### Glossary • COMPUTER TERMS

<table>
<thead>
<tr>
<th>Advanced user</th>
<th>a person with excellent computer literacy and user skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>AutoShape (Callouts)</td>
<td>a ready-made shape in Word that can be inserted in a document using the Drawing Toolbar. Add text to an AutoShape by right-clicking it and choosing <strong>Add Text</strong>.</td>
</tr>
<tr>
<td>Bookmark</td>
<td>in word processing: a place holder in a document; on the Internet: a URL you would like to revisit. See <strong>Favorite</strong></td>
</tr>
<tr>
<td>Browse (surf)</td>
<td>randomly visit Internet sites to see what they contain</td>
</tr>
<tr>
<td>Click</td>
<td>press down and release the left mouse button</td>
</tr>
<tr>
<td>Clip Art</td>
<td>pictures and sound available within Microsoft Office that may be inserted to enhance documents, worksheets, and presentations. More Clip Art is available to registered users on the Microsoft Office web-site at <a href="http://www.microsoftoffice.com">http://www.microsoftoffice.com</a> (Design Gallery Live)</td>
</tr>
<tr>
<td>Computer level</td>
<td>the degree of computer skills proficiency</td>
</tr>
<tr>
<td>Computer skills</td>
<td>the ability to use computer functions (e.g., toolbar options)</td>
</tr>
<tr>
<td>Controls</td>
<td>text boxes, drop-down lists, buttons, radio buttons, checkboxes, etc. in Windows and on web pages that are used for entering information and sending requests</td>
</tr>
<tr>
<td>Double-click</td>
<td>press down and release the left mouse button twice (quickly)</td>
</tr>
<tr>
<td>Download</td>
<td>the process of transferring files from a web-site (or remote computer) to a user’s computer (or local computer). A download may be initiated by clicking on a download hyperlink and choosing a location to save the file or by simply opening a web page</td>
</tr>
<tr>
<td>Drag and drop</td>
<td>select an object such as text, a folder, or file; click on the selection again and hold the left mouse button to move it from one location to another; release the mouse button to drop the selection</td>
</tr>
<tr>
<td>Drag</td>
<td>press down and hold the left button while moving the mouse to manipulate objects</td>
</tr>
<tr>
<td>Excel</td>
<td>the name of the spreadsheet program in Microsoft Office Suite</td>
</tr>
<tr>
<td>Experienced user</td>
<td>a person with good computer literacy and user skill</td>
</tr>
<tr>
<td>Favorite</td>
<td>a web-site address that is stored in the Internet Explorer web browser for easy revisiting (Netscape Favorites are called Bookmarks)</td>
</tr>
<tr>
<td>HTTP</td>
<td>Hypertext Transfer Protocol: the beginning of the web address which indicates how the address is to be accessed. See URL</td>
</tr>
<tr>
<td>Hyperlink</td>
<td>text (usually underlined) or graphic symbols that move you to a different location on the same page or a different web page when you click your mouse on them. The mouse pointer changes to a hand when it is over a hyperlink</td>
</tr>
<tr>
<td>Internet</td>
<td>a network of thousands of separate networks worldwide connected by telephone lines, cable, and satellites</td>
</tr>
<tr>
<td>Instructor-made</td>
<td>any file made by an instructor prior to the lesson and saved in a designated location (e.g., on floppy diskettes, on a “master computer,” or in a folder on each workstation)</td>
</tr>
<tr>
<td>Internet basics</td>
<td>the basic skills needed to surf and navigate the Internet (e.g., entering an URL, locating and clicking hyperlinks, using the web browser buttons, scrolling on a web page)</td>
</tr>
<tr>
<td>Mouse skills</td>
<td>essential computer actions performed by the user with the mouse. See <strong>click</strong>, <strong>double-click</strong>, <strong>right-click</strong>, <strong>drag</strong>, <strong>scroll</strong>, <strong>select</strong></td>
