

Tips for Improving Your Vocabulary

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 |

Unit 3: Environment and Nature Vocabulary

UNIT 3

VOCABULARY SKILLS

WORKSHEET: 8

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	botany	Some people study <i>botany</i> to learn about plants and how they support life on earth.		
2	toxic	An unwanted by-product of many industries is <i>toxic</i> waste, because it runs into oceans and rivers and damages the environment.		
3	deplete	Cars consume gasoline and produce carbon dioxide that <i>depletes</i> the ozone layer, creating holes in the atmosphere.		
4	pollution	Water <i>pollution</i> , such as oil spills, negatively affect organisms that live in the ocean.		
5	extinction	Dinosaurs were the primary animals on earth for millions of years, but they reached <i>extinction</i> long ago.		
6	resources	Water is one of our most precious natural resources and must be used wisely.		
7	global	Climate change has <i>global</i> effects that influence many countries around the world.		
8	fauna	Dad loves African <i>fauna</i> , particularly giraffes.		

Unit 3: Environment and Nature Vocabulary

UNIT 3

VOCABULARY SKILLS

WORKSHEET: 8

	WORD	EXAMPLE SENTENCE	PART OF SPEECH	DEFINITION
9	flora	Mom loves colourful rainforest <i>flora</i> such as orchids.		
10	reserve	On the way home, we drove by a nature <i>reserve</i> and saw various endangered wild animals and plants.		
11	ecosystem	The extinction of one species can affect the entire <i>ecosystem</i> , leading to the extinction of other life forms.		
12	substance	Some human-produced <i>substances</i> , such as the materials used in fire extinguishers, are harmful to the environment.		
13	summit	A group of tourists hiked up Grouse Mountain and successfully made it to the <i>summit</i> before they came back down.		
14	geology	Gerard is an expert on rocks and soil because he's taken a lot of <i>geology</i> classes.		
15	impact	Destroying an entire forest by cutting down too many trees can have a significant environmental <i>impact</i> .		

Unit 3: Environment and Nature Vocabulary

UNIT 3

VOCABULARY SKILLS

WORKSHEET: 9

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.

botany	toxic	deplete	pollution	extinction
resources	global	fauna	flora	reserve
ecosystem	substance	summit	geology	impact

1. Learning plant names and classifications are a part of studying _____.
2. Some chemical products contain toxic _____ that are harmful to our health.
3. Tillandsia, a plant, is a type of _____ that can be found in tropical rainforests.
4. Overhunting may cause certain species to face _____.
5. Amal is concerned that industries producing toxic waste will severely _____ the environment.
6. Gary majors in _____ at his university because he is interested in learning about how certain landscapes were formed.
7. A type of _____ found in tropical rainforests is a boa constrictor, a large and non-poisonous snake.
8. To protect endangered species, governments create wildlife _____.
9. People are concerned that the East Coast fishing industries are overfishing, causing fish supplies to be _____.
10. Examples of natural _____ that we use daily include water, salt, and timber.
11. Forms of air _____ include carbon dioxide produced by motor vehicles.
12. We can check _____ weather networks to learn about the climate conditions around the world.
13. Heavy rainfall and strong winds can cause mountain _____ to erode.
14. To protect marine _____, Kristina supports the idea of banning fishing.
15. Many Americans are worried about the _____ chemical spill in West Virginia.

Unit 3: Environment and Nature Vocabulary

UNIT 3

VOCABULARY SKILLS

WORKSHEET: 10

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

	Noun	Verb	Adjective	Adverb
1.	botany	-----	botanical	<i>botanically</i>
2.			toxic	
3.		deplete		
4.	pollution			
5.	extinction			
6.	resources			
7.			global	
8.	fauna			
9.	flora			
10.	reserve			
11.	ecosystem			
12.	substance			
13.	summit			
14.	geology			
15.	impact			

Unit 4: Health Vocabulary

UNIT 4

VOCABULARY SKILLS

WORKSHEET: 11

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	chronic	Ever since the car accident two years ago, Richard has had <i>chronic</i> pain in his neck.		
2	nauseating	Bailey knew something was rotting in the refrigerator because a <i>nauseating</i> smell was coming from it.		
3	acute	George was sent to the hospital because of an <i>acute</i> stomach ache.		
4	pulse	The loud music that Betty loved set her <i>pulse</i> racing. She could feel her heartbeat.		
5	muscle	Hao ran 10km yesterday. Now his leg <i>muscles</i> feel very sore.		
6	nutrients	The <i>nutrients</i> that we obtain from eating fruits and vegetables are good for our bodies.		
7	antibiotics	Doctors give us <i>antibiotics</i> when we have certain illnesses that can be effectively treated this way.		
8	effect	Franz noticed the <i>effects</i> of taking his medicine when he started to feel better the next day.		

