

Glossary • COMPUTER TERMS

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|-----------------------------|---|-------------------------|--|
| Advanced user | a person with excellent computer literacy and user skills | Drag and drop | 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 |
| AutoShape (Callouts) | 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 <u>Add Text</u> | Drag | press down and hold the left button while moving the mouse to manipulate objects |
| Bookmark | in word processing: a place holder in a document; on the Internet: a URL you would like to revisit. See Favorite | Excel | the name of the spreadsheet program in Microsoft Office Suite |
| Browse (surf) | randomly visit Internet sites to see what they contain | Experienced user | a person with good computer literacy and user skill |
| Click | press down and release the left mouse button | Favorite | a web-site address that is stored in the Internet Explorer web browser for easy revisiting (Netscape Favorites are called Bookmarks) |
| Clip Art | pictures and sound available within <i>Microsoft Office</i> that may be inserted to enhance documents, worksheets, and presentations. More Clip Art is available to registered users on the <i>Microsoft Office</i> web-site at http://www.microsoftoffice.com (Design Gallery Live) | HTTP | Hypertext Transfer Protocol: the beginning of the web address which indicates how the address is to be accessed. See URL |
| Computer level | the degree of computer skills proficiency | Hyperlink | 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 |
| Computer skills | the ability to use computer functions (e.g., toolbar options) | Internet | a network of thousands of separate networks worldwide connected by telephone lines, cable, and satellites |
| Controls | text boxes, drop-down lists, buttons, radio buttons, checkboxes, etc. in <i>Windows</i> and on web pages that are used for entering information and sending requests | Instructor-made | 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) |
| Double-click | press down and release the left mouse button twice (quickly) | Internet basics | 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) |
| Download | 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 | Mouse skills | essential computer actions performed by the user with the mouse. See click , double-click , right-click , drag , scroll , select |

Glossary • COMPUTER TERMS

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| Navigate | explore options in software by clicking on them | Template | 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 |
| Novice user | a person with little or no computer literacy and user skills | Text formatting | 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 |
| Object | the term used to describe many types of files (e.g., sound, tables) and items in <i>Windows</i> (e.g., folders, icons) | Toolbar | 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 <u>V</u> iew, <u>T</u> oolbars, and select the desired toolbar |
| On-line (online) | when a user is connected to the Internet | Tracking sheets | checklists that show all activities in a unit or program (e.g., <i>ELLIS</i> , <i>Rosetta Stone</i>) which are used by learners to record their progress |
| Open application | a program window that is currently on the screen | URL | <u>U</u> niform <u>R</u> esource <u>L</u> ocator; an Internet address (e.g., http://www.settlement.org) |
| Productivity tools | application software (e.g., <i>Word</i> , <i>Excel</i> , <i>PowerPoint</i>) | Wall card | 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) |
| PowerPoint | the name of the presentation program in the <i>Microsoft Office Suite</i> | Watermark | faint text or pictures that appear behind document text |
| Right-click | press down and release the right mouse button | Web address | see URL |
| Scroll | 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 | Web browser | the program that provides access to the Internet (e.g., <i>Microsoft Internet Explorer</i> , <i>Netscape Navigator</i>) |
| Search engine | a web-site that allows users to quickly locate information by searching the WWW for occurrences of search words (e.g., <i>Google</i> , <i>Yahoo</i> , <i>AltaVista</i> , <i>Infoseek</i> , <i>Lycos</i>) | Web site (web-site) | web pages created by a company, organization, or person which become part of the World Wide Web. See World Wide Web |
| Search word (keyword) | a specific word used to find information on the Internet using a search engine web-site | | |
| Select | choose text, objects, or table cells by clicking and dragging. A selection is highlighted in alternate colours | | |
| Spreadsheet | a program that enables the user to work with and manipulate numbers, formulas, charts, etc. See <i>Excel</i> | | |
| Task sheet | a sheet that gives learners instructions to accomplish a specific task | | |

Glossary • COMPUTER TERMS

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| 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 <i>Excel</i>) | Word-processor | a program that enables the user to work with text, tables, pictures, etc. (e.g., <i>Word</i> , <i>WordPerfect</i> , <i>Works</i> , <i>StarOffice Writer</i>) |
| Word | the name of the word-processor in the <i>Microsoft Office</i> Suite | World Wide Web (WWW) | the global system of networked computers |
| WordArt | a special graphical treatment of title text in a <i>Word</i> document that enhances interest. Access WordArt by clicking <u>Insert</u> , <u>Picture</u> , <u>WordArt</u> | | |