</tr>
<tr>
<td><strong>Navigate</strong></td>
<td>explore options in software by clicking on them</td>
</tr>
<tr>
<td><strong>Novice user</strong></td>
<td>a person with little or no computer literacy and user skills</td>
</tr>
<tr>
<td><strong>Object</strong></td>
<td>the term used to describe many types of files (e.g., sound, tables) and items in Windows (e.g., folders, icons)</td>
</tr>
<tr>
<td><strong>On-line (online)</strong></td>
<td>when a user is connected to the Internet</td>
</tr>
<tr>
<td><strong>Open application</strong></td>
<td>a program window that is currently on the screen</td>
</tr>
<tr>
<td><strong>Productivity tools</strong></td>
<td>application software (e.g., Word, Excel, PowerPoint)</td>
</tr>
<tr>
<td><strong>PowerPoint</strong></td>
<td>the name of the presentation program in the Microsoft Office Suite</td>
</tr>
<tr>
<td><strong>Right-click</strong></td>
<td>press down and release the right mouse button</td>
</tr>
<tr>
<td><strong>Scroll</strong></td>
<td>move a document within a window by using the mouse wheel or scroll bar controls located on the right-hand side and the bottom of the window</td>
</tr>
<tr>
<td><strong>Search engine</strong></td>
<td>a web-site that allows users to quickly locate information by searching the WWW for occurrences of search words (e.g., Google, Yahoo, AltaVista, Infoseek, Lycos)</td>
</tr>
<tr>
<td><strong>Search word (keyword)</strong></td>
<td>a specific word used to find information on the Internet using a search engine web-site</td>
</tr>
<tr>
<td><strong>Select</strong></td>
<td>choose text, objects, or table cells by clicking and dragging. A selection is highlighted in alternate colours</td>
</tr>
<tr>
<td><strong>Spreadsheet</strong></td>
<td>a program that enables the user to work with and manipulate numbers, formulas, charts, etc. See <em>Excel</em></td>
</tr>
<tr>
<td><strong>Task sheet</strong></td>
<td>a sheet that gives learners instructions to accomplish a specific task</td>
</tr>
<tr>
<td><strong>Template</strong></td>
<td>a file used as a starting point to create a new document that includes initial formatting information (e.g., font, spacing, language) to be used over and over again</td>
</tr>
<tr>
<td><strong>Text formatting</strong></td>
<td>features such as bolding, italicizing, and underlining, that may be applied to text in a document by first selecting the text and then clicking the appropriate button on the formatting toolbar</td>
</tr>
<tr>
<td><strong>Toolbar</strong></td>
<td>one of many sets of related command buttons, usually found under the menu bar at the top of a window (e.g., Standard Toolbar, Drawing Toolbar). To view a toolbar after it has been closed, click View, Toolbars, and select the desired toolbar</td>
</tr>
<tr>
<td><strong>Tracking sheets</strong></td>
<td>checklists that show all activities in a unit or program (e.g., ELLIS, Rosetta Stone) which are used by learners to record their progress</td>
</tr>
<tr>
<td><strong>URL</strong></td>
<td>Uniform Resource Locator; an Internet address (e.g., <a href="http://www.settlement.org">http://www.settlement.org</a>)</td>
</tr>
<tr>
<td><strong>Wall card</strong></td>
<td>a large wall display with a set of instructions to perform a task (e.g., how to print, how to scan a floppy diskette for viruses)</td>
</tr>
<tr>
<td><strong>Watermark</strong></td>
<td>faint text or pictures that appear behind document text</td>
</tr>
<tr>
<td><strong>Web address</strong></td>
<td>see URL</td>
</tr>
<tr>
<td><strong>Web browser</strong></td>
<td>the program that provides access to the Internet (e.g., Microsoft Internet Explorer, Netscape Navigator)</td>
</tr>
<tr>
<td><strong>Web site</strong></td>
<td>web pages created by a company, organization, or person which become part of the World Wide Web. See World Wide Web</td>
</tr>
</tbody>
</table>
Wizard

