

# Time to Talk

# vocabulary builder



foundation  
green

Anne Taylor • Casey Malarcher

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# 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 each unit. Over the course of one book, students will encounter 400 words—or 4,000 over the course of 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 help students to visualise the words and form 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 contains a short dialogue 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



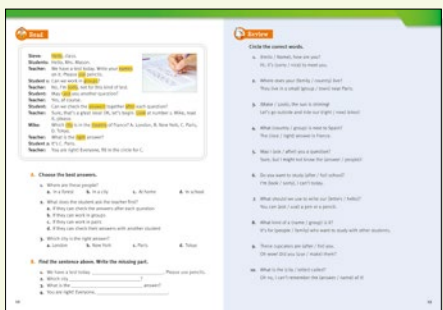
- Students are encouraged to write each word in their native language, creating a personal dictionary for future reference. They should study the pictures and see how they relate to the example sentences. Focusing on the images will enable students to create their own mental image for each word, which will assist with 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 six practice activities. These activities target recognition of the words and their related images, usage of the words in different contexts, and understanding of the meaning of the words.
- For additional practice, students can create their own example sentences for each word.

## Read and Review



- The **Read** section contains some of the words in a dialogue. Students see the words in a new context and test their recall of the meanings of the words. Reading comprehension questions are provided to reinforce the language.
- **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.

# Unit 1



## Words to Learn

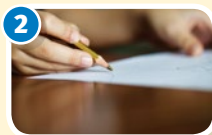
Learn the words. Write each word in your language.



**after** \_\_\_\_\_

*prep.* at a time following something or someone

→ The letter B comes after the letter A in the alphabet.



**answer** \_\_\_\_\_

*n.* something you say or write in response to a question

→ Please write your answers on the paper.



**ask** \_\_\_\_\_

*v.* to say or write a question to someone

→ The student asks the teacher a question.



**city** \_\_\_\_\_

*n.* a very large town

→ London is a city in England.



**country** \_\_\_\_\_

*n.* a nation; the land occupied by a nation

→ Australia is a big country.



**family** \_\_\_\_\_

*n.* a group of people who are related to each other

→ The family eats dinner together.



**for** \_\_\_\_\_

*prep.* used to show the person or thing that something is sent or given to

→ This present is for you.



**group** \_\_\_\_\_

*n.* a number of people or things that are together in the same place

→ The students work in a group.



**hello** \_\_\_\_\_

*n.* a word that is used when meeting or greeting someone

→ 'Hello, how are you today?'

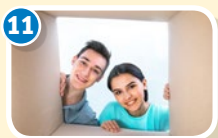


**home** \_\_\_\_\_

*n.* where you live

→ We like our home.





**look** \_\_\_\_\_

*v.* to turn the eyes so as to see

→ They look in the box.



**make** \_\_\_\_\_

*v.* to produce; to cause something to occur

→ She makes pretty things.



**name** \_\_\_\_\_

*n.* a word or words that a particular person, animal, place, or thing is known by

→ Her name is Amy.



**new** \_\_\_\_\_

*adj.* having only just been made, built, bought, etc.

→ These shoes are new.



**nice** \_\_\_\_\_

*adj.* pleasant; enjoyable; good

→ It is a nice day.



**people** \_\_\_\_\_

*n.* human beings; more than one person

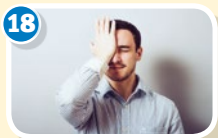
→ The people are all happy.



**right** \_\_\_\_\_

*adj.* correct

→ I know the right answers.



**sorry** \_\_\_\_\_

*adj.* feeling bad or sad about something

→ I am sorry I forgot your birthday!



**town** \_\_\_\_\_

*n.* a place larger than a village but smaller than a city

→ We live in a small town.



**use** \_\_\_\_\_

*v.* to do something with

→ She uses it to open cans.