Unit 4: Health Vocabulary

UNIT 4

VOCABULARY SKILLS

WORKSHEET: 11

	WORD	EXAMPLE SENTENCE	PART OF SPEECH	DEFINITION
9	medical	Lola went to a <i>medical</i> school so she could become a doctor.		
10	cancer	Although <i>cancer</i> is still a very serious illness, many new treatments have been shown to prevent its growth and spread throughout the body.		
11	infection	Joey fell and scraped his knee. He quickly cleaned his wound with water so that he would not develop an <i>infection</i> .		
12	metabolism	No matter how much Adrian eats, he does not get fat because he has a high <i>metabolism</i> .		
13	bacteria	Keep your kitchen surfaces clean to prevent the build-up of <i>bacteria</i> which could make you sick.		
14	insomnia	Sasuke was suffering from <i>insomnia</i> ; he had not slept in five days!		
15	unbalanced	Anne worried that her son was emotionally <i>unbalanced</i> , because he was always depressed and stressed, and never happy and relaxed.		

Unit 4: Health Vocabulary

UNIT 4

VOCABULARY SKILLS

WORKSHEET: 12

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.

chronic	nauseating	acute	pulse	muscle
nutrients	antibiotics	effect	medical	cancer
infection	metabolism	bacteria	insomnia	unbalanced

- _____ can cause infections and lead to illnesses, such as coughs and colds.
- Alice had trouble walking after she damaged a _____ in her leg.
- Kayla advised her friend to stop smoking because it can cause lung _____.
- Doctors often prescribe _____ to kill bacteria that make us sick.
- Most people have _____ back pain when they become old.
- Jason is glad he does not have _____; he always gets 8 hours of sleep a day.
- When Nora suddenly fainted, Doctor Juno checked her _____ to make sure her heart was still beating.
- Anta makes sure she eats fruits and vegetables every day to get her required amount of _____.
- Helena eats very little but gains weight easily because she has a slow _____.
- Rudolph has an _____ diet because he likes to eat candy three meals a day and refuses to eat vegetables and meat.
- Arnold was rushed to hospital because of an _____ heart attack. He was released two days later.
- The car ride to the hospital was so _____ that Carbrey threw up.
- Jose sought _____ treatment for his skin disease.
- Minoru felt drowsy from the _____ of his medicine.
- Some types of illnesses start off as a minor _____, but may turn into a deadly disease if left untreated.

Unit 4: Health Vocabulary

UNIT 4

VOCABULARY SKILLS

WORKSHEET: 13

Circle the best available answer on the right that fits in the blank beside the word on the left. The first one has been done for you.

1.	chronic ____	a) footwear	b) pain	c) vision	d) stomach
2.	nauseating ____	a) smell	b) gallery	c) foot	d) eyes
3.	acute ____	a) model	b) bear	c) care	d) liveliness
4.	____ pulse	a) tiredly	b) busily	c) marine	d) weak
5.	muscle ____	a) medical	b) activity	c) fat	d) liver
6.	____ nutrients	a) unforgettable	b) avoidable	c) extreme	d) essential
7.	____ antibiotics	a) oral	b) vocal	c) teeth	d) muscular
8.	____ effects	a) cracker	b) hunger	c) long-term	d) river
9.	medical ____	a) debris	b) candy	c) tiramisu	d) technician
10.	____ cancer	a) lung	b) crab	c) fingernail	d) optional
11.	____ infection	a) game	b) bacterial	c) disorder	d) illness
12.	____ metabolism	a) ill	b) slow	c) sudden	d) lengthy
13.	____ bacteria	a) harmful	b) nice	c) maximum	d) galactic
14.	____ insomnia	a) rapid	b) fleeting	c) severe	d) harsh
15.	unbalanced ____	a) diet	b) hairspray	c) health	d) wellbeing

Unit 4: Health Vocabulary

UNIT 4

VOCABULARY SKILLS

WORKSHEET: 13

Provide the definitions for the new words below.

New Word	Definition
harmful bacteria	
bacterial infection	
nauseating smell	
essential nutrients	
oral antibiotics	
slow metabolism	
acute care	
muscle activity	
unbalanced diet	
chronic pain	
long-term effects	
weak pulse	
medical technician	
severe insomnia	
lung cancer	