a small help program within Office consisting of a set of dialog boxes that collect information about, and assist in completing a specific task (e.g., a chart wizard collects information from the user to create a chart in Excel)

Word

the name of the word-processor in the Microsoft Office Suite

WordArt

a special graphical treatment of title text in a Word document that enhances interest. Access WordArt by clicking Insert, Picture, WordArt

Word-processor

a program that enables the user to work with text, tables, pictures, etc. (e.g., Word, WordPerfect, Works, StarOffice Writer)

World Wide Web (WWW)

the global system of networked computers
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<tr>
<th><strong>Glossary</strong></th>
<th><strong>GENERAL TERMS</strong></th>
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<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td>Systematically collecting information about learner performance on an ongoing basis</td>
</tr>
<tr>
<td><strong>Audio dialogue journal</strong></td>
<td>learners tape short conversations or responses (not from written script). Instructor responds on tape</td>
</tr>
<tr>
<td><strong>Authentic text</strong></td>
<td>real life text, not adapted</td>
</tr>
<tr>
<td><strong>Benchmark</strong></td>
<td>a reference point; a description of what a person can do at a given level of proficiency</td>
</tr>
<tr>
<td><strong>Brainstorm</strong></td>
<td>an activity for engaging learners in a discussion in order to produce a list of words or ideas</td>
</tr>
<tr>
<td><strong>Canadian Language Benchmarks (CLB)</strong></td>
<td>a descriptive scale of communicative proficiency in ESL expressed as benchmarks or reference points. They provide a national standard for planning curricula as well as a frame of reference for learning, teaching, programming and assessing adult ESL.¹</td>
</tr>
<tr>
<td><strong>Case study</strong></td>
<td>a text about a particular situation to be discussed by learners</td>
</tr>
<tr>
<td><strong>Chain story</strong></td>
<td>an activity in which one person provides the opening sentence to a story and classmates each add a sentence to continue the story</td>
</tr>
<tr>
<td><strong>Cloze</strong></td>
<td>an activity in which learners fill in missing words in a text; for example, learners may listen to a popular song and write missing words in blanks on the tape-script</td>
</tr>
<tr>
<td><strong>Communicative competence</strong></td>
<td>the ability to use language to function effectively in society</td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td>language abilities in the four skill areas. See the Level Outcomes</td>
</tr>
<tr>
<td><strong>Debate</strong></td>
<td>a formal discussion about an issue from opposing perspectives</td>
</tr>
<tr>
<td><strong>Elicit</strong></td>
<td>to draw out information or a response from learners</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>the process of analyzing and interpreting the data collected through assessments</td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td>information about the results of an activity given by learners or the instructor</td>
</tr>
<tr>
<td><strong>Formulaic Expressions</strong></td>
<td>fixed words or phrases used in everyday language (e.g., <em>How are you?</em>)</td>
</tr>
<tr>
<td><strong>Guided text</strong></td>
<td>short, simple writing texts in which learners fill in blanks or complete sentences using own information or vocabulary from a list given by the instructor</td>
</tr>
<tr>
<td><strong>Implied meaning</strong></td>
<td>the meaning of an oral or written text that is suggested but not directly stated</td>
</tr>
<tr>
<td><strong>Inferred meaning</strong></td>
<td>the meaning of an oral or written text that is concluded or deduced from the information provided</td>
</tr>
<tr>
<td><strong>Information gap</strong></td>
<td>an activity in which learners, in pairs or small groups, combine fragments of information to make a whole</td>
</tr>
<tr>
<td><strong>Jigsaw</strong></td>
<td>an activity in which groups of learners each read different texts or portions of the same text from different perspectives and then share information</td>
</tr>
<tr>
<td><strong>Language Focus</strong></td>
<td>a section on the topic pages that lists vocabulary, expressions, structures, and pronunciation items learners may use to achieve the topic outcomes</td>
</tr>
<tr>
<td><strong>Learner Strategies</strong> <em>(Learners find it useful to…)</em></td>
<td>a section on the topic pages that lists tips to help learners cope with situations in which they lack the language abilities to communicate effectively and basic survival strategies related to the topics</td>
</tr>
<tr>
<td><strong>Leave-taking</strong></td>
<td>saying “goodbye”</td>
</tr>
</tbody>
</table>

