

ESSENTIAL VOCABULARY IN CONTEXT

is a series of six workbooks designed for primary students or students taking English as a Foreign Language to help them learn and use common vocabulary meaningfully and effectively.

The books feature:

- use of everyday vocabulary words in context to a particular subject or situation;
- self-contained units that can be used in any order;
- units that contain word meaning, progressive differentiated exercises and different text types.

This comprehensive series is an essential vocabulary builder for all early learners of English.

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ESSENTIAL VOCABULARY IN CONTEXT 1

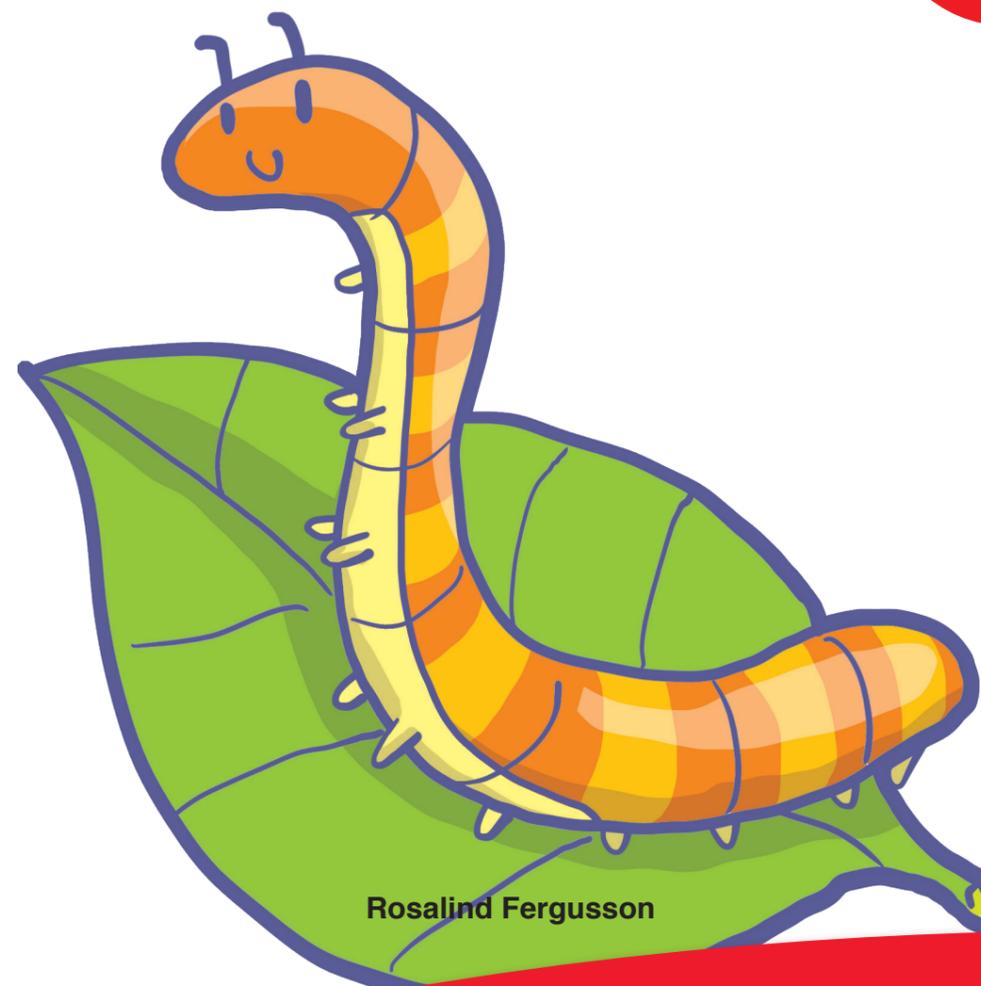
Rosalind Fergusson



ESSENTIAL VOCABULARY IN CONTEXT

A thematic approach to enrich students' knowledge of words

1



Rosalind Fergusson

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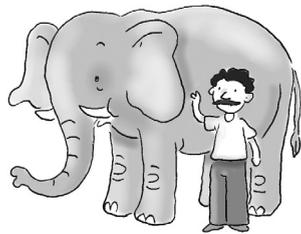
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What size is it?

Vocabulary

big

of great size, like an elephant or a dinosaur



height

how high or tall something or someone is

high

big from top to bottom

large

big

deep

going down a long way



light

not weighing very much, so easy to lift



grow

(grows, growing, grew, grown)
to become bigger

heavy

weighing a lot, so hard to lift



little

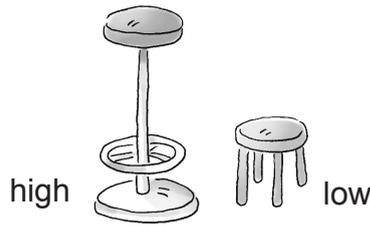
small

long

big from end to end

low

the opposite of **high**



shrink

(*shrinks, shrinking, shrank, shrunk*)
to become smaller

size

how big or small something is

measure

to find out or say how big or small something is

small

the opposite of **big**

narrow

small from side to side

tall

(said of a person, tree or building)
big from top to bottom

ruler

a straight piece of plastic, metal or wood that you use to draw or measure things

thick

big between two flat surfaces or all round

shallow

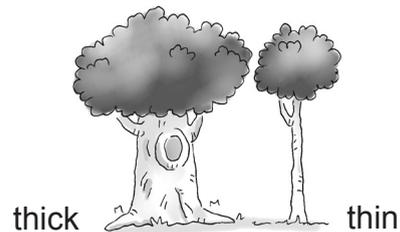
the opposite of **deep**

thin

the opposite of **thick**

short

small from end to end or top to bottom



wide

big from side to side



Exercise 1

Look at each picture and put a tick (✓) in the correct box.

