

Time to Talk vocabulary builder



intermediate
blue

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Time to Talk

**vocabulary
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Table of Contents

Introduction		6
How to Use		7
Unit	Words to Learn	
1	argument, assertive, breakthrough, breathtaking, charge, demand, exact, experiment, familiar, inch, judge, lack, none, promotion, regard, shore, spray, trust, unless, vote	8
2	affect, application, average, behaviour, cheer, content, energetic, figure, formal, intelligent, lip, opportunity, sensation, slippery, spot, structure, valley, wage, weigh, worm	14
3	acid, army, broad, cabbage, chemical, container, destroy, efficient, emphasise, float, fume, global, luckily, nuclear, recycle, reduce, split, unite, warm, wrap	20
4	admire, ancient, announce, backpack, battle, bunch, cotton, defeat, definition, elderly, favour, flow, heading, lay, literature, organisation, stream, struggle, summary, worth	26
5	bandage, banking, district, elect, emotional, exhibition, materialistic, prevent, purchase, rainforest, relaxing, scream, sleepy, spam, spite, tunnel, unsure, upload, virus, webcam	32
6	athlete, attack, bookstore, crew, divide, earthquake, fiction, fuss, imaginary, knit, lonely, needle, poke, punch, rope, sigh, strike, survive, tornado, veterinarian	38
7	agent, alike, arrival, cancellation, current, departure, fairly, habitat, harbour, historical, leopard, listener, locate, operator, paradise, powder, senior, slope, storey, superb	44
8	apart, breeze, damp, duty, elbow, extreme, fax, freezing, funeral, hail, humid, insert, lighter, pour, prison, recommendation, seriously, sincere, solid, unfair	50
9	chew, command, distinguish, god, gum, joint, knob, latter, mass, native, pin, poverty, proof, remark, sensitive, sneeze, surface, tonne, victory, wound	56
10	carnival, celebration, committee, corn, elaborate, enormous, fabulous, filthy, heaven, justice, laughter, mainly, memorable, moreover, musician, nasty, noodle, participant, portable, procession	62

11	accuse, boast, bucket, civilise, creature, delight, fairy, frog, hood, hunt, load, loss, lover, minister, shoot, specific, standard, stock, upon, wolf	68
12	banker, dip, eager, fate, former, homeless, manufacture, melt, moral, nonsense, outline, paw, profit, reader, reporter, rub, seed, steel, tone, tool	74
13	basement, couch, deserve, detach, display, heating, loft, master, panel, security, shed, solar, spacious, storage, studio, sunlight, surely, talent, terrace, wary	80
14	acclaim, air conditioning, apology, baker, bark, bid, carve, defect, devil, echo, explanation, fake, glow, knowledge, leap, military, outrage, regular, slight, wing	86
15	advertise, agenda, approve, bubble, celebrity, chore, defy, endorse, erupt, frown, haul, last, lure, overwhelm, politics, profession, reliable, religion, user, value	92
16	alert, bully, buzz, central, crude, deter, dole, expire, fever, fulfil, intact, mishap, pastry, reform, representative, schedule, sibling, supervisor, thoughtless, underway	98
17	appropriate, bestseller, cart, device, dozen, gradual, learner, logical, move, physical, poem, prosper, punish, reckless, relate, sorrow, sympathy, troop, visual, workforce	104
18	forgettable, genius, harsh, idiom, immune, persuade, prey, recall, recollection, recruit, slip, sneak, sticky, string, stroll, tongue, trait, verify, whenever, wrist	110
19	championship, differently, drag, fraud, germ, heir, instinct, league, legitimate, murmur, mystery, newly, ponder, probability, reign, shabby, spin, timid, trophy, utterly	116
20	ballet, cultural, customary, designer, empire, frequency, generation, landscape, negotiate, nowhere, pace, pastime, peaceful, pile, readiness, sharp, speculate, surround, thrill, unfold	122
Index		128
Answer Key		131

Introduction

Introduction

Time to Talk Vocabulary Builder is a five-level, ten-book series designed to assist students in their English vocabulary studies as they progress from the foundational level through to the upper intermediate level. The words and activities featured in the series become progressively more challenging to meet the needs of students at different stages of their English language development.

