

Time to Talk

vocabulary builder



upper intermediate
navy

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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

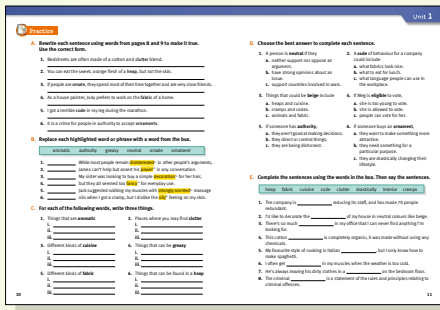
The activities in each unit provide students with extensive exposure to the target words of that unit. Activities are designed to give students the opportunity to think about the meaning and usage of the vocabulary, and the relationship between the target words and other words. Each unit features a short 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



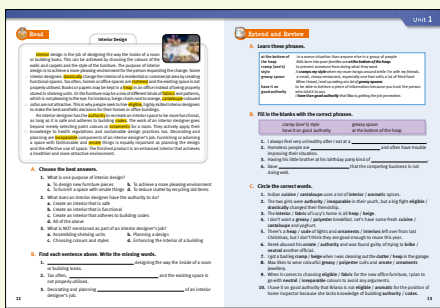
Words to Learn

- 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, 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



aromatic _____

adj. having a noticeable and pleasant smell

→ Aromatic plants are used to make perfumed oils.

2



authority _____

n. the power to give orders or make decisions

→ My boss is not popular, but his authority is never questioned.

3



beige _____

adj. having a light yellowish-brown colour

→ My mum is wearing beige pants.

4



bribe _____

n. an illegal gift given in order to get someone to do something

→ She offered him a £5,000 bribe for ignoring the errors in the building plans.

5



cantaloupe _____

n. a large fruit with a hard, rough skin and orange flesh

→ My favourite type of melon to eat in the summer is cantaloupe.

6



clutter _____

n. a lot of objects in an untidy state

→ Jim's desk is covered in so much clutter. How does he get any work done?

7



code _____

n. a set of laws or regulations

→ There is a strict dress code at my school.

8



cramp _____

n. a sudden, painful tightening of a muscle

→ Dan got a bad leg cramp while he was running.

9



cuisine _____

n. a particular style of cooking

→ My favourite type of food to eat is Thai cuisine.

10



drastically _____

adv. in an extreme way

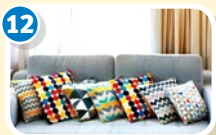
→ Global warming is drastically changing the natural environment.



eligible

adj. having the necessary qualities or conditions

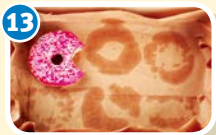
→ John hopes to be eligible to compete in the next Olympics.



fabric

n. woven or knitted material

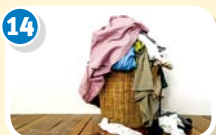
→ The cushions are covered in patterned fabric.



greasy

adj. covered with or containing grease or oil

→ The doughnuts were very greasy.



heap

n. a large, disordered pile of things

→ There is a heap of dirty clothes that need to be washed.



inseparable

adj. always together; not able to be separated

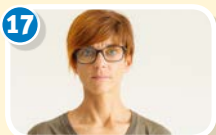
→ Rachel and Jane have been inseparable since childhood.



interior

n. the inside of something

→ The interior of the new office is bright and spacious.



neutral

adj. not favouring one thing over another; having no strong characteristics

→ Tricia has a neutral expression. I can't tell how she feels.



ornament

n. a small, fancy object used to decorate something

→ The tree has been hung with many pretty ornaments.



ornate

adj. covered with complicated patterns or shapes

→ The old picture frame is very ornate.



polyester

n. a light cloth made from artificial fibres

→ Polyester is a common component of many fabrics.



Practice

A. Rewrite each sentence using words from pages 8 and 9 to make it true. Use the correct form.

1. Bedsheets are often made of a cotton and **clutter** blend.

2. You can eat the sweet, orange flesh of a **heap**, but not the skin.

3. If people are **ornate**, they spend most of their time together and are very close friends.

4. As a house painter, Jody prefers to work on the **fabric** of a home.

5. I got a terrible **code** in my leg during the marathon.

6. It is a crime for people in authority to accept **ornaments**.

B. Replace each highlighted word or phrase with a word from the box.

aromatic authority greasy neutral ornate ornament

1. _____ While most people remain **disinterested**¹ in other people's arguments,
2. _____ James can't help but assert his **power**² in any conversation.
3. _____ My sister was looking to buy a simple **decoration**³ for her hair,
4. _____ but they all seemed too **fancy**⁴ for everyday use.
5. _____ Jack suggested rubbing my muscles with **strongly scented**⁵ massage
6. _____ oils when I got a cramp, but I dislike the **oily**⁶ feeling on my skin.