¹ Adapted from Centre for Canadian Language Benchmarks, [http://www.language.ca/bench.html](http://www.language.ca/bench.html) “What are the Canadian Language Benchmarks?”
<table>
<thead>
<tr>
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<tr>
<td><strong>Level Outcomes</strong></td>
<td>descriptions of the overall communication goals for each level based on the competencies in the Canadian Language Benchmarks 2000</td>
</tr>
<tr>
<td><strong>Mnemonics</strong></td>
<td>a verse or phrase to help someone remember facts and other information</td>
</tr>
<tr>
<td><strong>Moderately Complex text</strong></td>
<td>a text that is two to three paragraphs long with clear organization and language that is mostly concrete and literal</td>
</tr>
<tr>
<td><strong>Narrative</strong></td>
<td>an oral or written text that tells a story</td>
</tr>
<tr>
<td><strong>Oral text</strong></td>
<td>a spoken dialogue or narrative</td>
</tr>
<tr>
<td><strong>Paraphrase</strong></td>
<td>rephrase or express the meaning of an oral or written text in other words in order to confirm understanding</td>
</tr>
<tr>
<td><strong>Peer evaluation</strong></td>
<td>an assessment method where learners look at each other’s work and provide feedback</td>
</tr>
<tr>
<td><strong>Pre-benchmark</strong></td>
<td>a description of a learner who is unable to meet the criteria for Canadian Language Benchmark 1</td>
</tr>
<tr>
<td><strong>Profile</strong></td>
<td>a short account of a person’s background, educational history, career, etc.</td>
</tr>
<tr>
<td><strong>Quiz</strong></td>
<td>a short oral or written test</td>
</tr>
<tr>
<td><strong>Rank</strong></td>
<td>put or arrange in order of importance or preference</td>
</tr>
<tr>
<td><strong>Retrieval chart</strong></td>
<td>a questionnaire or chart that has been designed to collect information that a learner must retrieve from another source</td>
</tr>
<tr>
<td><strong>Reverse role-play</strong></td>
<td>an activity in which learners assume the role of a person of different age, gender, or ethnic background from themselves</td>
</tr>
<tr>
<td><strong>Role-play</strong></td>
<td>an activity in which learners perform a dialogue based on a realistic situation</td>
</tr>
<tr>
<td><strong>Scan</strong></td>
<td>glance at a text quickly to find specific information</td>
</tr>
<tr>
<td><strong>Scavenger hunt</strong></td>
<td>an activity in which learners have to find specific objects or information using clues</td>
</tr>
<tr>
<td><strong>Scrambled text</strong></td>
<td>a text in which sentences, paragraphs, or instructions are not in order</td>
</tr>
<tr>
<td><strong>Sentence strips</strong></td>
<td>sentences from a text written on separate pieces of paper for use in a language task</td>
</tr>
<tr>
<td><strong>Simple</strong></td>
<td>short, clear, not difficult in terms of vocabulary and sentence structure</td>
</tr>
<tr>
<td><strong>Simple conversation</strong></td>
<td>a conversation that follows predictable, learned patterns</td>
</tr>
<tr>
<td><strong>Simple reading</strong></td>
<td>a reading text that is a paragraph in length</td>
</tr>
<tr>
<td><strong>Simple writing</strong></td>
<td>a one-paragraph writing assignment</td>
</tr>
<tr>
<td><strong>Simplified text</strong></td>
<td>a story, dialogue, or news article that has been adapted to suit the level of learners in the class</td>
</tr>
<tr>
<td><strong>Skim</strong></td>
<td>read a text quickly to understand its general meaning</td>
</tr>
<tr>
<td><strong>Spiraling</strong></td>
<td>the repetition of themes, topics, competencies, and language items in a new context and/or at a higher level of difficulty</td>
</tr>
<tr>
<td><strong>Split dictation</strong></td>
<td>an activity in which the instructor dictates the first half of sentences in a paragraph to one group of learners and the second half of sentences to the second group of learners; the learners pair up to combine sentences and re-construct the paragraph</td>
</tr>
<tr>
<td><strong>Suasion</strong></td>
<td>the ability to get things done using language</td>
</tr>
<tr>
<td><strong>Substitution drills</strong></td>
<td>a speaking activity in which certain words or phrases are replaced with others and practiced orally</td>
</tr>
<tr>
<td><strong>Text</strong></td>
<td>the words that comprise something written or spoken</td>
</tr>
<tr>
<td>Glossary • GENERAL TERMS</td>
<td></td>
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<tr>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Topic Development Ideas</strong> <em>(Classes might want to learn more about…)</em></td>
<td>a section on the topic pages that lists ideas for enhancing a lesson or developing additional lessons related to the topic</td>
</tr>
<tr>
<td><strong>Topic Outcomes</strong></td>
<td>the relevant CLB competencies contextualized within each topic</td>
</tr>
<tr>
<td><strong>Unscramble</strong></td>
<td>reorder sentences, paragraphs, or instructions in logical sequence</td>
</tr>
</tbody>
</table>
Glossary • GRAMMAR TERMS

