

# Time to Talk

# vocabulary builder



elementary  
yellow

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# Table of Contents

<b>Introduction</b>		<b>6</b>
<b>How to Use</b>		<b>7</b>
<b>Unit</b>	<b>Words to Learn</b>	
<b>1</b>	act, bedroom, bicycle, bread, castle, church, click, count, deep, egg, expect, field, jewel, lady, nature, possible, set, tooth, trousers, work	<b>8</b>
<b>2</b>	against, badminton, baseball, beginning, bridge, brilliant, centre, clear, collect, cover, desert, develop, friendly, hate, lake, material, member, notice, prepare, towel	<b>14</b>
<b>3</b>	actually, although, belong, between, bright, certain, difference, fog, gas, heart, helicopter, matter, newspaper, pencil, pillow, round, scary, scissors, tomorrow, worried	<b>20</b>
<b>4</b>	blood, boyfriend, captain, chance, coin, danger, discover, general, husband, lead, meat, middle, offer, postcard, produce, sandwich, seem, vegetable, voice, weekday	<b>26</b>
<b>5</b>	appear, blow, careful, character, consider, dead, drop, farmer, gift, increase, lie, luggage, million, owner, radio, reach, sale, sign, tour, unite	<b>32</b>
<b>6</b>	advice, artist, born, borrow, case, choice, classroom, control, death, enter, glad, interested, library, low, mind, necessary, perhaps, photograph, protect, sit	<b>38</b>
<b>7</b>	August, awesome, brain, brush, cloud, college, confuse, education, extra, fan, hide, modern, question, recognise, rule, soldier, subject, touch, usual, war	<b>44</b>
<b>8</b>	asleep, busy, connect, cooking, cost, empty, flood, girlfriend, joke, meeting, mushroom, reply, runner, salt, shape, spring, successful, talk, towards, wave	<b>50</b>
<b>9</b>	add, attention, carefully, cave, cool, discuss, easily, headache, heavy, loud, neighbour, report, season, singer, slow, square, suggest, trouble, wash, welcome	<b>56</b>
<b>10</b>	actor, bite, ceiling, century, dirty, exactly, funny, improve, mad, pot, product, programme, result, role, second, situation, stage, sunny, whole, wonder	<b>62</b>

<b>11</b>	article, beach, bone, climb, excited, graph, interview, laptop, mark, mistake, natural, potato, rise, secret, shopping, society, sunglasses, support, thank, wood	68
<b>12</b>	basketball, bowl, cross, disease, exciting, fresh, grill, hall, perfume, quite, receive, roll, serious, smell, soft, stone, sweet, tennis, tree, village	74
<b>13</b>	cream, design, direction, excuse, expression, item, lesson, model, mosque, playground, pool, president, provide, queen, race, smoke, sugar, swim, tip, trick	80
<b>14</b>	dear, dish, energy, erase, hole, instead, nurse, percent, price, quiet, raise, shout, solve, technology, theatre, title, tower, weak, wild, wonderful	86
<b>15</b>	challenge, cookery book, dry, environment, escape, government, imagine, lucky, outside, project, push, sink, speaker, steal, surf, taste, ticket, tonight, traditional, weekend	92
<b>16</b>	almost, common, fruit, garlic, goal, great, guide, heat, invent, meal, mix, perfect, pretty, rice, similar, speech, storm, thick, track, worse	98
<b>17</b>	base, bit, carpet, chapter, chocolate, coach, comfortable, final, ghost, hill, magic, map, pull, relax, repeat, skin, skirt, stick, terrible, uniform	104
<b>18</b>	blank, clown, compare, crossword, culture, delicious, grade, hero, invite, last, least, list, moment, passport, plate, ring, roof, straight, stress, thin	110
<b>19</b>	amazing, because, bookmark, catch, classmate, festival, fix, geography, giant, mirror, museum, physics, promise, scared, shake, silly, simple, size, snow, useful	116
<b>20</b>	accident, boring, celebrate, change, concert, continue, cow, homework, huge, indoor, law, pack, penny, planet, prince, probably, score, underline, wet, zoo	122
<b>Index</b>		128
<b>Answer Key</b>		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 contains one or two short dialogues which include 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. 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 six 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 & 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.
- **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.



**act** \_\_\_\_\_

*v.* to perform in a play or film

→ The children are acting at school.



**bedroom** \_\_\_\_\_

*n.* a room for sleeping in

→ My bedroom is big.



**bicycle** \_\_\_\_\_

*n.* a vehicle with two wheels and a seat that you move by using pedals

→ Jack rides his bicycle every day.



**bread** \_\_\_\_\_

*n.* a type of baked food made of flour

→ There are many kinds of bread.



**castle** \_\_\_\_\_

*n.* a large, strong building built to protect the people inside

→ The castle is taller than the trees.



**church** \_\_\_\_\_

*n.* a building where Christians go to worship

→ There is no one in the church now.



**click** \_\_\_\_\_

*v.* to make a short sharp sound; to press on something quickly

→ Click the mouse with your left finger.



**count** \_\_\_\_\_

*v.* to say the total number of things in a group; to say numbers in order

→ Can you count the number of shoes?



**deep** \_\_\_\_\_

*adj.* a long way from the top

→ He is deep in the sea.



**egg** \_\_\_\_\_

*n.* an oval object usually covered with a shell, made by a bird, reptile, etc.

→ There are two eggs.





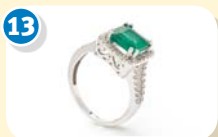
### 11 expect

*v.* to think something is likely to happen  
→ Lily expects to find a doll inside the box.



### 12 field

*n.* an area of land used for growing crops or keeping animals  
→ The horses are in a big field.



### 13 jewel

*n.* a precious stone  
→ Look at my big green jewel.