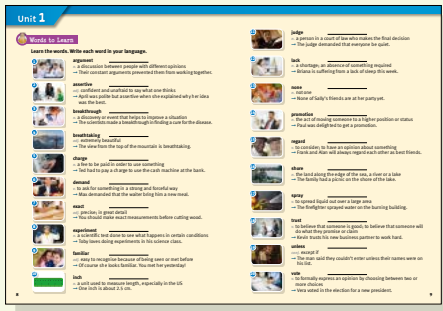
Vocabulary

The words featured in *Time to Talk Vocabulary Builder* are high-frequency words encountered in both spoken and written English. Students will find the words invaluable in their study of English. Twenty words are introduced in every unit. In one book, students will learn 400 new words. That is a total of 4,000 new words over the whole series. Each word is introduced with a definition and example sentence, allowing students to see words in context from the outset. Pictures accompanying the definitions provide clues to assist students in visualising the words and forming related associations—an important part of memory and recall.

Activities

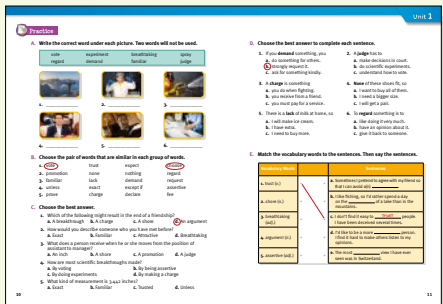
The activities in each unit provide students with extensive exposure to the target words of that unit. Activities are designed to give students the opportunity to think about the meaning and usage of the vocabulary, and the relationship between the target words and other words. Each unit features a short passage containing some of the target vocabulary in a new context, followed by comprehension questions. A review section provides an opportunity for students to test their understanding and recall of the words.

How to Use



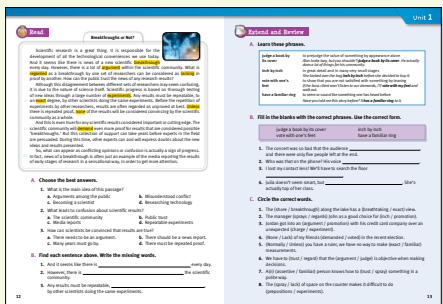
Words to Learn

- Students are encouraged to write each word in their native language, creating a personal dictionary for future reference. The students should study the pictures and see how they relate to the example sentences. Focusing on the images will enable students to create their own mental image for each word, which will assist with the retention of the word and its meaning.
- Students can make flashcards with the target word on one side and the definition and example sentence on the other. Alternatively, students can write the target words on one side and a translation of the word on the back.



Practice

- Students test their understanding and ability to use the new words through five practice activities. These activities test recognition of the words and their related images, usage of the words in context and understanding of the meaning of words.
- For additional practice, students can prepare their own example sentences for each word.



Read & Extend and Review

- The **Read** section contains some of the words in a passage. Students see the words in a new context and test their recall of the meanings. Reading comprehension questions allow students to think carefully about what they have read.
- The **Extend** activity in this section presents a selection of the target words in idiomatic expressions to show students new ways in which the vocabulary can be used.
- **Review** provides a global review of the contents of the unit. Students can work alone to test themselves, or work with a partner to make this into a more collaborative review activity.



Words to Learn

Learn the words. Write each word in your language.

1



argument _____

n. a discussion between people with different opinions

→ Their constant arguments prevented them from working together.

2



assertive _____

adj. confident and unafraid to say what one thinks

→ April was polite but assertive when she explained why her idea was the best.

3



breakthrough _____

n. a discovery or event that helps to improve a situation

→ The scientists made a breakthrough in finding a cure for the disease.

