

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

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

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