## Practice

### A. Circle the correct word for each picture.



country / town



use / make



name / hello



sorry / family



after / for



right / city

### B. Match the opposite words.

- |          |   |              |
|----------|---|--------------|
| 1. new   | • | • a. before  |
| 2. nice  | • | • b. old     |
| 3. hello | • | • c. bad     |
| 4. right | • | • d. goodbye |
| 5. after | • | • e. wrong   |

### C. Complete each sentence with the correct word.

- You can \_\_\_\_\_ scissors to cut the paper.  
a. make                      b. know                      c. ask                      d. use
- '\_\_\_\_\_. Nice to meet you.'  
a. Hello                      b. Sorry                      c. Look                      d. Name
- What is the \_\_\_\_\_ to this question?  
a. country                      b. answer                      c. home                      d. city
- Our home is in a small \_\_\_\_\_.  
a. family                      b. town                      c. group                      d. people
- A family is a \_\_\_\_\_ of people.  
a. after                      b. new                      c. right                      d. group

**D. Write the correct letter for each part of the picture.****a.** a new shirt**b.** a nice dog**c.** two people**d.** in the city**e.** looks at him**E. Match the parts to make correct sentences.**

- |                          |           |  |
|--------------------------|-----------|--|
| 1. Jane asks the boy     | • ————— • | <b>a.</b> what his name is.            |
| 2. The group of students | •         | <b>b.</b> to a small town.             |
| 3. Many people live      | •         | <b>c.</b> says 'Hello' to the teacher. |
| 4. The family are moving | •         | <b>d.</b> the country of France.       |
| 5. Paris is a city in    | •         | <b>e.</b> in cities.                   |

**F. Read to make different sentences. Say your sentences.**

I The nice people You	live	in a big / small town. in a big / small city. in a big / small country.
She He The family	lives	



## Read

**Teacher:** Hello, class.

**Students:** Hello, Mrs Mason.

**Teacher:** We have a test today. Write your names on it. Please use pencils.

**Student 1:** May I ask a question?

**Teacher:** Yes, of course.

**Student 1:** Can we work in groups?

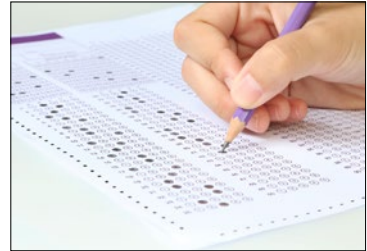
**Teacher:** No, I'm sorry, not for this kind of test. But we will check the answers together after each question. OK. Look at number 1. Mike, read it, please.

**Mike:** Which city is in the country of France? A. London, B. New York, C. Paris, D. Tokyo.

**Teacher:** What is the right answer?

**Student 2:** It's C. Paris.

**Teacher:** You are right! The answer is C.



### A. Choose the best answers.

1. Where are these people?  
a. In a forest      b. In a city      c. At home      d. In school
2. What does a student ask the teacher?  
a. If they can check the answers after each question  
b. If they can work in groups  
c. If they can work in pairs  
d. If they can check their answers with another student
3. Which city is the right answer?  
a. London      b. New York      c. Paris      d. Tokyo

### B. Find these sentences above. Write the missing words.

1. We have a test today. Write your \_\_\_\_\_ on it.
2. Please \_\_\_\_\_ pencils.
3. Which city is in the \_\_\_\_\_ of France?
4. What is the \_\_\_\_\_ answer?



## Review

### Circle the correct words.

1. (Hello / Name), how are you?  
Hi. It's (sorry / nice) to meet you.
2. Where does your (family / country) live?  
They live in a small (group / town) near Paris.
3. (Make / Look), the sun is shining!  
Let's go outside and ride our (right / new) bikes!
4. What (country / group) is next to Spain?  
The (nice / right) answer is France.
5. May I (ask / after) you a question?  
Sure, but I might not know the (answer / people)!
6. Do you want to study with me (after / new) school?  
I'm (look / sorry), I can't today.
7. Whose (hello / home) is that?  
I made it for my cat to (use / ask)!
8. What kind of (name / group) is it?  
It's for (people / family) who want to study with other students.
9. These cupcakes are (after / for) you.  
Thank you! Did you (use / make) them?
10. What is the (city / home) called?  
I can't remember its (answer / name).