Unit 5: Computer-Related Vocabulary

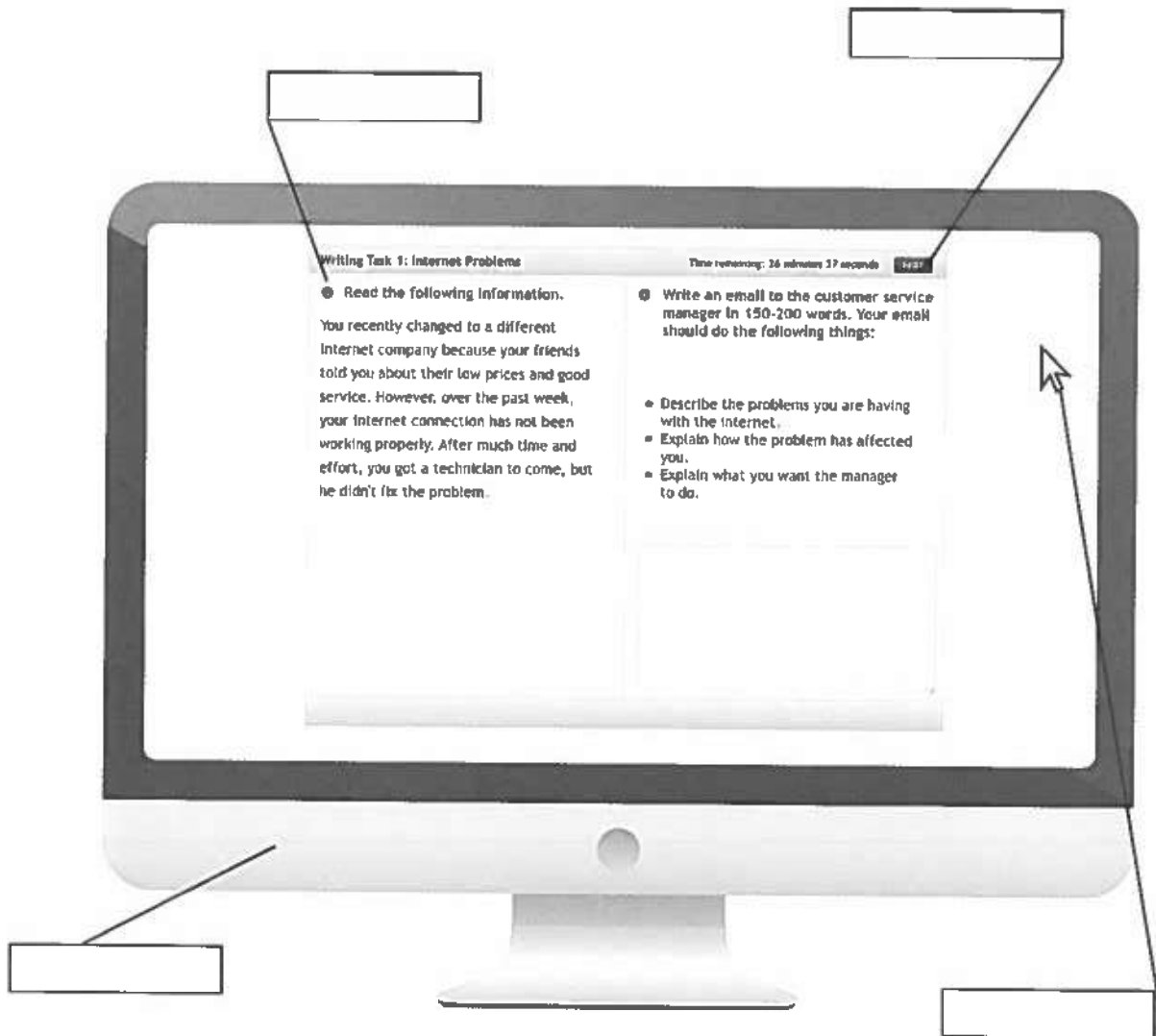
UNIT 5

VOCABULARY SKILLS

WORKSHEET: 14

Use the words in the box below to label the diagrams on these two pages.

monitor	keyboard	mouse	cursor	button	shift	delete	audio
scroll wheel	backspace	enter	headset	prompt	tab	left-click	right-click