Glossary • GENERAL TERMS

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| Assessment | Systematically collecting information about learner performance on an ongoing basis | Evaluation | the process of analyzing and interpreting the data collected through assessments |
| Audio dialogue journal | learners tape short conversations or responses (not from written script). Instructor responds on tape | Feedback | information about the results of an activity given by learners or the instructor |
| Authentic text | real life text, not adapted | Formulaic Expressions | fixed words or phrases used in everyday language (e.g., <i>How are you?</i>) |
| Benchmark | a reference point; a description of what a person can do at a given level of proficiency | Guided text | 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 |
| Brainstorm | an activity for engaging learners in a discussion in order to produce a list of words or ideas | Implied meaning | the meaning of an oral or written text that is suggested but not directly stated |
| Canadian Language Benchmarks (CLB) | 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 | Inferred meaning | the meaning of an oral or written text that is concluded or deduced from the information provided |
| Case study | a text about a particular situation to be discussed by learners | Information gap | an activity in which learners, in pairs or small groups, combine fragments of information to make a whole |
| Chain story | an activity in which one person provides the opening sentence to a story and classmates each add a sentence to continue the story | Jigsaw | an activity in which groups of learners each read different texts or portions of the same text from different perspectives and then share information |
| Cloze | 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 | Language Focus | a section on the topic pages that lists vocabulary, expressions, structures, and pronunciation items learners may use to achieve the topic outcomes |
| Communicative competence | the ability to use language to function effectively in society | Learner Strategies (<i>Learners find it useful to...</i>) | 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 |
| Competencies | language abilities in the four skill areas. See the Level Outcomes | Leave-taking | saying “goodbye” |
| Debate | a formal discussion about an issue from opposing perspectives | | |
| Elicit | to draw out information or a response from learners | | |

¹ Adapted from Centre for Canadian Language Benchmarks, <http://www.language.ca/bench.html>
“What are the Canadian Language Benchmarks?”

Glossary • GENERAL TERMS

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| Level Outcomes | descriptions of the overall communication goals for each level based on the competencies in the Canadian Language Benchmarks 2000 | Scavenger hunt | an activity in which learners have to find specific objects or information using clues |
| Mnemonics | a verse or phrase to help someone remember facts and other information | Scrambled text | a text in which sentences, paragraphs, or instructions are not in order |
| Moderately Complex text | a text that is two to three paragraphs long with clear organization and language that is mostly concrete and literal | Sentence strips | sentences from a text written on separate pieces of paper for use in a language task |
| Narrative | an oral or written text that tells a story | Simple | short, clear, not difficult in terms of vocabulary and sentence structure |
| Oral text | a spoken dialogue or narrative | Simple conversation | a conversation that follows predictable, learned patterns |
| Paraphrase | rephrase or express the meaning of an oral or written text in other words in order to confirm understanding | Simple reading | a reading text that is a paragraph in length |
| Peer evaluation | an assessment method where learners look at each other's work and provide feed | Simple writing | a one-paragraph writing assignment |
| Pre-benchmark | a description of a learner who is unable to meet the criteria for Canadian Language Benchmark 1 | Simplified text | a story, dialogue, or news article that has been adapted to suit the level of learners in the class |
| Profile | a short account of a person's background, educational history, career, etc. | Skim | read a text quickly to understand its general meaning |
| Quiz | a short oral or written test | Spiraling | the repetition of themes, topics, competencies, and language items in a new context and/or at a higher level of difficulty |
| Rank | put or arrange in order of importance or preference | Split dictation | 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 |
| Retrieval chart | a questionnaire or chart that has been designed to collect information that a learner must retrieve from another source | Suasion | the ability to get things done using language |
| Reverse role-play | an activity in which learners assume the role of a person of different age, gender, or ethnic background from themselves | Substitution drills | a speaking activity in which certain words or phrases are replaced with others and practiced orally |
| Role-play | an activity in which learners perform a dialogue based on a realistic situation | Text | the words that comprise something written or spoken |
| Scan | glance at a text quickly to find specific information | | |

Glossary • GENERAL TERMS

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| Topic Development Ideas (<i>Classes might want to learn more about...</i>) | a section on the topic pages that lists ideas for enhancing a lesson or developing additional lessons related to the topic |
| Topic Outcomes | the relevant CLB competencies contextualized within each topic |
| Unscramble | reorder sentences, paragraphs, or instructions in logical sequence |

