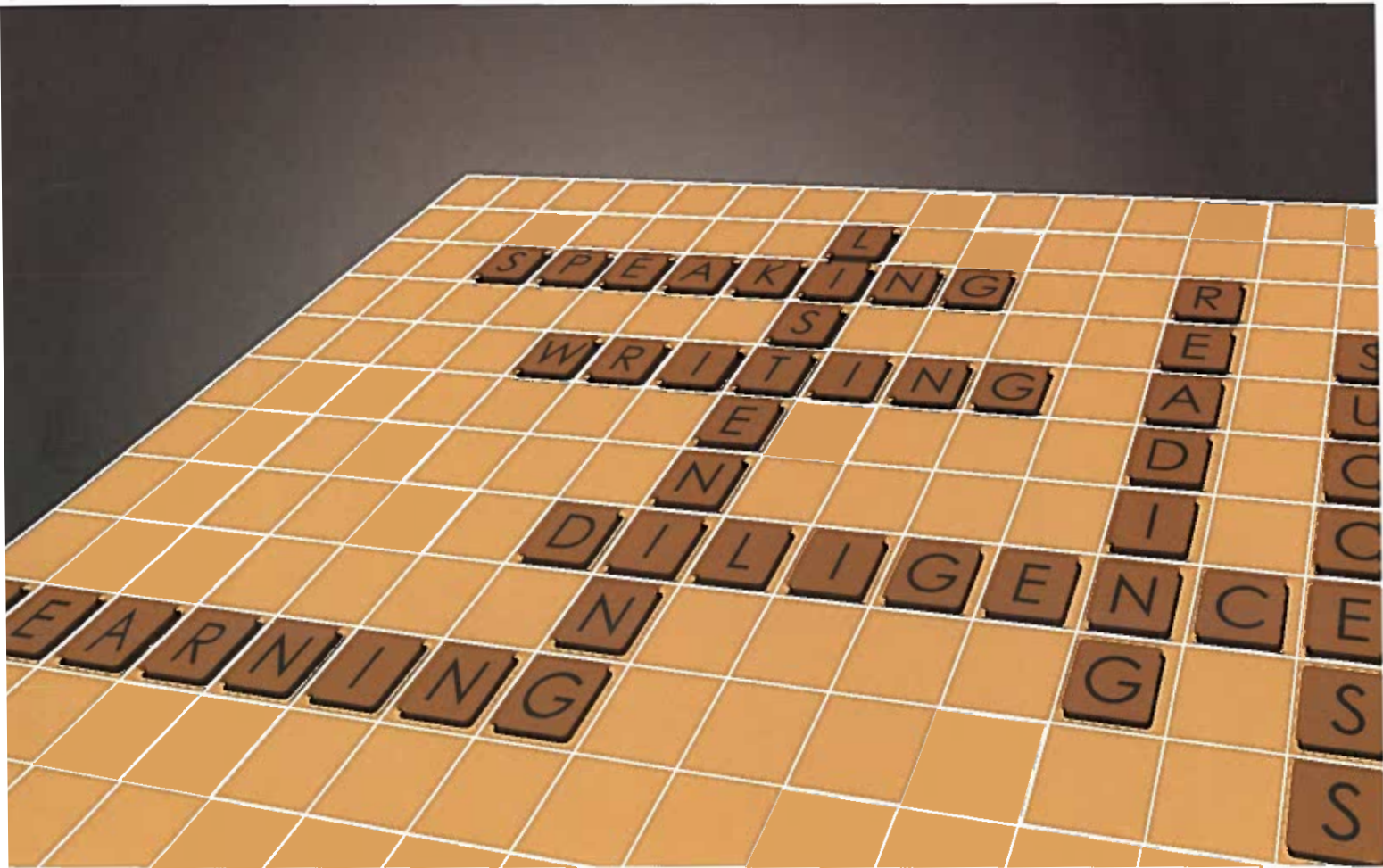


# Vocabulary Skills

SECOND EDITION



CELPIP®

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SECOND EDITION



**CELPIP®**

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## **VOCABULARY SKILLS**

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Paragon Testing Enterprises

Vocabulary Skills

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## Introduction

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Building vocabulary is a key element of language development. Learning new words in an ongoing, systematic way will help with improving your listening, reading, writing, and speaking skills. Vocabulary Skills contains over 200 important words and provides the tools for establishing a systematic way for you to continue building your word power using a vocabulary journal.

Each of the 15 units is organized around a theme or topic and presents 10–16 words commonly used in Canadian English. There is a variety of vocabulary-building activities, such as crosswords, word searches, word families, collocations, sentence completion questions, categorizing charts, and matching exercises. After you have completed all the vocabulary exercises, this workbook will continue to be an excellent resource you can use to review these essential words.