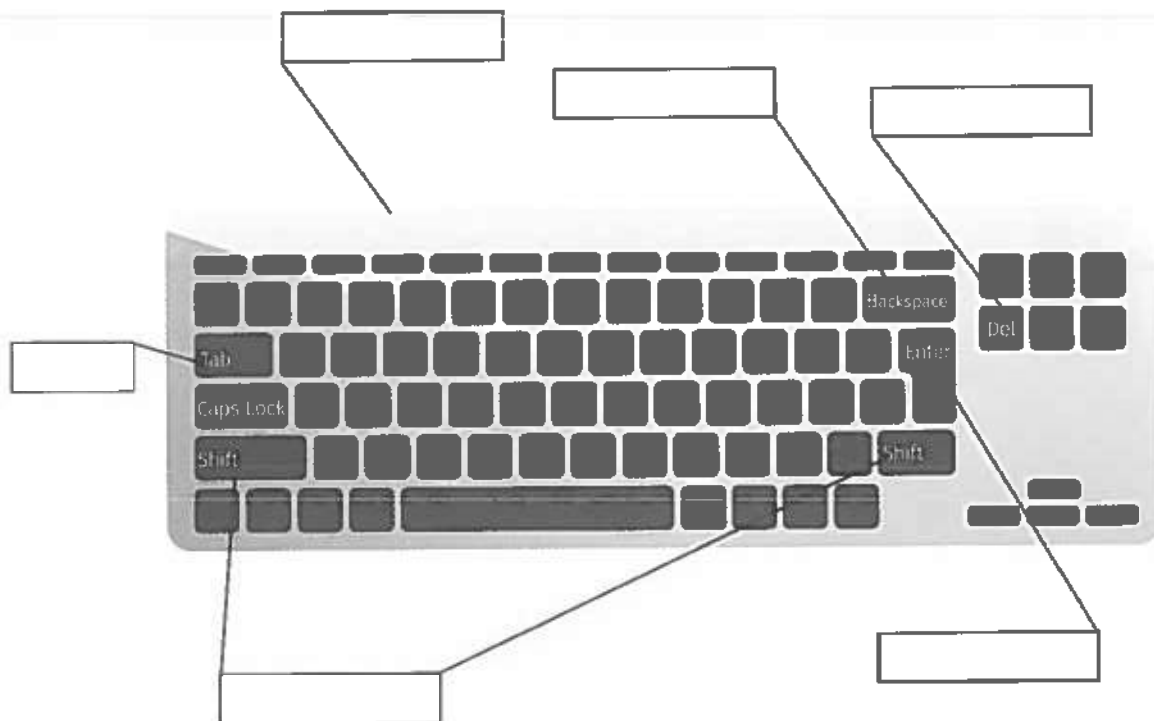
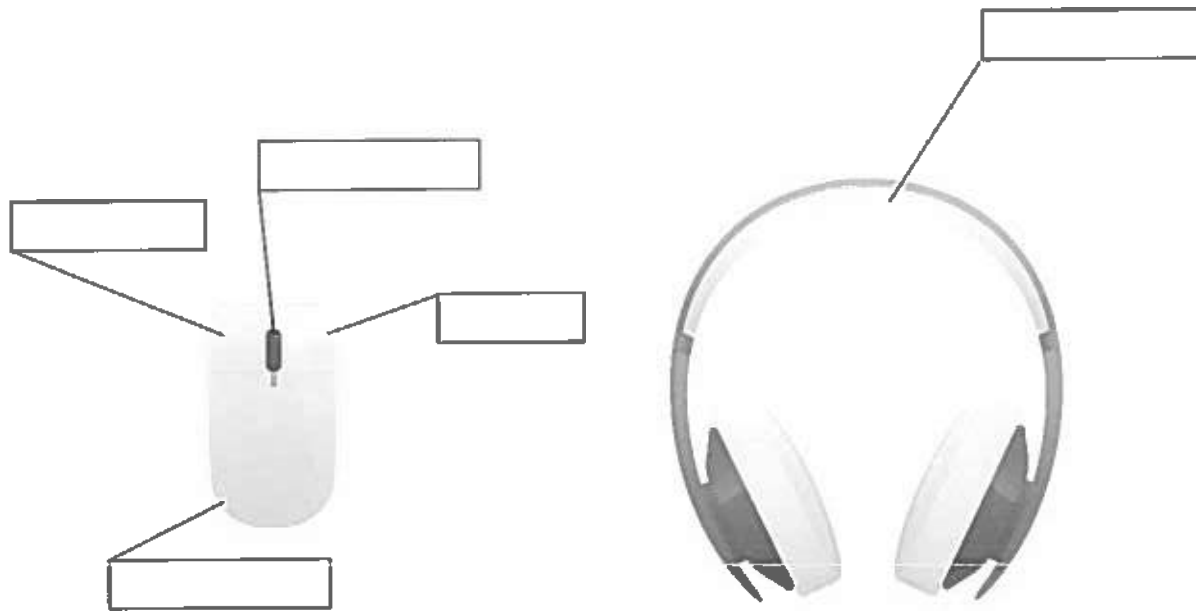


Unit 5: Computer-Related Vocabulary

UNIT 5

VOCABULARY SKILLS

WORKSHEET: 14



Unit 5: Computer-Related Vocabulary

UNIT 5

VOCABULARY SKILLS

WORKSHEET: 15

Match the word on the left with the correct definition or function on the right. The first one has been done for you.

- | | | | | |
|----------|-----|--------------|----|---|
| <u>J</u> | 1. | monitor | a) | moves the cursor over about five spaces at a time across a document |
| — | 2. | keyboard | b) | a message on the computer screen that tells the user to do something |
| — | 3. | mouse | c) | a device worn over the ears to listen to sound that also includes a microphone to relay and record voice communication |
| — | 4. | cursor | d) | a key that erases everything to the left of the cursor |
| — | 5. | button | e) | an icon on the computer screen that shows where you are on the screen |
| — | 6. | backspace | f) | a tool to check your spelling (it can be accessed by clicking on the right side of the mouse) |
| — | 7. | delete | g) | press down on the left or right side of your mouse |
| — | 8. | audio | h) | a rotating device on the mouse between the left- and right-click buttons that allows you to move up and down a page on the computer |
| — | 9. | scroll wheel | i) | a key that starts a new line or completes an action |
| — | 10. | shift | j) | a computer screen |
| — | 11. | enter | k) | a device used to move the cursor on the screen |
| — | 12. | headset | l) | a little box on the screen you can click on to do something |
| — | 13. | prompt | m) | a key that erases one character to the right of the cursor or a block of selected text |
| — | 14. | spell check | n) | a key that capitalizes letters and changes the function of other keys on the keyboard |
| — | 15. | tab | o) | a device used to enter letters into the computer |
| — | 16. | click | p) | sound |

** Only common forms and meanings of these words in relation to the theme are included in this chart.*

Unit 5: Computer-Related Vocabulary

UNIT 5

VOCABULARY SKILLS

WORKSHEET: 16

Using the words from the box below, 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.

monitor	keyboard	mouse	cursor	button	backspace	delete	audio
scroll wheel	shift	enter	headset	prompt	spell check	tab	click

- Noam cautioned his students to read the test _____ carefully before answering, because understanding the question helps us give the right answers.
- To indent the first line in a paragraph, press the _____ key.
- Brittany turned on her computer but could not see anything because her _____ was broken.
- Rowan put on his _____ so he could listen to the audio.
- Terry rolled the _____ on his mouse to _____ up and down the webpage.
- Theresa clicked the play _____ on the screen to start the music.
- Typing a paragraph on a _____ is faster than writing it by hand.
- Malak was not sure if the word "button" had two "T"s, so she used _____.
- Emmanuel mistyped a word so he _____ and retyped it.
- On the multiple-choice test, _____ on the answer you think is correct to select it.
- Melanie's mouse was out of batteries so the _____ on the screen would not move.
- Ashley pressed the _____ key to capitalize the first letter of a word.
- Warren listened to the _____ playing on his computer and really liked the speaker's voice.
- Click the _____ key to get to the next line and start a new paragraph.
- Theodore used his _____ to select items on his computer screen.
- Yue really disliked the second part of his sentence so he _____ it.