Adjectives
words that describe nouns or pronouns
(a) common adjectives
blue, short, cotton, etc.
(b) comparative adjectives (used to compare two things)
tall, taller than
heavy, heavier than
expensive, more expensive than
c) demonstrative adjectives
this/ these
that/ those
d) equatives (comparisons with similar characteristics)
It’s as expensive as the other one.
e) indefinite adjectives
some, any
(f) order of adjectives (quality, size, age, origin, type)
It’s a pretty little Canadian town.
g) possessive adjectives
my, your, his, her, our, their
(h) present/past participles
This book is interesting.
I am interested in this book.
i) superlative adjectives (used to compare more than two things)
tall, the tallest
George is the tallest boy in the class.
interesting, the most interesting
bad, the worst
(j) intensifiers
words that modify adjectives and show degree
This box is very heavy.

Adjective clauses
dependent clauses that are connected to a sentence with a relative pronoun: who, whom, whose, which, or that. Also referred to as relative clauses
(a) essential
The city that Mary likes most is Toronto.
(b) non-essential
Toronto, which is in Ontario, is hot in summer.

Adjective phrases
reductions of adjective clauses that modify a noun
The city Mary likes most is Toronto.

Adverbs
words that modify verbs
(a) regular
slow, slowly
(b) irregular
early, early; fast, fast
c) time
now, soon
d) frequency
always, never, occasionally, often
e) duration
briefly, permanently
(f) manner
beautifully, kindly, well
g) comparative adverbs
slower than, more slowly than
(h) superlative adverbs
the hardest, the most quickly
(i) equatives
You don’t walk as fast as your brother.
j) intensifiers
words that modify adverbs and show degree
I am feeling much better today.

Adverb clauses
clauses that modify the verbs of a sentence
(a) time
When I arrived, she was watching TV.
(b) cause
She went to bed because she was tired.
(c) condition
We can’t go on a trip if it’s cold tomorrow.

Articles
(a) indefinite: a/an
This is a book.
She is an actress.
(b) definite: the
They are in the garden.

“Be”
as a main verb | basic pattern
affirmative
This is a book. | Be + a noun
Maria is a student
Interrogative
Is this a book? | Be+ adjective
Maria is smart
negative
This isn’t a book. | be+prepositional phrase
Maria is at the school.

1 Adapted from The Adult ESL Curriculum Guidelines Based on Canadian Language Benchmarks (Toronto: Toronto Catholic District School Board, 1999), p. 453.
Glossary • GRAMMAR TERMS

Capitalization
(a) beginnings of sentences
(b) the pronoun “I”
(c) proper names
(names of people
specific geographical areas
nationalities and languages days of the week, month,
holidays, titles of books, plays

Clauses
groups of words containing a subject and a verb
(a) independent clauses (sometimes referred to as
principal or main clauses) contain the main subject
and verb of a sentence and make sense when
standing alone,
Our holidays were over when our money was
stolen.
(b) dependent, or subordinate clauses (e.g., adverb,
noun, or adjective clauses) are incomplete units of
thought that need to be attached to a main clause to
make sense
The company held a Christmas party for all employees
who work in the main building.

Conditional sentences
A. (I) present/future real
If he studies, he will pass the test.

(II) present/future unreal
If he studied, he would pass the test.

(III) past unreal
If he had studied, he would have passed the test.

B. using “wish”
(i) wish + present unreal
I wish I could help, (but I can’t)
(ii) wish + past unreal
I wish I had studied, (but I didn’t)

Conjunctions
words in a sentence used to connect words, phrases, or
clauses and to indicate the relationship between them
(a) coordinating: used to join words, expressions, or
clauses of the same grammatical type
and, but, or, nor, and for

(b) correlative: paired conjunctions
either...or; neither...nor; not only; but also; both...and;
whether...or

(c) subordinate: used to join a subordinate clause to a
main clause
I like apples because they are delicious.