There are ten worksheets in the vocabulary journal that will help you collect, define, and analyze new words. For each new word, you will enter a definition, an example sentence, a synonym (a word with a similar meaning), and an antonym (a word with an opposite meaning). They will help you improve your understanding of those words and make it easier for you to review them over time.

The best way to use this vocabulary journal is to challenge yourself to add ten new words to it each week. To achieve this goal, it is helpful to start on a Monday, enter the date, and add a word or two each day. At the end of the week, you can easily check to see if you have reached your goal.

You should set aside a day each week to review your worksheets. Cover the right-hand side of the page and see how much information you remember. Over time, your ability to remember these words will improve. Once you feel confident that you have learned all the words on a worksheet, you can put it aside so that you can focus on other worksheets. Once a month, you should return to review those worksheets with the words you think you know well, just to make sure that you still remember them.

Developing the habit of collecting and reviewing new vocabulary on a regular basis can be challenging at first, but after a few weeks you will find it quite rewarding, as you see the number of words you know growing rapidly. You will recognize more of the words that you hear and read each day, and you will be able to draw on a much greater variety of vocabulary when speaking to others.

## Tips for Improving Your Vocabulary

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In addition to making use of the resources offered in this book, there are a number of steps that you can take to increase your vocabulary.

1. Read and listen to English every day. Spend about 15 minutes reading English newspapers, online articles, magazines, or books and at least another 15 minutes listening to English radio or watching English TV shows and videos. Canada's national news network, the Canadian Broadcasting Corporation (CBC), is an excellent place to start. Try to find topics that interest you. Follow an exciting news story or read about your favourite sport in English. You will find that you learn more when you are enjoying the process!
2. Challenge yourself to use the words that you have learned. One of the best ways to help you remember new words is to make an effort to use them in day-to-day situations. Try including a few new words in conversations with friends or co-workers. When writing a letter or an email, see if you can add a few words from your vocabulary journal. The more you use new words, the more likely you are to remember them.
3. Take advantage of the numerous language-learning cell phone apps that are available. Many of these are free and will allow you to work on your vocabulary while you are on the go. Remember that you can always access free online dictionaries and thesauruses to help build your word power.
4. Learn a new idiom or phrasal verb every week. Pay attention to the situation in which the phrases are used, and try to use them in a similar situation. Following the example of Vocabulary Skills, try organizing the new phrases that you have learned by theme, then try to add a few more phrases that are related to that theme.
5. Don't give up! It is natural to feel frustrated sometimes when you are trying to build your vocabulary. However, a bit of daily effort will really pay off in the long run. Remember that building your vocabulary helps you build your overall language skills. Stronger language skills will help you get a higher score on the CELPIP Test.

GOOD LUCK!



## Unit 1: Classroom Vocabulary

UNIT 1

VOCABULARY SKILLS

WORKSHEET: 1

Complete the chart below by filling in the part of speech and definition for each word. Look at the example sentence and, if necessary, use a dictionary to help you understand the word and how to use it.

	WORD	EXAMPLE SENTENCE	PART OF SPEECH	DEFINITION
1	infer	When students do not know the definition of a word, they can <i>infer</i> the meaning from the context of the sentence.		
2	interpret	Sammy did not understand the results from his lab experiment, so his partner <i>interpreted</i> the meaning of the results to him.		
3	predict	After reviewing his class notes, Mohammed <i>predicted</i> some questions that he thought would be on the exam.		
4	elaborate	Miss Atkins liked the class's idea about having a party on their last day of school and asked her students to <i>elaborate</i> on the details of the event.		
5	outline	Mina <i>outlined</i> the most important points that would be on the test.		
6	compare	Thiago <i>compared</i> his last Listening Test results with his current ones and realized that he had improved.		
7	contrast	Mariam learned the <i>contrast</i> between "p" and "b" sounds, as in "pack" and "back," in her English class.		



## Unit 1: Classroom Vocabulary

UNIT 1

VOCABULARY SKILLS

WORKSHEET: 1

	WORD	EXAMPLE SENTENCE	PART OF SPEECH	DEFINITION
8	persuade	At first Camila's parents were reluctant to let her join an afterschool English class, but she was able to <i>persuade</i> them eventually.		
9	demonstrate	The teacher <i>demonstrated</i> to her English class a way to change a statement into a question.		
10	generalize	Ben <i>generalized</i> that taking notes in class would help all students improve their grade because it helped him.		
11	assess	Marc <i>assesses</i> his students' performance based on their class participation and test scores.		
12	summarize	Emma forgot to do her reading homework so she asked her classmate to <i>summarize</i> the reading for her before class started.		
13	gist	Edward was feeling sleepy in class so he did not hear most of the lesson, but he got the <i>gist</i> of what the teacher said.		
14	response	Althea asked her class a question, but there was no <i>response</i> . The class was shy.		
15	coherence	Daniel could not understand anything his classmate, Shirley, was telling him because there was no <i>coherence</i> in the things she said.		