Unit 5: Computer-Related Vocabulary

UNIT 5

VOCABULARY SKILLS

WORKSHEET: 17

The underlined words in the following paragraphs are in the wrong place. Put the words back in their correct places so that the paragraphs make sense. The first one has been done for you.

If you are taking the CELPIP Test and are unfamiliar with computers and typing, it may be a good idea to examine your devices and understand their functions. For example, make sure your 1. audio ^{monitor} is turned on so you can see what is on the screen. If you have turned it on but you are still unable to see a computer 2. monitor on your screen that tells you what you need to do, contact someone right away so they can fix the problem.

When you move your 3. prompt, does the 4. mouse on the screen move? When you roll the 5. headset, are you able to move up and down a page? If not, check and see if your device is connected.

Look at your 6. scroll wheel and familiarize yourself with it. Where do you click when you want to 7. backspace a word? It's the 8. "Spell Check" key. What if you want to indent a paragraph? It's the 9. "Enter" key. Remember that when you want to start a new paragraph, you need to press the 10. "Click" key to start a new line. When you want to capitalize a letter or type an exclamation mark or question mark, you need to press the 11. "Tab" key. If you typed a word incorrectly and you're not sure about the spelling, 12. keyboard the right button on your mouse to get to the 13. cursor feature.

Check to see if your 14. delete is working. Can you hear the 15. button? If you've checked and made sure everything is working properly and you feel ready to take the test, simply click the "Next" 16. shift to start the test. Knowing how to use the equipment and making sure that it works properly can help make taking the test an easier and smoother process for you.

Vocabulary Journal

VOCABULARY SKILLS

WORKSHEET: 1

Date: _____

Complete the chart below by filling in the blanks with words you've recently learned. For each word, write its definition and an example sentence in which the word is used. Then, list some synonyms and antonyms of the word.

Word 1:	
Definition:	
Example sentence:	
Synonyms:	
Antonyms:	
Word 2:	
Definition:	
Example sentence:	
Synonyms:	
Antonyms:	
Word 3:	
Definition:	
Example sentence:	
Synonyms:	
Antonyms:	
Word 4:	
Definition:	
Example sentence:	
Synonyms:	
Antonyms:	
Word 5:	
Definition:	
Example sentence:	
Synonyms:	
Antonyms:	

Vocabulary Journal

VOCABULARY SKILLS

WORKSHEET: 1

Word 6:

Definition:

Example sentence:

Synonyms:

Antonyms:

Word 7:

Definition:

Example sentence:

Synonyms:

Antonyms:

Word 8:

Definition:

Example sentence:

Synonyms:

Antonyms:

Word 9:

Definition:

Example sentence:

Synonyms:

Antonyms:

Word 10:

Definition:

Example sentence:

Synonyms:

Antonyms:

Vocabulary Journal

VOCABULARY SKILLS

WORKSHEET: 2

Date: _____

Complete the chart below by filling in the blanks with words you've recently learned. For each word, write its definition and an example sentence in which the word is used. Then, list some synonyms and antonyms of the word.

Word 1:	
Definition:	
Example sentence:	
Synonyms:	
Antonyms:	
Word 2:	
Definition:	
Example sentence:	
Synonyms:	
Antonyms:	
Word 3:	
Definition:	
Example sentence:	
Synonyms:	
Antonyms:	
Word 4:	
Definition:	
Example sentence:	
Synonyms:	
Antonyms:	
Word 5:	
Definition:	
Example sentence:	
Synonyms:	
Antonyms:	

Vocabulary Journal

VOCABULARY SKILLS

WORKSHEET: 2

Word 6:

Definition:

Example sentence:

Synonyms:

Antonyms:

Word 7:

Definition:

Example sentence:

Synonyms:

Antonyms:

Word 8:

Definition:

Example sentence:

Synonyms:

Antonyms:

Word 9:

Definition:

Example sentence:

Synonyms:

Antonyms:

Word 10:

Definition:

Example sentence:

Synonyms:

Antonyms:

Unit 1: Classroom Vocabulary

Worksheet 1

1. v., to determine something through indirect means
2. v., to provide the meaning of something; to explain
3. v., to make an educated guess about some future occurrence
4. v., to give more information about something; to add details to
5. v., to lay out the main features of something
6. v., to look at two or more things closely to see their similarities or differences
7. v., to look at two or more things and determine how they are different from each other
8. v., to convince someone to do something through argumentation or urging
9. v., to show; use arguments and reasoning in order to present an argument
10. v., to say something is common or universal based on a few examples
11. v., to evaluate ability, often through testing
12. v., to make concise, to retell information using fewer words
13. n., the main idea of something; the bare-bones explanation
14. n., the relaying back of information; the answer to a question
15. n., the way that information and ideas flow together; understandability

