

# Time to Talk

# vocabulary builder



pre-intermediate  
red

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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 an 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 contains 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 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 test recognition of the words and their related images, ability to use 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 and Extend & 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.



**announcement** \_\_\_\_\_

*n.* a statement which tells people about something  
→ Shelly made a very loud announcement.



**backup** \_\_\_\_\_

*n.* an extra or supporting copy of something used in emergencies  
→ It is a good idea to keep a backup of your work.



**cabin** \_\_\_\_\_

*n.* a small house, usually in the country  
→ We stayed in a log cabin last summer.



**canteen** \_\_\_\_\_

*n.* a food service area designed to serve groups of people  
→ The canteen at work serves cheap lunches.



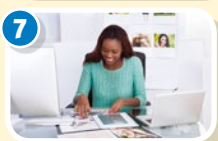
**clause** \_\_\_\_\_

*n.* a phrase which includes a noun and a verb  
→ Some clauses are short, but other clauses are long.



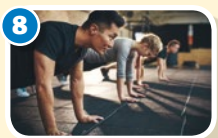
**decorate** \_\_\_\_\_

*v.* to make more attractive  
→ Suzie decorated the cake for the party.



**edit** \_\_\_\_\_

*v.* to change a document by rewriting or removing text  
→ Tamara edits a fashion magazine.



**endure** \_\_\_\_\_

*v.* to bear; to continue through a troublesome situation  
→ Tommy wasn't sure he could endure staying in that position.



**fantasy** \_\_\_\_\_

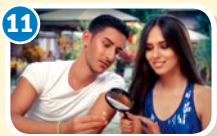
*n.* a creation of the imagination  
→ I have a fantasy of living in a tree.



**feedback** \_\_\_\_\_

*n.* an opinion or information on a subject  
→ I gave my feedback about the shop online.

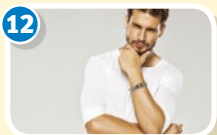




### genuine

*adj.* truthful; real

→ Mara didn't believe that the diamond was genuine.



### handsome

*adj.* having a good appearance

→ The handsome man got a job as a model.



### inspire

*v.* to give someone the idea of doing something

→ My grandfather inspired me to play the violin when I was a child.



### jug

*n.* a container with a handle, used to hold liquids

→ I made a large jug of lemonade.



### legend

*n.* a story that has been passed down over the years

→ In an old legend, the queen tried to kill the girl with an apple.



### muscle

*n.* a body part which produces movement

→ Kyle exercises to build muscles.



### panic

*v.* to feel a sudden fear

→ Kate panicked when she saw the time.



### please

*v.* to cause someone to feel happy about something

→ The email from an old friend pleased Carrie.



### reference

*n.* a writer, book or article that is mentioned in a piece of writing

→ Karen used the book as a reference for her history essay.



### refund

*n.* money returned when you are unhappy with goods or services that you have paid for

→ If you don't like it, just get a refund.





## Practice

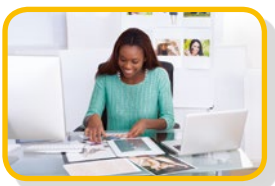
### A. Write the correct word under each picture. Two (2) words will not be used.

reference  
cabin

panic  
jug

edit  
handsome

announcement  
inspire



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

### B. Match the words to their meanings.

- |            |   |   |  |
|------------|---|---|--|
| 1. clause  | • | • | a. money that you already paid then received again   |
| 2. backup  | • | • | b. a room where meals are sold and eaten             |
| 3. refund  | • | • | c. real  |
| 4. genuine | • | • | d. words that include at least one noun and one verb |
| 5. muscle  | • | • | e. something that can be used as a spare             |
| 6. canteen | • | • | f. a story from the past                             |
| 7. legend  | • | • | g. a body part that controls strength and movement   |

### C. Write the words that have a similar meaning to the words in bold. Use each word one time.

please

fantasy

a refund

edit

feedback

decorated

- \_\_\_\_\_ Please **check for, and correct, mistakes in** your essay before you hand it in.
- \_\_\_\_\_ John has some **opinions** on your work.
- \_\_\_\_\_ The **unreal story** I read was about a talking dog.
- \_\_\_\_\_ Sam **added lots of colours and pretty things to** the cake.
- \_\_\_\_\_ Cakes and biscuits **bring happiness to** Lucy.
- \_\_\_\_\_ Take the shirt back to the shop and get **your money back**.

