should</u> + base form for suggestions GRAMMAR BOOSTER Extra practice
UNIT 13 Abilities and Requests PAGE 104	<ul style="list-style-type: none"> Discuss your abilities Politely decline an invitation Ask for and agree to do a favor 	<ul style="list-style-type: none"> Abilities Adverbs <u>well</u> and <u>badly</u> Reasons for not doing something Favors VOCABULARY BOOSTER <ul style="list-style-type: none"> More musical instruments 	<ul style="list-style-type: none"> <u>Can</u> and <u>can't</u> for ability <u>Too</u> + adjective, common errors Polite requests with <u>Could you</u> + base form GRAMMAR BOOSTER Extra practice
UNIT 14 Life Events and Plans PAGE 112 Units 8–14 Review PAGE 120	<ul style="list-style-type: none"> Get to know someone's life story Discuss plans Share your dreams for the future 	<ul style="list-style-type: none"> Some life events Academic subjects More leisure activities Some dreams for the future VOCABULARY BOOSTER <ul style="list-style-type: none"> More academic subjects More leisure activities 	<ul style="list-style-type: none"> <u>Be going to</u> + base form GRAMMAR BOOSTER Extra practice

CONVERSATION STRATEGIES

LISTENING / PRONUNCIATION

READING / WRITING

- Begin a question with And to indicate you want additional information
- Use Really? to introduce contradictory information
- Use Well to indicate you are deciding how to begin a response
- Respond positively to a description with Sounds nice!
- Use Actually to introduce an opinion that might surprise
- Say I don't know. I'm not sure to avoid making a direct negative statement

- Listening Tasks**
- Determine the best house or apartment for clients of a real estate company
 - Complete statements about locations of furniture and appliances
- Pronunciation**
- Linking sounds

- Reading Texts**
- House and apartment rental listings
 - Descriptions of people and their homes
- Writing Task**
- Compare and contrast your home with other homes
- WRITING BOOSTER** Guided writing practice

- Use Hi and Hey to greet people informally
- Say No kidding! to show surprise
- Use So to introduce a conversation topic
- Answer the phone with Hello?
- Identify yourself with This is on the phone
- Use Well, actually to begin an excuse
- Say Oh, I'm sorry after interrupting
- Say Talk to you later to indicate the end of a phone conversation

- Listening Tasks**
- Determine weather and temperatures in cities in a weather report
 - Complete statements about people's activities, using the present continuous
- Pronunciation**
- Rising and falling intonation of yes / no and information questions

- Reading Texts**
- A daily planner
 - The weather forecast for four cities
- Writing Task**
- Write about plans for the week, using the present continuous
- WRITING BOOSTER** Guided writing practice

- Say I'll check to indicate you'll get information for someone
- Decline an offer politely with No, thanks
- Use Please pass the to ask for something at the table
- Say Here you go as you offer something
- Say Nice to see you to greet someone you already know
- Use You too to repeat a greeting politely

- Listening Task**
- Identify the foods discussed in conversations
- Pronunciation**
- Vowel sounds: /i/, /ɪ/, /eɪ/, /ɛ/, /æ/

- Reading Texts**
- Recipe cards
 - A weekly schedule
- Writing Task**
- Write about what you eat in a typical day
- WRITING BOOSTER** Guided writing practice

- Ask Why? to ask for a clearer explanation
- Use What about? to ask for more information
- Use a double question to clarify
- Use just to minimize the importance of an action
- Say Let me think to gain time to answer
- Say Oh yeah to indicate you just remembered something

- Listening Tasks**
- Circle the year you hear
 - Infer the correct day or month
 - Choose activities mentioned in conversations
- Pronunciation**
- Simple past tense regular verb endings

- Reading Text**
- A blog in which people describe what they did the previous weekend
- Writing Task**
- Write about the activities of two people, based on a complex picture
 - Write about your weekend and what you did
- WRITING BOOSTER** Guided writing practice

- Use Oh to indicate you've understood
- Say No kidding to show surprise
- Say I'm sorry to hear that, Oh, no, and That's too bad to express sympathy
- Use Actually to introduce an opinion that might surprise
- Use What's wrong? to ask about an illness
- Use really to intensify advice with should
- Respond to good advice with Good idea
- Say I hope you feel better when someone feels sick

- Listening Tasks**
- Identify the people described in conversations
 - Complete statements about injuries
 - Identify the ailments and remedies suggested in conversations
- Pronunciation**
- More vowel sounds

- Reading Text**
- A magazine article about two celebrities
- Writing Task**
- Write a description of someone you know
- WRITING BOOSTER** Guided writing practice

- Use Actually to give information
- Use Really? to show surprise or interest
- Suggest a shared course of action with Let's
- Politely decline a suggestion with I'm really sorry but and a reason
- Accept a refusal with Maybe some other time
- Use Sure and No problem to agree to someone's request for a favor

- Listening Task**
- Complete requests for favors
- Pronunciation**
- Blending of sounds: Could you

- Reading Text**
- An article about infant-toddler development
- Writing Task**
- Describe things people can and can't do when they get old
- WRITING BOOSTER** Guided writing practice

- Use And you? to show interest in another person
- Use Not really to soften a negative response
- Ask What about you? to extend the conversation
- Use Well and Actually to explain or clarify

- Listening Tasks**
- Choose correct statements
 - Circle correct words or phrases
 - Complete statements about activities, using the present continuous
 - Infer people's wishes for the future
- Pronunciation**
- Diphthongs

- Reading Text**
- A short biography of Harry Houdini
- Writing Task**
- Write your own illustrated life story, including plans and dreams for the future
- WRITING BOOSTER** Guided writing practice