Worksheet 2

- | | | |
|--------------|----------------|------------------|
| 1. gist | 6. summarized | 11. Coherence |
| 2. persuaded | 7. predicted | 12. compared |
| 3. response | 8. outlines | 13. generalized |
| 4. elaborate | 9. interpreted | 14. contrasted |
| 5. inferred | 10. assessed | 15. demonstrated |

Worksheet 3

- | | | |
|------|-------|-------|
| 1. g | 6. o | 11. b |
| 2. i | 7. l | 12. j |
| 3. a | 8. d | 13. n |
| 4. m | 9. k | 14. c |
| 5. f | 10. e | 15. h |

ANSWER KEY

Worksheet 4

	Noun	Verb	Adjective	Adverb
1.	<i>inference</i>	infer	<i>inferable</i>	-----
2.	<i>interpreter</i>	interpret	<i>interpretable</i>	-----
3.	<i>prediction, predictor</i>	predict	<i>predictable, predictive</i>	<i>predictably</i>
4.	<i>elaboration, elaborateness</i>	elaborate	<i>elaborate, elaborative</i>	<i>elaborately</i>
5.	outline	outline	-----	-----
6.	<i>comparison</i>	compare	<i>comparative</i>	<i>comparatively</i>
7.	contrast	<i>contrast</i>	<i>contrastable, contrastive</i>	<i>contrastingly, contrastively</i>
8.	<i>persuasion, persuasiveness</i>	persuade	<i>persuasive, persuadable</i>	<i>persuasively</i>
9.	<i>demonstration, demonstrator</i>	demonstrate	<i>demonstrative</i>	<i>demonstratively</i>
10.	<i>generalization</i>	generalize	-----	<i>generally</i>
11.	assessment	assess	-----	-----
12.	<i>summary</i>	summarize	-----	-----
13.	gist	-----	-----	-----
14.	response	<i>respond</i>	<i>responsive</i>	-----
15.	coherence	-----	<i>coherent</i>	<i>coherently</i>

* Only common forms and meanings of these words in relation to the theme are included in this chart.

Unit 2: Emotions Vocabulary

Worksheet 5

1. adj., to be very sad or depressed
2. adj., a state of extreme anger
3. adj., a state of extreme excitement or happiness
4. adj., a state of feeling as though you can do anything; self-assurance
5. adj., being careful or aware of (possible) dangers
6. adj., a state of not really caring all that much about something; disinterest
7. adj., the state of being shy and easy to embarrass
8. adj., to feel very alone and/or isolated; disconnected
9. adj., a sense of understanding what someone else is going through; to feel bad for someone
10. adj., to be shocked and appalled by something; experiencing overwhelming fear, shock, or disgust
11. adj., a state of feeling bad about one's past feelings or actions; feeling responsible or remorseful about something
12. adj., to be slightly stunned when faced with something unexpected and sudden (good or bad)
13. adj., a state of extreme tiredness
14. adj., to feel resentful towards someone because of their perceived successes/advantages compared to one's own
15. adj., to be worried, fearful, or uneasy about something

Worksheet 6

- | | | |
|--------------|--------------|-----------------|
| 1. jealous | 6. lonely | 11. bashful |
| 2. cautious | 7. ecstatic | 12. anxious |
| 3. furious | 8. confident | 13. indifferent |
| 4. horrified | 9. surprised | 14. gloomy |
| 5. exhausted | 10. guilty | 15. sympathetic |

Worksheet 7

- | | | |
|------|-------|-------|
| 1. h | 6. j | 11. c |
| 2. f | 7. m | 12. k |
| 3. d | 8. l | 13. i |
| 4. e | 9. a | 14. o |
| 5. g | 10. b | 15. n |

Unit 3: Environment and Nature Vocabulary

Worksheet 8

1. n., the scientific name for the study of plants
2. adj., something that has the effect of a poison or is poisonous
3. v., to decrease the amount available of something
4. n., the combination of harmful substances like car exhaust and garbage in the environment
5. n., the state of no longer existing when something once was; when an entire species dies (in biology)
6. n., supply of something that can be used (usually by human beings) in some kind of useful way
7. adj., refers to the entire planet; all the countries in the world
8. n., refers to everything in the animal kingdom: humans, bugs, animals, etc.
9. n., refers to everything in the plant kingdom: flowers, mushrooms, trees, etc.
10. n., a protected area that bans hunting and development to try to protect certain ecosystems (in this context)
11. n., interconnected communities of animals and plants in specific areas
12. n., the tangible matter of which a thing consists; can be harmful, beneficial, or neutral
13. n., the very top of a mountain; the highest peak
14. n., the scientific name for the study of rocks, geographical features, the weather, etc.
15. n., the effect that something has on something else; influence

Worksheet 9

- | | | |
|---------------|---------------|----------------|
| 1. botany | 6. Geology | 11. pollution |
| 2. substances | 7. fauna | 12. global |
| 3. flora | 8. reserves | 13. summits |
| 4. extinction | 9. depleted | 14. ecosystems |
| 5. impact | 10. resources | 15. toxic |