Glossary • GRAMMAR TERMS¹

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** table.*
*She is **an** actress.*
- (b) definite: *the*
*They **are** in **the** garden.*

"Be"

| as a main verb | basic pattern |
|--|--|
| affirmative <i>This is a book.</i> | Be + a noun <i>Maria is a student</i> |
| Interrogative <i>Is this a book?</i> | Be+ adjective <i>Maria is smart</i> |
| negative <i>This isn't a book.</i> | be+prepositional phrase <i>Maria is at the school.</i> |

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, ours*)

- (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.

Glossary • GRAMMAR TERMS

Sentences

groups of words that state a thought and contain a subject, either actual or implied, and a predicate

- (a) simple sentences contain only one independent clause

Mary goes to an ESL class every day.

- (b) compound sentences have two independent clauses

The police officers stopped the speeding car, and they gave the driver a ticket.

- (c) complex sentences contain a main clause and one or more dependent clauses

Although she works full time, she takes an ESL class four times a week from 7:00 to 9:00 p.m.

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 racket.

- (b) intransitive: verbs that do not take an object

The sun rises every morning.

- (c) irregular

| (a) present | (b) simple past | (c) past participle |
|----------------|--------------------|------------------------|
| is/are | was/were | been |
| come | came | come |

- (d) regular

| (a) present | (b) simple past | (c) past participle |
|----------------|--------------------|------------------------|
| call | called | called |
| walk | walked | walked |

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.

Glossary • PRONUNCIATION TERMS

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| Consonant | a voiced or voiceless sound in which the breath is partially or fully obstructed in the mouth as it is produced | Pitch | the degree of highness or lowness of the speaking voice |
| Consonant clusters | a group of spoken or written consonants that come together at the beginning or end of a syllable (e.g., <i>str</i> in <i>street</i> , <i>ts</i> in <i>spots</i>) | Reduction | the shortening of words or phrases by changing vowels to schwa /ə/ and joining consonants or omitting them |
| Content words | 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 | Register | the style of speaking or writing that is used in particular circumstances or social situations (e.g., colloquial, formal, literary, etc.) |
| Diphthong | a complex vowel sound, i.e., a vowel followed by a semi-vowel, /y/ or /w/: /aw/ (<i>bough</i>), /ay/ (<i>buy</i>), and /oy/ (<i>boy</i>) | Rhythm | the timed beat of words, determined by the number of stressed and unstressed syllables in the sentence |
| Flapped | producing /t/ to sound like a short /d/ when the /t/ occurs between a stressed and unstressed vowel (e.g., <i>city</i> , <i>butter</i>), between a stressed vowel and /l/ or /r/ (e.g., <i>little</i> , <i>litre</i>), and at the end of a word followed by a word beginning with a vowel (e.g., <i>set up</i>) | Sammy diagram | 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 |
| Function words | grammatical or non-content words. Function words are unstressed and usually reduced | Schwa | the vowel sound /ə/. All other vowel sounds are reduced to schwa when unstressed |
| Intonation | the melody of speech produced by changes in the pitch of the voice that give meaning to what is said | Sibilant | having a hissing sound (e.g., <i>kisses</i>) |
| Lax vowel | a vowel that is produced with little muscle tension in the mouth (e.g., /ɪ/ <i>bit</i>) | Stress | 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 |
| Limerick | a five-lined piece of comic verse | Syllable | a unit of pronunciation, consisting of a vowel sound with or without consonants preceding or following it |
| Linking | connecting words together in speech | Tense vowel | a vowel that is produced with extra muscle tension in the mouth (e.g., <i>beat</i>) |
| Minimal pairs | pairs of words that have different meanings and differ in pronunciation on the basis of one sound only (e.g., <i>sheep</i> and <i>ship</i> , <i>boat</i> and <i>vote</i>) | Tone | the quality or character of a sound, ranging from positive to negative |
| Pausing | short breaks in speech to clarify meaning | Voiced sounds | sounds made with the vocal cords vibrating (e.g., <i>mmm</i>) |
| | | Voiceless sounds | sounds produced with no vibration of the vocal cords (e.g., <i>fff</i>) |
| | | Vowel | a voiced speech sound made by the air freely passing through the mouth |