1.



The mouse has a _____ tail.

big
large
long
wide

2.



James is _____ than Sally.

shorter
thinner
lower
lighter

3.



The stream was _____ enough for them to walk across.

low
wide
deep
shallow

4.



Anna has _____ hair.

long
small
short
thin

5.



The car drove along the _____ road.

- thin
- narrow
- small
- short

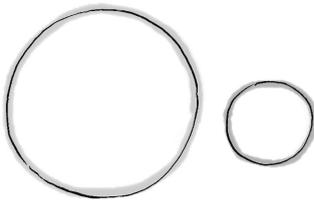
6.



A magnifying glass makes things look _____.

- fatter
- heavier
- wider
- larger

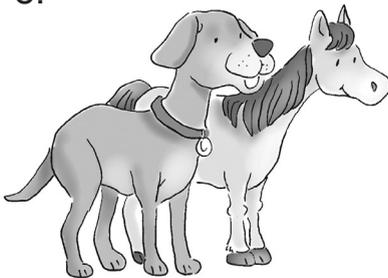
7.



The two circles are not of the same _____.

- shape
- size
- width
- height

8.



The dog is nearly as _____ as the pony.

- big
- small
- high
- long

9.



The nurse measured Peter to see how much he had _____.

- increased
- decreased
- shrunk
- grown

10.



Mrs Kim cut a _____ slice of bread off the loaf.

- big
- heavy
- thick
- wide

Exercise 2

Choose the correct answer for each blank and write its number (1, 2, 3 or 4) in the brackets provided.

1. I cannot lift the box; it is too _____.

- (1) wide
- (2) big
- (3) heavy
- (4) light

()

2. Measure the line with a _____.

(1) stick

(2) ruler

(3) pen

(4) pencil

()

3. Feathers are so _____. They float in the air.

(1) light

(2) heavy

(3) small

(4) thin

()

4. How _____ is Mount Fuji?

(1) tall

(2) high

(3) long

(4) wide

()

5. If the string is too _____, it might break.

(1) thick

(2) narrow

(3) short

(4) thin

()

Exercise 3

Choose the correct word(s) from the box and write its letter in each blank.

(A) long

(B) wide

(C) little

(D) low

(E) deep

There is a fish pond in our garden. It is oblong in shape, about two metres (1)_____ and one metre (2)_____. The water is not very (3)_____, but we are not allowed

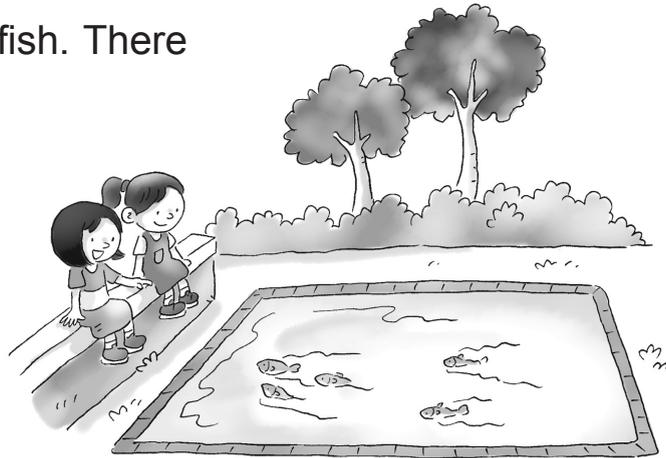
to play in it because of the fish. There

are six fish, two big ones

and four (4)_____ ones.

Around the edge of the

pond is a (5)_____



wall that we can sit on to watch them swimming around.

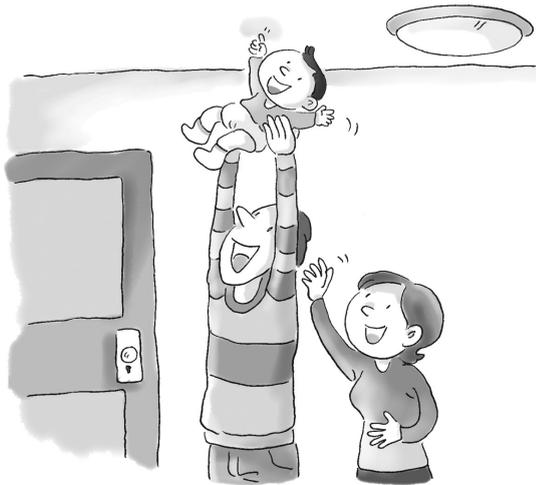
Sometimes, when the weather is hot, we dip our feet in the

water to cool off. The fish do not like this: they swim away and

hide among the plants at the other end of the pond.

Exercise 4

Fill each blank with the word(s) you think best.



Uncle Tom is very

(1)_____. The

ceiling in our lounge is quite

(2)_____, and

when I was a baby he used to

lift me up so that I could touch

it with the tips of my fingers. He is my mother's younger brother;

she is two years older than him, but much shorter. She says they

were of the same (3)_____ when she was

fourteen and he was twelve, but then he

(4)_____ very quickly. His shoes began to pinch

his feet, and his shirts and trousers looked as if they had

(5)_____, so my grandparents had to buy him a

whole new set of clothes.