C. For each of the following words, write three things.

- | | |
|--|--|
| <p>1. Things that are aromatic</p> <p>i. _____</p> <p>ii. _____</p> <p>iii. _____</p> | <p>2. Places where you may find clutter</p> <p>i. _____</p> <p>ii. _____</p> <p>iii. _____</p> |
| <p>3. Different kinds of cuisine</p> <p>i. _____</p> <p>ii. _____</p> <p>iii. _____</p> | <p>4. Things that can be greasy</p> <p>i. _____</p> <p>ii. _____</p> <p>iii. _____</p> |
| <p>5. Different kinds of fabric</p> <p>i. _____</p> <p>ii. _____</p> <p>iii. _____</p> | <p>6. Things that can be found in a heap</p> <p>i. _____</p> <p>ii. _____</p> <p>iii. _____</p> |

D. Choose the best answer to complete each sentence.

1. A person is **neutral** if they
 - a. neither support nor oppose an argument.
 - b. have strong opinions about an issue.
 - c. support countries involved in wars.
2. A **code** of behaviour for a company could include
 - a. what fabrics look nice.
 - b. what to eat for lunch.
 - c. what language people can use in the workplace.
3. Things that could be **beige** include
 - a. heaps and cuisine.
 - b. cramps and codes.
 - c. animals and fabric.
4. If Meg is **eligible** to vote,
 - a. she is too young to vote.
 - b. she is allowed to vote.
 - c. people can vote for her.
5. If someone has **authority**,
 - a. they aren't good at making decisions.
 - b. they direct or control things.
 - c. they are being dishonest.
6. If someone buys an **ornament**,
 - a. they want to make something more attractive.
 - b. they need something for a particular purpose.
 - c. they are drastically changing their lifestyle.

E. Complete the sentences using the words in the box. Then say the sentences.

heap fabric cuisine code clutter drastically interior cramps

1. The company is _____ reducing its staff, and has made 70 people redundant.
2. I'd like to decorate the _____ of my house in neutral colours like beige.
3. There's so much _____ in my office that I can never find anything I'm looking for.
4. This cotton _____ is completely organic; it was made without using any chemicals.
5. My favourite style of cooking is Italian _____, but I only know how to make spaghetti.
6. I often get _____ in my muscles when the weather is too cold.
7. He's always leaving his dirty clothes in a _____ on the bedroom floor.
8. The criminal _____ is a statement of the rules and principles relating to criminal offences.



Read

Interior Design



Interior design is the job of designing the way the inside of a room or building looks. This can be achieved by choosing the colours of the walls and carpets and the style of the furniture. The purpose of interior design is to achieve a more pleasing environment for the person requesting the change. Some interior designers **drastically** change the interior of a residential or commercial area by creating functional spaces. Too often, homes or office spaces are **cluttered** and the existing space is not properly utilised. Books or papers may be kept in a **heap** in an office instead of being properly stored in shelving units. Or the furniture may be a mix of different kinds of **fabrics** and patterns, which is not pleasing to the eye. For instance, beige chairs next to orange, **cantaloupe**-coloured sofas are not attractive. This is why people seek to hire **eligible**, highly skilled interior designers to make the best aesthetic decisions for their homes or office buildings.

An interior designer has the **authority** to recreate an interior space to be more functional, as long as it is safe and adheres to building **codes**. The work of an interior designer goes beyond merely selecting paint colours or **ornaments** for a room. They actively apply their knowledge to health regulations and sustainable design practices too. Decorating and planning are **inseparable** components of an interior designer's job. Furnishing or adorning a space with fashionable and **ornate** things is equally important as planning the design and the effective use of space. The finished product is an enhanced interior that achieves a healthier and more attractive environment.

A. Choose the best answers.

- What is one purpose of interior design?
 - To design new furniture pieces
 - To achieve a more pleasing environment
 - To furnish a space with ornate things
 - To reduce clutter by recycling old items
- What does an interior designer have the authority to do?
 - Create an interior that is safe
 - Create an interior that is functional
 - Create an interior that adheres to building codes
 - All of the above
- What is NOT mentioned as part of an interior designer's job?
 - Assembling shelving units
 - Planning a design
 - Choosing colours and styles
 - Enhancing the interior of a building

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

- _____ designing the way the inside of a room or building looks.
- Too often, _____ and the existing space is not properly utilised.
- Decorating and planning _____ of an interior designer's job.



Extend and Review

A. Learn these phrases.

at the bottom of the heap	in a worse situation than anyone else in a group of people <i>Kids born into poor families are at the bottom of the heap.</i>
cramp (one's) style	to prevent someone from doing what they want <i>It cramps my style when my mum hangs around while I'm with my friends.</i>
greasy spoon	a small, cheap restaurant, especially one that sells a lot of fried food <i>When I travel, I end up eating at a lot of greasy spoons.</i>
have it on good authority	to be able to believe a piece of information because you trust the person who told it to you <i>I have it on good authority that Max is getting the job promotion.</i>

B. Fill in the blanks with the correct phrases.

cramp (one's) style
have it on good authority

greasy spoon
at the bottom of the heap

- I always feel very unhealthy after I eat at a _____.
- Homeless people are _____ and often have trouble improving their situation.
- Having his little brother at his birthday party kind of _____.
- Dave _____ that the competing business is not doing well.

C. Circle the correct words.

- Indian **cuisine** / **cantaloupe** uses a lot of **interior** / **aromatic** spices.
- The two girls were **authority** / **inseparable** in their youth, but a big fight **eligible** / **drastically** changed their friendship.
- The **interior** / **fabric** of Lucy's home is all **heap** / **beige**.
- I don't want a **greasy** / **polyester** breakfast. Let's have some fresh **cuisine** / **cantaloupe** and yoghurt.
- There's a **heap** / **code** of lights and **ornaments** / **interiors** left over from last Christmas, but I don't think they are good enough to reuse this year.
- Derek abused his **ornate** / **authority** and was found guilty of trying to **bribe** / **neutral** another official.
- I got a bad leg **cramp** / **beige** when I was cleaning out the **clutter** / **heap** in the garage.
- Max likes to wear colourful **greasy** / **polyester** suits and **ornate** / **ornaments** jewellery.
- When it comes to choosing **eligible** / **fabric** for the new office furniture, I plan to go with **neutral** / **inseparable** colours to avoid any arguments.
- I have it on good authority that Briana is not **eligible** / **aromatic** for the position of home inspector because she lacks knowledge of building **authority** / **codes**.