Contractions
forms of “be” and auxiliary verbs that are shortened (in
spoken English) with pronouns, nouns, and question
words
(a) with pronouns
She’s studying English.
(b) with nouns
Maria’s at home.
(c) with question words
Where’s Maria?

Expressions
(a) time
I take a shower in the morning.

(b) frequency
We shop there once a week.

(c) duration
They waited for several hours.

(d) quantity
There are a lot of apples in the bag.

Gerunds
nouns that have been formed by adding “-ing” to the
simple form of the verb
(a) simple gerund
Smoking is dangerous.

(b) gerund phrase
Studying English is important.

“Have”
(a) as main verb
affirmative
I have a book.
interrogative
Do you have a book?
negative
I don’t have a book.

(b) as an auxiliary verb to form tenses
I have worked all day today.

“Hope”
(a) hope + a noun clause
I hope (that) you are here tomorrow.

(b) hope + infinitive
I hope to visit you soon

Idioms
expressions having a meaning different from the literal
The cat in the tree caught his eye as he was
passing by.

Imperatives (also referred to as Commands)
Wait!  Stop!  Don’t hurry!
## Infinitives
(a) simple infinitive
   
   She wants to go.

(b) infinitive phrase
   
   She advised her friend to study more.

## Logical connectors
words that show relationships between ideas

(a) conjunctions
   
   and, but, yet, so, or, nor

(b) transition words
   
   therefore, consequently, however, on the other hand

(c) adverbial clause words
   
   because, since, as

## Modals
(a) can:
   
   ability
   
   She can speak English.

   permission
   
   You can use my dictionary.

(b) could
   
   polite request
   
   Could I borrow your pen?

   possibility
   
   He could be at the school.

   suggestion
   
   You could try calling later.

(c) may
   
   permission
   
   May I use your pen?

(d) might
   
   weak possibility
   
   I might get sick.

(e) should
   
   obligation
   
   You should be polite.

   advice
   
   You should see a doctor.

   advisability
   
   You should ask your parents.

(f) must/have to/have got to
   
   necessity
   
   You must always come on time.

   You have to register first.

   You have got to see a doctor.

(g) must not
   
   prohibition
   
   You must not drink and drive.

(h) will
   
   promise
   
   I will help you.

(i) would
   
   polite request
   
   Would you help me?

   past habitual action
   
   She would buy roses every Friday.

(j) ought to
   
   advisability
   
   You ought to see a doctor.

(k) past modals
   
   could have, should have, might have, would have

(l) habitual past with “used to”:
   
   We used to go to Florida every winter.

## Negative forms
(a) simple present tense
   
   I don’t have a car.

(b) simple past tense
   
   They didn’t go home.

(c) other tenses: “not” is put after the auxiliary
   
   I haven’t finished yet.

   She wouldn’t come.

## Nouns
words used to refer to a person, place, thing, or state of being

(a) common nouns
   
   boys, school, dog

(b) proper nouns
   
   Janet, Costi Centre, Internet

(c) countable
   
   regular
   
   one street, two streets
   one class, two classes
   one city, two cities

   irregular
   
   one child, two children

   other
   
   one fish, two fish

(d) uncountable
   
   names of substances
   
   bread, gold, jam

   abstract nouns
   
   advice, beauty, work

   other
   
   furniture, heat, shopping

(e) possessive nouns
   
   Ali’s, London’s, sisters’

   This is Mary’s book.

(f) collective nouns (refer to a single impersonal unit or a collection of various individuals)
   
   family, team, government, staff, public
Glossary • GRAMMAR TERMS

Noun clauses
used to replace nouns
(a) subject position
   What he has learned so far is difficult.
(b) object position
   She asked if we were coming.
(c) direct object position
   The teacher told the students that they should come on time.

Objects
(a) direct object
   I need a pencil.
(b) indirect object
   I gave it to Tom.

Partitives
phrases indicating a portion
a slice of bread

Passive voice
used most frequently when it is not known or not important to know who committed the action
This book was published in Canada.

Phrasal verbs
(a) separable
cut up
Cut up two onions/ Cut two onions up.
(b) non-separable
look into
He will look into the problem.
*Not: He will look the problem into.