4



breathtaking _____

adj. extremely beautiful

→ The view from the top of the mountain is breathtaking.

5



charge _____

n. a fee to be paid in order to use something

→ Ted had to pay a charge to use the cash machine at the bank.

6



demand _____

v. to ask for something in a strong and forceful way

→ Max demanded that the waiter bring him a new meal.

7



exact _____

adj. precise; in great detail

→ You should make exact measurements before cutting wood.

8



experiment _____

n. a scientific test done to see what happens in certain conditions

→ Toby loves doing experiments in his science class.

9

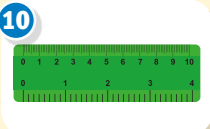


familiar _____

adj. easy to recognise because of being seen or met before

→ Of course she looks familiar. You met her yesterday!

10



inch _____

n. a unit used to measure length, especially in the US

→ One inch is about 2.5 cm.



11 judge

n. a person in a court of law who makes the final decision
→ The judge demanded that everyone be quiet.



12 lack

n. a shortage; an absence of something required
→ Briana is suffering from a lack of sleep this week.



13 none

n. not one
→ None of Sally's friends are at her party yet.



14 promotion

n. the act of moving someone to a higher position or status
→ Paul was delighted to get a promotion.



15 regard

v. to consider; to have an opinion about something
→ Frank and Alan will always regard each other as best friends.



16 shore

n. the land along the edge of the sea, a river or a lake
→ The family had a picnic on the shore of the lake.



17 spray

v. to spread liquid out over a large area
→ The firefighter sprayed water on the burning building.



18 trust

v. to believe that someone is good; to believe that someone will do what they promise or claim
→ Kevin trusts his new business partner to work hard.



19 unless

conj. except if
→ The man said they couldn't enter unless their names were on his list.



20 vote

v. to formally express an opinion by choosing between two or more choices
→ Vera voted in the election for a new president.



Practice

A. Write the correct word under each picture. Two words will not be used.

vote
regard

experiment
demand

breathtaking
familiar

spray
judge



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B. Choose the pair of words that are similar in each group of words.

- | | | | |
|----------------|--------|-----------|---------------|
| 1. <u>vote</u> | trust | expect | <u>choose</u> |
| 2. promotion | none | nothing | regard |
| 3. familiar | lack | demand | request |
| 4. unless | exact | except if | assertive |
| 5. prove | charge | declare | fee |

C. Choose the best answer.

- Which of the following might result in the end of a friendship?
 a. A breakthrough b. A charge c. A shore d. An argument
- How would you describe someone who you have met before?
 a. Exact b. Familiar c. Attractive d. Breathtaking
- What does a person receive when he or she moves from the position of assistant to manager?
 a. An inch b. A shore c. A promotion d. A judge
- How are most scientific breakthroughs made?
 a. By voting b. By being assertive
 c. By doing experiments d. By making a charge
- What kind of measurement is 3.442 inches?
 a. Exact b. Familiar c. Trusted d. Unless

D. Choose the best answer to complete each sentence.

1. If you **demand** something, you
 - a. do something for others.
 - b. strongly request it.**
 - c. ask for something kindly.
2. A **judge** has to
 - a. make decisions in court.
 - b. do scientific experiments.
 - c. understand how to vote.
3. A **charge** is something
 - a. you do when fighting.
 - b. you receive from a friend.
 - c. you must pay for a service.
4. **None** of these shoes fit, so
 - a. I want to buy all of them.
 - b. I need a bigger size.
 - c. I will get a pair.
5. There is a **lack** of milk at home, so
 - a. I will make ice cream.
 - b. I have extra.
 - c. I need to buy more.
6. To **regard** something is to
 - a. like doing it very much.
 - b. have an opinion about it.
 - c. give it back to someone.