### 14 lady

*n.* a woman  
→ The ladies drink tea.



### 15 nature

*n.* the physical world; all the plants, animals and things that are not made by humans  
→ Nature is beautiful!



### 16 possible

*adj.* able to happen or be done  
→ It's possible to get to the top of the mountain.



### 17 set

*n.* a group of things that belong together  
→ The boy is playing with a set of blocks.



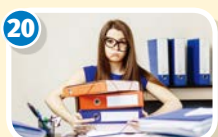
### 18 tooth

*n.* one of the hard white objects in the mouth that are used for biting and chewing  
→ Gina lost a tooth.



### 19 trousers

*n.* a piece of clothing that covers the lower part of the body from the waist to the feet, with separate parts for each leg  
→ Both men and women wear trousers.



### 20 work

*n.* an activity that a person does for money  
→ Laura is always busy at work.





## Practice

### A. Write the words below the correct pictures.

egg

church

jewel

bicycle

bedroom

bread



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



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



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



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



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



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

### B. Circle the correct word for each meaning.

1. a grown-up girl
2. having a great distance between the top and the bottom
3. to say how many things are in a group
4. one of the hard white things in the mouth
5. to do a part in a play or film
6. to think something is likely to happen

egg / lady  
 deep / possible  
 click / count  
 nature / tooth  
 act / work  
 expect / castle

### C. Complete the sentences below with words from the box.

castles field set trousers nature click possible work

1. We play football in a \_\_\_\_\_ near our school.
2. I love \_\_\_\_\_ – the trees, the flowers, the animals, everything!
3. It is not \_\_\_\_\_ for a cat to fly.
4. I start \_\_\_\_\_ at 8:30 every morning.
5. \_\_\_\_\_ on the file name to open it.
6. In the past, all kings lived in \_\_\_\_\_.
7. For my birthday, my mum gave me a \_\_\_\_\_ of books by my favourite writer.
8. My school does not let girls wear \_\_\_\_\_, but I think that is strange.

**D. Write the correct letter for each part of the picture.**

a. beautiful nature

b. a lady's bedroom

c. wearing trousers

d. clicking the mouse

e. a white castle



**E. Match the parts to make correct sentences. Each part can be used only once.**

- |                                   |   |                      |
|-----------------------------------|---|----------------------|
| 1. They are acting                | • | • a. to church.      |
| 2. The ladies are eating          | • | • b. in a film.      |
| 3. The man gave the lady          | • | • c. in his bedroom. |
| 4. She is riding her bicycle      | • | • d. some bread.     |
| 5. He is playing with a train set | • | • e. a big jewel.    |

**F. Count the dots to make different sentences. Say your sentences.**

Add -s to make plural		
bedroom	bedrooms	● ● ●
bicycle	bicycles	● ●
castle	castles	● ● ● ●
egg	eggs	● ● ● ● ● ●
field	fields	● ● ●
jewel	jewels	● ● ● ● ●
set	sets	● ●

Add -es to make plural		
church	churches	● ● ● ● ●
Change -y to -i and add -es to make plural		
lady	ladies	● ● ●
Use the irregular form to make plural		
tooth	teeth	● ● ● ● ● ●

There are three bedrooms.

There are two bicycles.



## Read

### Conversation 1

**Kyle:** Thanks for coming for a walk. I love **nature**.

**Rita:** Of course. I didn't **expect** it to be so beautiful here. Look at that **field**!

**Kyle:** The lake is beautiful too. And there are so many ducks. I can't even **count** them all.

**Rita:** It's a big lake. And it looks **deep**. Do you think it's **possible** to swim across?

**Kyle:** I'm not sure.



### Conversation 2

**Dave:** Can I have some **bread** with my **eggs**?

**Mum:** Here you go. Don't forget to brush your **teeth** after.

**Dave:** OK. What time is football today?

**Mum:** Training is at three. You'll need to ride your **bicycle**.

**Dave:** Where's my kit?

**Mum:** I put it in your bag in your **bedroom**. And there are clean **trousers** on your bed. Please put them away when you get back.



### A. Choose the best answers.

- In conversation 1, what do Kyle and Rita NOT see?
  - Many ducks
  - A lady
  - A lake
  - A field
- In conversation 2, what will Dave do at three o'clock?
  - Ride his bicycle
  - Brush his teeth
  - Eat eggs and bread
  - Play football
- Which is in Dave's bedroom?
  - His bag
  - His bicycle
  - His football boots
  - His bread

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

- I didn't \_\_\_\_\_ so beautiful here.
- Do you think \_\_\_\_\_ across?
- Don't forget to \_\_\_\_\_ after.



## Review

### A. Circle the correct words.

1. Do you think a green cat can exist in (nature / work)?
2. Why don't we ride our (bicycles / jewels) to the castle?
3. Has she (expected / acted) in any films?
4. Would you like to come with me to feed (bedroom / bread) to the ducks?
5. Where is the new toy (tooth / set)?
6. Does Cindy live near the (egg / church)?

### B. Match the questions above with the answers below. Number the boxes.

- |   |  |
|---|--|
| <input style="width: 40px; height: 30px;" type="text"/> | a. It's in Luke's bedroom.   |
| <input style="width: 40px; height: 30px;" type="text"/> | b. OK, but let me put on trousers first.                               |
| <input style="width: 40px; height: 30px;" type="text"/> | c. Yes, she played a lady in a love story.                             |
| <input style="width: 40px; height: 30px;" type="text"/> | d. No, she lives near the big field with the apple trees.              |
| <input style="width: 40px; height: 30px;" type="text"/> | e. I don't think it's a good idea. That's not what they eat in nature. |
| <input style="width: 40px; height: 30px;" type="text"/> | f. No, I don't think that's possible.                                  |