Phrases
groups of related words that do not contain a subject and predicate. A phrase cannot stand alone as a sentence
(a) prepositional phrase
   We skated on the lake.
(b) participial phrase (also referred to as an adjective phrase)
   The man sitting by the fire is my uncle.
(c) gerund phrase
   Running for class president is my goal.

Prepositions
(a) time
   Marie comes to work at nine.
   She came on Monday.
(b) duration
   We stayed for three days.

(c) location
   He was at school all day.
   My book is on the desk.
   Anne is beside Mary.
(d) movement
   He walked around the building.
(e) purpose

Pronouns
words used in place of a noun
(a) subject (I, you, it, they)
(b) object (me, him, us)
(c) possessive (mine, hers, our)
(d) demonstrative (this, that, these, those)
(e) interrogative (who, which, what)
(f) reflexive (myself, yourself)
(g) relative (who, which, what, that)
(h) reciprocal (each other, one another)
(i) indefinite (everyone, someone, nothing, anyone)

Punctuation
(a) period (.)
(b) question mark (?)
(c) exclamation mark (!)
(d) comma (,)
(e) semicolon (;)
(f) colon (:)
(g) apostrophe (’)
(h) quotation marks (“ ”)

Quantifiers
a little/little, many/much, few/a few, some, any
There are many tourist attractions in Toronto.

Questions
(a) embedded (also referred to as indirect questions)
   Can you tell me where the bus station is?
(b) tag (questions added at the end of the sentence)
   affirmative sentence + negative tag
   She likes coffee, doesn’t she?
   negative sentence + affirmative tag
   Jose isn’t here, is he?
(c) wh- (questions that ask for information)
   When did you come to Canada?
(d) yes/no (questions that may be answered by yes or no)
   Do you live here?
   Yes, I do/No, I don’t.

Rejoinders
responses to something said
I like coffee. I do too.
I don’t eat meat. Me neither.
Sentence patterns
(a) S+V+O
   Subject + Verb + Object
   I like Mary.
(b) S+V+DO+IO
   Subject + Verb + Direct Object +
   Indirect Object
   He gave the key to his wife.
(c) S+V+C
   Subject + Verb + Complement
   He went far away.

Sequence markers
words indicating order
   first, then, finally

Speech
(a) direct (sentences stating the exact words that
   someone said)
   He said, “The class ends at 3:00.”
(b) reported (also referred to as indirect speech)
   sentences that report what someone said
   (i) affirmative sentences
   George said he knew her.
   (ii) questions
   Mary asked if I had voted.
   (iii) commands
   He told me to sit down.

There is/There are
   There is a table beside the bed.
   There are many students in this class.
   There is no crime in this city.

Verbs
words that show an action, being, or state of being
Some verbs may be either transitive or intransitive.
(a) transitive: verbs that take an object
   He bought a tennis racquet.
(b) intransitive: verbs that do not take an object
   The sun rises every morning.
   Verb tenses
   Simple:
   (a) present
      I live in Montreal.
   (b) past
      I lived here for one year.
   (c) future
      We will be here tomorrow.
   Continuous:
   (a) present
      We are studying English.
   (b) past
      He was cooking when we arrived.
   (c) future
      She will be leaving at 5:00.
   Perfect:
   (a) present
      Maria has worked for us for one year.
   (b) past
      They had left by the time we arrived.
   (c) future
      We will have finished by the time you get here.
   Perfect Continuous:
   (a) present
      We have been living here for one year.
   (b) past
      We had been working all night.
   (c) future
      By next year, I will have been living here for five
      years.
   Future:
   (a) “going to”
      He is going to call me tonight.
   (b) present tense with a future time marker
      The bus leaves at 7:00.
   (c) present continuous with future time marker
      She is leaving tonight.
   (d) will/shall
      I’ll see him tomorrow.