Worksheet 10

	Noun	Verb	Adjective	Adverb
1.	botany	-----	botanical	botanically
2.	toxicity	-----	toxic	toxically
3.	depletion	deplete, depleted, depleting	depleted, depleting	-----
4.	pollution, pollutant	pollute, polluted, polluting	polluted	-----
5.	extinction	-----	extinct	-----
6.	resources, resources, resourcing	resource, resourced, resourcing	resourceful, resourced, resource	-----
7.	globe	globalize	global	globally
8.	fauna	-----	faunal	faunally
9.	flora	-----	floral	florally
10.	reserve	reserve, reserved, reserving	reserved	reservedly
11.	ecosystem	-----	ecosystemic	ecosystemically
12.	substance	-----	substantial	substantially
13.	summit	summit, summing, summited	-----	-----
14.	geology, geologist	-----	geological	geologically
15.	impact	impact, impacted, impacting	impacted	-----

* Only common forms and meanings of these words in relation to the theme are included in this chart.

Unit 4: Health Vocabulary

Worksheet 11

1. adj., something that continues for a long time; is constant and unrelenting
2. adj., causing you to feel sick to your stomach, inclined to vomit
3. adj., the opposite of chronic, in that acute illnesses are severe but last just a short time
4. n., the rhythmic expansion and contraction of the arteries as blood is pumped through them by the heart
5. n., the parts of the body that are under our skin and responsible for strength and movement
6. n., healthy substances that give us what we need to live; humans absorb nutrients by eating plants and animals
7. n., antibiotics are a type of medicine used against microorganisms and bacteria
8. n., a change that results when something is done or happens
9. adj., something that is related to the medical industry or to illness and injury
10. n., a type of disease that is caused by a harmful tumor that grows and takes over other parts of the body
11. n., the result of disease-causing germs or bacteria entering the body and making a person sick
12. n., how quickly a person can pass food and nutrients through his or her system and produce energy
13. n., single-celled organisms that live in our bodies and can be either good or bad
14. n., insomnia is the state of not being able to get a healthy and normal amount of sleep
15. adj., something that is lacking balance, be it internally (like a mental state) or externally

Worksheet 12

- | | | |
|----------------|----------------|----------------|
| 1. Bacteria | 6. insomnia | 11. acute |
| 2. muscle | 7. pulse | 12. nauseating |
| 3. cancer | 8. nutrients | 13. medical |
| 4. antibiotics | 9. metabolism | 14. effects |
| 5. chronic | 10. unbalanced | 15. infection |

Worksheet 13

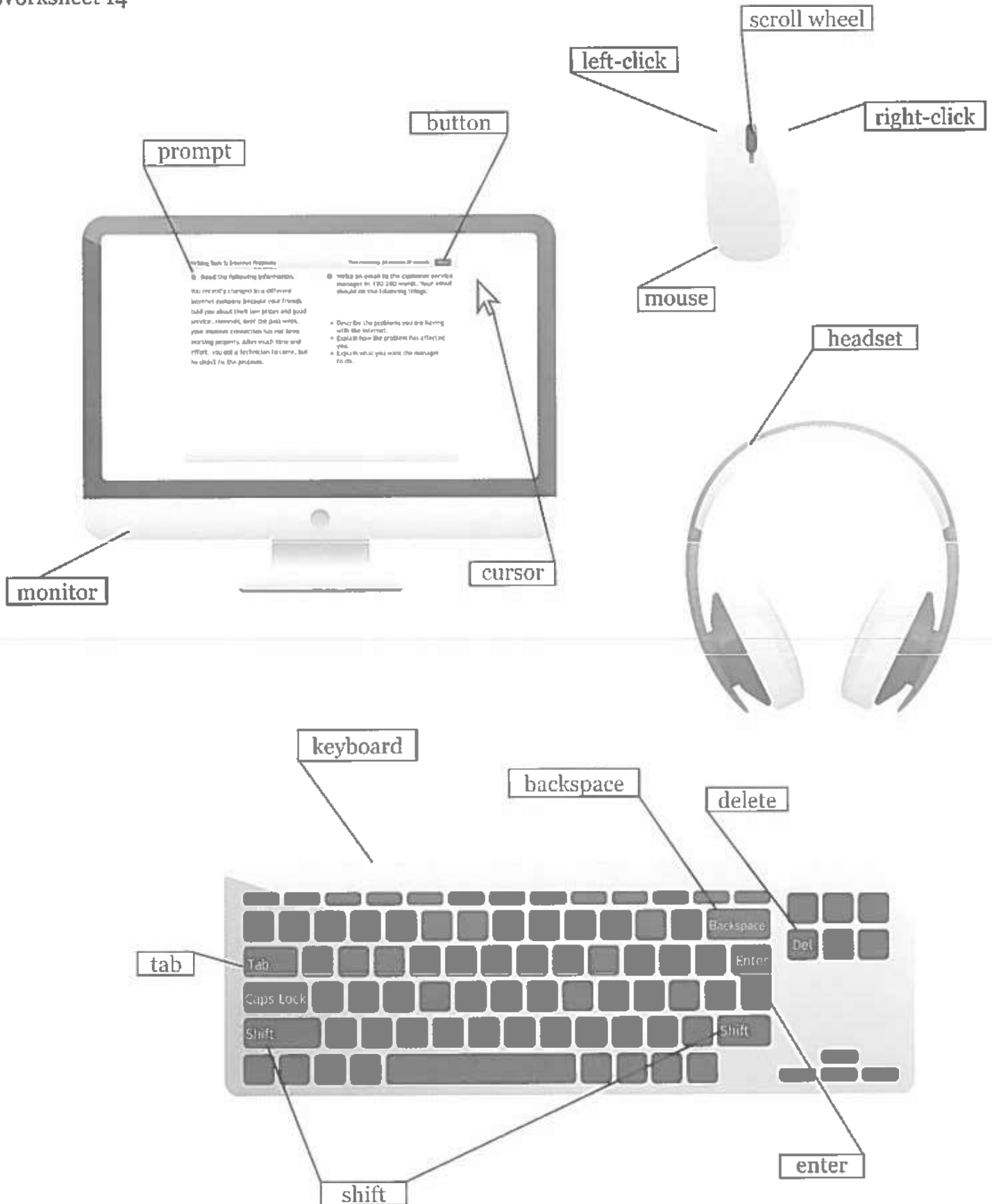
- | | | |
|----------------|------------------|------------------|
| 1. b) pain | 6. d) essential | 11. b) bacterial |
| 2. a) smell | 7. a) oral | 12. b) slow |
| 3. c) care | 8. c) long-term | 13. a) harmful |
| 4. d) weak | 9. d) technician | 14. c) severe |
| 5. b) activity | 10. a) lung | 15. a) diet |