## Unit 1: Classroom Vocabulary

UNIT 1

VOCABULARY SKILLS

WORKSHEET: 2

Using the same words from the vocabulary chart, complete the following sentences. Sometimes, you may need to change the word form to fit the sentence.

For example: (Run) The boy runs in the park every day.

infer	interpret	predict	elaborate	outline
compare	contrast	persuade	demonstrate	generalize
assess	summarize	gist	response	coherence

1. My French isn't that good, but I can get the \_\_\_\_\_ of a conversation.
2. Meiling \_\_\_\_\_ her partner to present their project to the class.
3. Jihoon recorded his speaking \_\_\_\_\_ so he could listen to it and see how he could do better.
4. Ava asked her student to \_\_\_\_\_ on why he likes learning spoken English more than written English.
5. Olivia \_\_\_\_\_ that her teacher was upset with her behaviour because he frowned when she was not paying attention in class.
6. William easily \_\_\_\_\_ 70 pages of reading in just one page.
7. Sophia \_\_\_\_\_ that she would do very well on the CELPIP-General Test because she was doing very well in the CELPIP Preparation Program.
8. The CELPIP Study Guide: Listening and Speaking \_\_\_\_\_ the structure and main points of the CELPIP Test.
9. Lily \_\_\_\_\_ Tom's words, "I'm happy," as a lie because he said it so sadly.
10. Alex \_\_\_\_\_ his writing according to the CELPIP Performance Standards.
11. \_\_\_\_\_ is important when telling a story because listeners need to know the logical order and relationship of events and actions to understand what is going on.
12. Vincent \_\_\_\_\_ two articles he read in class and found the first one easier.
13. At the end of class, Dylan \_\_\_\_\_ that everyone loved learning English because he enjoyed learning it.
14. Mateo's outgoing personality \_\_\_\_\_ with his brother's shyness.
15. Tamar \_\_\_\_\_ her love for learning English by participating in every class.

## Unit 1: Classroom Vocabulary

UNIT 1

VOCABULARY SKILLS

WORKSHEET: 3

*Draw a line and match the word in the first column with its definition in the second column.*

- |                 |   |
|-----------------|---|
| 1. infer        | a) to say something common or universal   |
| 2. contrast     | b) to retell information using fewer words  |
| 3. generalize   | c) to lay out the main features of something                                      |
| 4. interpret    | d) to say something will or may happen in the future                              |
| 5. assess       | e) a reply to something   |
| 6. coherence    | f) to make a judgement about something  |
| 7. persuade     | g) to figure something out based on context or facts                              |
| 8. predict      | h) to show or explain something   |
| 9. gist         | i) to reveal the difference from something else                                   |
| 10. response    | j) to give more details   |
| 11. summarize   | k) a basic or general idea of something   |
| 12. elaborate   | l) to convince someone to do something  |
| 13. compare     | m) to explain the meaning of something  |
| 14. outline     | n) to look at two or more things closely to see their similarities or differences |
| 15. demonstrate | o) the way paragraphs, sentences, and ideas are linked together in logical order  |

## Unit 1: Classroom Vocabulary

UNIT 1

VOCABULARY SKILLS

WORKSHEET: 4

Complete the word form chart below. The answer to the first word is given to you.

	Noun	Verb	Adjective	Adverb
1.	<i>inference</i>	infer	<i>inferable</i>	-----
2.		interpret		
3.		predict		
4.		elaborate		
5.		outline		
6.		compare		
7.	contrast			
8.		persuade		
9.		demonstrate		
10.		generalize		
11.		assess		
12.		summarize		
13.	gist			
14.	response			
15.	coherence			

## Unit 2: Emotions Vocabulary

UNIT 2

VOCABULARY SKILLS

WORKSHEET: 5

Complete the chart below by filling in the part of speech and definition for each word. Look at the example sentence and, if necessary, use a dictionary to help you understand the word and how to use it.

	WORD	EXAMPLE SENTENCE	PART OF SPEECH	DEFINITION
1	gloomy	After failing her English test, Barbara felt very <i>gloomy</i> and locked herself in her room, refusing to eat dinner.		
2	furious	Sakura was <i>furious</i> when she heard someone throw a rock at her window and break it.		
3	ecstatic	John was <i>ecstatic</i> when he heard he was getting a very big promotion at work.		
4	confident	Terry felt <i>confident</i> about passing all her tests because she knew she was well-prepared.		
5	cautious	Chloe is always <i>cautious</i> about sharing personal information online and never reveals her address or phone number.		
6	indifferent	Laura was <i>indifferent</i> about whether her little brother played basketball well. She didn't think it mattered as long as he was happy.		
7	bashful	Lionel is usually very quiet in class. He rarely talks to others first because he feels <i>bashful</i> .		
8	lonely	Heidi felt very <i>lonely</i> when she was home alone and had no one to talk to.		