(c) irregular
   (a) present
      is/are
   (b) simple past
      was/were
   (c) past participle
      been
   (d) regular
   (a) present
      call
   (b) simple past
      called
   (c) past participle
      called
   come
   (a) present
      come
   (b) simple past
      came
   (c) past participle
      come

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## Glossary • PRONUNCIATION TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>Consonant</td>
<td>a voiced or voiceless sound in which the breath is partially or fully obstructed in the mouth as it is produced</td>
</tr>
<tr>
<td>Consonant clusters</td>
<td>a group of spoken or written consonants that come together at the beginning or end of a syllable (e.g., <em>st</em> in <em>street</em>, <em>ts</em> in <em>spots</em>)</td>
</tr>
<tr>
<td>Content words</td>
<td>words that carry meaning (e.g., nouns and verbs as opposed to articles). Content words are stressed and therefore louder, clearer, and longer in a sentence</td>
</tr>
<tr>
<td>Diphthong</td>
<td>a complex vowel sound, i.e., a vowel followed by a semi-vowel, /ay/ or /aw/, /aw/ (bough), /ay/ (boy), and /oy/ (boy)</td>
</tr>
<tr>
<td>Flapped</td>
<td>producing /t/ to sound like a short /d/ when the /t/ occurs between a stressed and unstressed vowel (e.g., <em>a</em>/<em>y</em>, <em>butter</em>), between a stressed vowel and /l/ or /r/ (e.g., <em>little</em>, <em>lire</em>), and at the end of a word followed by a word beginning with a vowel (e.g., <em>set up</em>)</td>
</tr>
<tr>
<td>Function words</td>
<td>grammatical or non-content words. Function words are unstressed and usually reduced</td>
</tr>
<tr>
<td>Intonation</td>
<td>the melody of speech produced by changes in the pitch of the voice that give meaning to what is said</td>
</tr>
<tr>
<td>Lax vowel</td>
<td>a vowel that is produced with little muscle tension in the mouth (e.g., /l/ <em>lit</em>)</td>
</tr>
<tr>
<td>Limerick</td>
<td>a five-lined piece of comic verse</td>
</tr>
<tr>
<td>Linking</td>
<td>connecting words together in speech</td>
</tr>
<tr>
<td>Minimal pairs</td>
<td>pairs of words that have different meanings and differ in pronunciation on the basis of one sound only (e.g., <em>sheep</em> and <em>ship</em>, <em>beat</em> and <em>vote</em>)</td>
</tr>
<tr>
<td>Pausing</td>
<td>short breaks in speech to clarify meaning</td>
</tr>
<tr>
<td>Pitch</td>
<td>the degree of highness or lowness of the speaking voice</td>
</tr>
<tr>
<td>Reduction</td>
<td>the shortening of words or phrases by changing vowels to schwa /ə/ and joining consonants or omitting them</td>
</tr>
<tr>
<td>Register</td>
<td>the style of speaking or writing that is used in particular circumstances or social situations (e.g., colloquial, formal, literary, etc.)</td>
</tr>
<tr>
<td>Rhythm</td>
<td>the timed beat of words, determined by the number of stressed and unstressed syllables in the sentence</td>
</tr>
<tr>
<td>Samvy diagram</td>
<td>a diagram of the cross-section of a head showing the position of teeth, tongue, lips, and mouth necessary for the production of a sound</td>
</tr>
<tr>
<td>Schwa</td>
<td>the vowel sound /ə/. All other vowel sounds are reduced to schwa when unstressed</td>
</tr>
<tr>
<td>Sibilant</td>
<td>having a hissing sound (e.g., <em>kiss</em>)</td>
</tr>
<tr>
<td>Stress</td>
<td>producing a syllable in a word, a word in a phrase, or a word in a sentence with more volume and length than the other parts</td>
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<tr>
<td>Syllable</td>
<td>a unit of pronunciation, consisting of a vowel sound with or without consonants preceding or following it</td>
</tr>
<tr>
<td>Tense vowel</td>
<td>a vowel that is produced with extra muscle tension in the mouth (e.g., <em>beat</em>)</td>
</tr>
<tr>
<td>Tone</td>
<td>the quality or character of a sound, ranging from positive to negative</td>
</tr>
<tr>
<td>Voiced sounds</td>
<td>sounds made with the vocal cords vibrating (e.g., <em>mmm</em>)</td>
</tr>
<tr>
<td>Voiceless sounds</td>
<td>sounds produced with no vibration of the vocal cords (e.g., <em>fff</em>)</td>
</tr>
<tr>
<td>Vowel</td>
<td>a voiced speech sound made by the air freely passing through the mouth</td>
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</tbody>
</table>