E. Match the vocabulary words to the sentences. Then say the sentences.

Vocabulary Words		Sentences
1. trust (v.)	•	a. Sometimes I pretend to agree with my friend so that I can avoid a(n) _____.
2. shore (n.)	•	b. I like fishing, so I'd rather spend a day on the _____ of a lake than in the mountains.
3. breathtaking (adj.)	•	c. I don't find it easy to trust people. I have been deceived several times.
4. argument (n.)	•	d. I'd like to be a more _____ person. I find it hard to make others listen to my opinions.
5. assertive (adj.)	•	e. The most _____ view I have ever seen was in Switzerland.



Read

Breakthroughs or Not?



Scientific research is a great thing. It is responsible for the development of all the technological conveniences we use today.

And it seems like there is news of a new scientific **breakthrough** every day. However, there is a lot of **argument** within the scientific community. What is **regarded** as a breakthrough by one set of researchers can be considered as **lacking** in proof by another. How can the public trust the news of any research results?

Although this disagreement between different sets of researchers may seem confusing, it is due to the nature of science itself. Scientific progress is based on thorough testing of new ideas through a large number of **experiments**. Any results must be repeatable, to an **exact** degree, by other scientists doing the same experiments. Before the repetition of experiments by other researchers, results are often regarded as unproved at best. **Unless** there is repeated proof, **none** of the results will be considered convincing by the scientific community as a whole.

And this is even truer for any scientific results considered important or cutting edge. The scientific community will **demand** even more proof for results that are considered possible 'breakthroughs.' But this collection of support can take years before experts in the field are persuaded. During this time, other experts can and will express doubts about the new ideas and results presented.

So, what can appear as conflicting opinions or confusion is actually a sign of progress. In fact, news of a breakthrough is often just an example of the media reporting the results of early stages of research in a sensational way, in order to get more attention.

A. Choose the best answers.

- What is the main idea of this passage?
 - Arguments among the public
 - Conflict in the scientific community
 - Becoming a scientist
 - Researching technology
- What leads to confusion about scientific results?
 - The scientific community
 - Public trust
 - Media reports
 - Repeatable experiments
- How can scientists be convinced that results are true?
 - There needs to be an argument.
 - There should be a news report.
 - Many years must go by.
 - There must be repeated proof.

B. Find each sentence above. Write the missing words.

- And it seems like there is _____ every day.
- However, there is _____ the scientific community.
- Any results must be repeatable, _____, by other scientists doing the same experiments.



Extend and Review

A. Learn these phrases.

judge a book by its cover	to prejudge the value of something by appearance alone <i>Alan looks lazy, but you shouldn't judge a book by its cover. He actually does a lot of things for his community.</i>
inch by inch	in great detail and in many very small stages <i>She looked over the bag inch by inch before she decided to buy it.</i>
vote with one's feet	to show that you are not satisfied with something by leaving <i>If the boss won't listen to our demands, I'll vote with my feet and walk out.</i>
have a familiar ring	to seem or sound like something one has heard before <i>Have you told me this story before? It has a familiar ring to it.</i>

B. Fill in the blanks with the correct phrases. Use the correct form.

judge a book by its cover
vote with one's feet

inch by inch
have a familiar ring

- The concert was so bad that the members of the audience _____, and there were only five people left at the end.
- Who was that on the phone? His voice _____ to it.
- I lost my contact lens! We'll have to search the floor _____.
- Julia doesn't seem smart, but _____. She's actually top of her class.

C. Circle the correct words.

- The (shore / breakthrough) along the lake has a (breathtaking / exact) view.
- The manager (sprays / regards) John as a good choice for (inch / promotion).
- Jordan got into an (argument / promotion) with his credit card company over an unexpected (charge / experiment).
- (None / Lack) of my friends (demanded / voted) in the recent election.
- (Normally / Unless) you have a ruler, we have no way to make (exact / familiar) measurements.
- We have to (trust / regard) that the (argument / judge) is objective when making decisions.
- A(n) (assertive / familiar) person knows how to (trust / demand) something in a polite way.
- The (spray / lack) of space on the counter makes it difficult to do (prepositions / experiments).