**D. Look at the pictures. What can you see? Write two letters for each picture.**

a. a loud announcement

c. a man from legend

e. feeling panic because of school

g. looking at reference books

b. a school canteen

d. decorating a tree

f. difficult to endure

h. pleased with their food

1.



a

2.



3.



4.



**E. Choose the correct word form to complete each sentence. Say your sentences.**

Vocabulary	Related Word Forms		Sentences
1. announcement (n.)	announce (v.)	announcer (n.)	Have you ever made an _____?
2. endure (v.)	endurance (n.)	endurable (adj.)	Which athletes have more _____; swimmers or football players?
3. fantasy (n.)	fantastic (adj.)	fantasise (v.)	What recent film is a _____?
4. edit (v.)	editor (n.)	editing (n.)	Which of your friends is a good _____ for your writing?
5. muscle (n.)	muscular (adj.)	musculature (n.)	What is a good way to become more _____?
6. inspire (v.)	inspiration (n.)	inspirational (adj.)	Who _____ you?



### Old Legends

There are many books and films that tell the stories of old **legends**. One of my favourite legends is the story of Beowulf.

Beowulf was a **handsome** man with strong **muscles**. One day, a man came to Beowulf and made an **announcement**. The man said there was a dragon in the forest. At first, Beowulf did not believe the story. It sounded like a **fantasy**. However, he soon found that the story was true. The people around Beowulf also believed the story. They **panicked** when they heard about the dragon. They hid in their **cabins**. Beowulf decided to look for the dragon so that everyone would feel safe. The people were **pleased** to hear that Beowulf was looking for the dragon. In the end, Beowulf **endured** a long and difficult fight with the dragon, but finally he won. The people thought that Beowulf was a **genuine** hero. They were so happy that they **decorated** their homes and had a party for Beowulf. Sadly, Beowulf died soon after. Even though it is not a true story, brave Beowulf **inspires** me to be strong.



#### A. Choose the best answers.

1. Who was Beowulf?
  - a. A man in a legend
  - b. A man who wrote a legend
  - c. A dragon
  - d. A brave woman
2. What happened when the people heard about the dragon?
  - a. They went to look for it.
  - b. They all panicked and hid.
  - c. They helped Beowulf fight it.
  - d. They didn't believe the story.
3. Why does the writer like Beowulf?
  - a. He enjoys fantasy stories.
  - b. He wants to be brave like Beowulf.
  - c. He enjoys stories about dragons.
  - d. He is interested in old legends.

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

1. Beowulf was a handsome man \_\_\_\_\_.
2. It sounded \_\_\_\_\_.
3. The people thought that Beowulf \_\_\_\_\_.



## Extend and Review

### A. Learn these expressions.

<b>panic attack</b>	a feeling of extreme stress <i>Josie is so scared of spiders that she has a <b>panic attack</b> when she sees one.</i>
<b>genuine article</b>	the real thing rather than a substitute <i>Is that a diamond ring? Yes, it's the <b>genuine article</b>.</i>
<b>backup plan</b>	an additional plan in case a first idea fails <i>If I can't get a job, my <b>backup plan</b> is to learn some new skills.</i>

### B. Fill in the blanks with the correct words.

backup plan

genuine article

panic attack

- Please don't put a sweetener in my coffee. I want the \_\_\_\_\_: sugar.
- We will ask Mary to decorate the canteen, but we need to have a \_\_\_\_\_ in case she is too busy.
- When I have too much work to do, I sometimes have a \_\_\_\_\_.

### C. Underline the correct words to complete the sentences.

- Fill up this (jug / muscle) with water and put it on the table.
- My mum thinks Jeff is (genuine / handsome), but I think his muscles are too big.
- I am writing an essay, and I need some good (clause / reference) books.
- All of the nice feedback I received about my baking (inspired / pleased) me to start selling cakes.
- After one night in that terrible (legend / cabin) on the lake, we asked for a refund and went to a hotel!
- Our teacher made an (announcement / endure) reminding us to make backup copies of all our files.
- I can't (endure / inspire) another boring maths class. I can't wait for the term to finish.
- I'm going to run to the (canteen / announcement) to pick up some coffee. Do you want anything?
- There is a mistake in this (clause / panic) in your sentence, but I'm not sure how to edit it.
- Jan (decorates / edits) a tree for Christmas every year with cute fantasy animals that she makes herself.