## Unit 2: Emotions Vocabulary

UNIT 2

VOCABULARY SKILLS

WORKSHEET: 5

	WORD	EXAMPLE SENTENCE	PART OF SPEECH	DEFINITION
9	sympathetic	Walter didn't feel angry when Jasmine threw a tantrum. He felt <i>sympathetic</i> because he knew Jasmine was upset about her recent divorce.		
10	horrified	Edmond was <i>horrified</i> when he came home and discovered that someone had broken into his apartment.		
11	guilty	While his sister was away, Miguel accidentally broke her computer. He felt terribly <i>guilty</i> and immediately bought her a new one.		
12	surprised	Carmen was pleasantly <i>surprised</i> when her husband came home with a bouquet of flowers for her.		
13	exhausted	Malak was <i>exhausted</i> from working one full-time job and two part-time jobs to support her family of five.		
14	jealous	Aiden was <i>jealous</i> of his little brother because he thought that his parents loved his brother more than they loved him.		
15	anxious	Julie felt very <i>anxious</i> the day before her final exam because she hadn't studied at all.		

## Unit 2: Emotions Vocabulary

UNIT 2

VOCABULARY SKILLS

WORKSHEET: 6

Using the same words from the vocabulary chart, complete the following sentences.

gloomy	furious	ecstatic	confident	cautious
indifferent	bashful	lonely	sympathetic	horrified
guilty	surprised	exhausted	jealous	anxious

1. Matias felt \_\_\_\_\_ of Diego, who was dating the girl he loved.
2. Isabella was very \_\_\_\_\_ when she made her way across the hall because she didn't want to slip on the wet floor.
3. Danielle was \_\_\_\_\_ when she found out someone had eaten her pudding.
4. Alysha was \_\_\_\_\_ by the violence in the movie her friend made her watch.
5. Maya felt \_\_\_\_\_ after a whole week of working all day and studying for final exams all night.
6. Moving from the big city to a remote suburb with almost no one around, Deven felt \_\_\_\_\_. He wanted to talk with someone.
7. Noam successfully became a master of martial arts after many years of practice. He was \_\_\_\_\_!
8. Eri was \_\_\_\_\_ that her son was more handsome than his cousins.
9. Wei was pleasantly \_\_\_\_\_ when his five-year-old son gave him a gift.
10. Mohamed felt \_\_\_\_\_ for lying to his best friend.
11. Speaking to the opposite gender for the first time, Maria felt \_\_\_\_\_ and didn't know what to say.
12. Even though Dan was excited for his first date with Laura, he was also so \_\_\_\_\_ that his palms were sweating.
13. When asked whether she wanted to eat ice cream or yogurt, Louise was \_\_\_\_\_. She didn't care for either.
14. Benjamin hated feeling \_\_\_\_\_, so he watched a funny movie to cheer up.
15. George felt \_\_\_\_\_ when he saw the little girl cry because she had fallen down.

## Unit 2: Emotions Vocabulary

UNIT 2

VOCABULARY SKILLS

WORKSHEET: 7

Match the phrase in the first column with the word in the second column that expresses the feeling of the speaker. The first one has been done for you.

- |          |   |                |
|----------|---|----------------|
| <u>h</u> | 1. I wish I had someone to talk to.                                       | a) anxious     |
| ___      | 2. I wish I hadn't lied to my mom.  | b) horrified   |
| ___      | 3. I've got this! I can do it!  | c) sympathetic |
| ___      | 4. I'm having the best time of my life!                                   | d) confident   |
| ___      | 5. Are you sure we're allowed to do that?                                 | e) ecstatic    |
| ___      | 6. Thank you! I didn't think you would buy me flowers!                    | f) guilty      |
| ___      | 7. I don't care.  | g) cautious    |
| ___      | 8. I've been working without rest for three days!                         | h) lonely      |
| ___      | 9. My presentation's in an hour and I have no idea what I'm going to say! | i) jealous     |
| ___      | 10. I'm shocked that everyone died in that plane crash! How terrible!     | j) surprised   |
| ___      | 11. I'm sorry to hear about what happened to you.                         | k) furious     |
| ___      | 12. I can't believe he took my car for two weeks without asking me first! | l) exhausted   |
| ___      | 13. I hate that my twin sister is smarter than I am.                      | m) indifferent |
| ___      | 14. I'm a little afraid of public speaking.                               | n) gloomy      |
| ___      | 15. Nothing I do works anyway. I should just give up.                     | o) bashful     |