ANSWER KEY

New Word	Definition
harmful bacteria	<i>bacteria that cause damage to your body</i>
bacterial infection	<i>an infection caused by bacteria or microorganisms</i>
nauseating smell	<i>a smell that makes you feel sick to your stomach or ill</i>
essential nutrients	<i>nutrients that we need to survive and stay healthy</i>
oral antibiotics	<i>a type of antibiotics or medicine that you take orally (put in your mouth)</i>
slow metabolism	<i>when the rate at which you process food and create energy is slower than average</i>
acute care	<i>the kind of medical assistance you would get for acute illnesses or injuries</i>
muscle activity	<i>describes the movement of your muscles; i.e., contracting, flexing</i>
unbalanced diet	<i>a diet that has too much of one thing (like meat) and not enough of something else (like vegetables and/or fruit)</i>
chronic pain	<i>pain that lasts a long time and doesn't go away with medication</i>
long-term effects	<i>what changes (effects) will look like in the distant future; being in effect for a long time</i>
weak pulse	<i>a pulse that is difficult to feel/find (usually a sign that there is a problem with one or more parts of the body)</i>
medical technician	<i>someone who is skilled at providing medical care to people (an EMT)</i>
severe insomnia	<i>insomnia that is worse than normal; debilitating sleep deprivation</i>
lung cancer	<i>cancer that affects the lungs</i>

Unit 5: Computer-Related Vocabulary

Worksheet 14



ANSWER KEY

Worksheet 15

- | | | | |
|------|------|-------|-------|
| 1. j | 5. l | 9. h | 13. b |
| 2. o | 6. d | 10. n | 14. f |
| 3. k | 7. m | 11. i | 15. a |
| 4. e | 8. p | 12. c | 16. g |

Worksheet 16

- | | | | |
|------------|------------------|---------------|-------------|
| 1. prompts | 5. wheel, scroll | 9. backspaced | 13. audio |
| 2. "Tab" | 6. button | 10. click | 14. "Enter" |
| 3. monitor | 7. keyboard | 11. cursor | 15. mouse |
| 4. headset | 8. spell check | 12. "Shift" | 16. deleted |

Worksheet 17

- | | | | |
|------------|-----------------|-------------|-----------------|
| 1. monitor | 5. scroll wheel | 9. "Tab" | 13. spell-check |
| 2. prompt | 6. keyboard | 10. "Enter" | 14. headset |
| 3. mouse | 7. delete | 11. "Shift" | 15. audio |
| 4. cursor | 8. "Backspace" | 12. click | 16. button |

Word List by Unit

Unit 1: Classroom Vocabulary, pp. 1-2

assess
coherence
compare
contrast
demonstrate

elaborate
generalize
gist
infer
interpret

outline
persuade
predict
response
summarize

Unit 2: Emotions Vocabulary, pp. 6-7

bashful
cautious
confident
anxious
ecstatic

exhausted
furious
gloomy
guilty
horrified

indifferent
jealous
lonely
surprised
sympathetic

Unit 3: Environment and Nature Vocabulary, pp. 10-11

botany
deplete
ecosystem
extinction
fauna

flora
geology
global
impact
pollution

reserve
resources
substance
summit
toxic

Unit 4: Health Vocabulary, pp. 14-15

acute
antibiotics
bacteria
cancer
chronic

effect
infection
insomnia
medical
metabolism

muscle
nauseating
nutrients
pulse
unbalanced

Unit 5: Computer-Related Vocabulary, p. 19

audio
backspace
button
click
cursor
delete

enter
headset
keyboard
monitor
mouse

prompt
scroll wheel
shift
spell check
tab