

Glossary of Computer Terms

Advanced	a person with above average computer literacy
AutoShape	a ready made shape in Word that you can insert in a document
Bookmark	in word processing: a place holder; on the Internet: a URL you would like to revisit
Browse (surf)	access various Internet sites to see what they contain
Click	press down and release left mouse button
Computer Level	the degree of proficiency of computer literacy
Computer Skills	the ability to use computer functions (e.g. toolbar options)
Computer Task	a task using software and its functions
Double-click	press the left mouse button (very fast) twice.
Drag	press down and hold the left mouse button while moving the mouse
Drag and Drop	press down and hold the left mouse button while moving a selection (e.g. text) from one location to another and releasing the mouse button
Excel	the name of the spreadsheet in Office 97 Suite
Experienced	a person with average computer literacy
HTTP	H ypertext T ransfer P rotocol; part of the address in URL which indicates how the address is to be accessed
Hyperlink	text (sometimes underlined) or graphic symbols which link you to a different web page when you click your mouse on them. The mouse pointer always takes the shape of a hand when it is on hyperlink
Keyword Search (🔍)	search for information by typing keywords in the box provided by a search engine
Navigate	explore options in a software by clicking on them
Novice	a person with little or no computer literacy

Object	a picture, sound, image, video, etc.
On-line	when you are connected to the Internet
Open Application	a program that is brought up on the screen
Productivity Tools	refer to application software e.g. Word, Excel, WordPerfect, etc.
Right Click	press down and release right mouse button
Search Engine	programs that allow faster access to organized information in various categories and topics, e.g. Altavista, Infoseek, Lycos, etc. Search engines provide search box (es) to narrow down the search
Select	highlight text, object, table cells, etc. A selection appears in white ink against black background
Spreadsheet	software that enables the user to work with and manipulate numbers, charts, etc. See Excel
Template	a starting point to create a new document (including formatting, spacing, etc.) to be used over and over again
Tracking Sheet	sheets to guide learners through a specific task by following a series of instructions
The Internet	a network of thousands of separate networks worldwide
URL	Uniform Resource Locator; the Internet address system
Wall Card	a display with a set of instructions to perform a task, e.g. how to print
Web Address	see URL
Web Browser	the program that provides access to the Internet, e.g. Microsoft Internet Explorer, Netscape Navigator
Web Site	web pages created by a company, organization, or person which become part of the WWW
Wizard	a set of dialog boxes that collect information for a task, e.g. a chart wizard collects information from the user to create a chart
Word Processor	software that enables the user to work with text, tables, pictures, etc.
Word	the name of the word processor in Office 97 Suite
World Wide Web (WWW)	a system that allows users to work their way through (browse) the universe of networked information

Glossary of Grammar Termsⁱ

A

Active Sentences – See *Passive Sentences*

Adjectives describe nouns or pronouns.

- (a) demonstrative adjectives
 - this / these
e.g. *This car is mine.*
These cars are mine.
 - that / those
- (b) common adjectives
 - blue, short, cotton, etc.
- (c) indefinite
 - some, any
- (d) possessive adjectives
 - my, your, his, her, our, their
e.g. *My car is red.*
- (e) present/past participles
e.g. *This book is interesting.*
I am interested in this book.

Also **see *Comparative*** and ***Superlative Adjectives***

Adverbs modify verbs

- (a) regular
 - slow - slowly,
e.g. *She walks slowly.*
- (b) irregular
 - early - early, fast - fast
e.g. *He walks fast.*
- (c) frequency
 - always, never, occasionally, often, etc.
e.g. *He always comes on time.*
- (d) manner
 - beautifully, kindly, well, etc
e.g. *He speaks English well.*
- (e) time
 - now, recently, soon, then, etc.
e.g. *I will wait until tomorrow.*

Articles

- (a) the indefinite article
 - a/an
e.g. *This is a table./She is an actress.*
- (b) the definite article
 - the
e.g. *They are in the garden.*

C

Capitalization

- (a) beginnings of sentences
- (b) the pronoun “I”
- (c) proper names
 - names of people
 - specific geographical areas
 - nationalities and names of languages
 - days of the week, month, holidays
etc.

Complex – see *Sentence*

Compound – see *Sentence*

Conjunction

Conjunctions are words like *and, but, because, although*. They are used to join clauses together, and to show relationship between the ideas in the clauses. See co-ordinating, correlative and subordinating conjunctions.

Comparative Adjectives

- tall - taller
e.g. *Mary is tall. Jose is taller.*
- interesting - more interesting
- bad - worse

Also **see *Superlative Adjectives***

ⁱ adapted from The Adult ESL Curriculum Guidelines, CLB 1-12 Edition, Toronto Catholic District School Board

Conditional Sentences

- (I) present/future real
e.g. *If he studies, he will pass the test.*
- (II) present/future unreal
e.g. *If he studied, he would pass the test.*
- (III) past unreal
e.g. *If I had studied, I would have passed the test.*

Coordinating Conjunctions

These are joining words used to connect words, phrases, or clauses that are equal in grammatical rank. The co-ordinating conjunctions are: *and, but, or, nor, for.*

Co-ordinating conjunctions are often used to join the two main clauses of a compound sentence.

Correlative Conjunctions

These are joining words used in pairs to join grammatical elements of equal rank.

Among the most common correlative conjunctions are:

*either ... or, neither ... nor, not only but also,
both ... and, and whether ... or.*

D

Discourse Markers

These are words and expressions that connect ideas in speech and writing. Among the most common discourse markers are:

*as a matter of fact... as far as...
anyway... on the other hand... etc.*

F

Future Tenses

- (a) simple future
e.g. *I will go to Ottawa next week.*
- (b) future of intention
e.g. *I am going to go to Montreal.*
- (c) simple present
e.g. *The bus leaves at 7:00 o'clock.*
- (d) present continuous
e.g. *She is leaving next week.*

G

Gerunds

Gerunds are nouns that have been formed from verbs by adding “-ing” to the simple form of the verb.

- (a) the simple gerund
e.g. *Smoking is dangerous.*
- (b) gerund phrase
e.g. *Studying English is important.*

Idiom

Idiom is an expression contrary to the usual pattern of the language or having a meaning different from the literal.

e.g. *to catch one's eyes*

Imperative Forms

Wait! Stop! Don't hurry!
Let's go! Let's not do it.
Let them go by train.

Infinitives

- (a) the simple infinitive
e.g. *She wants to go.*
We went to the beach to swim.
To lean out of the window is dangerous.
- (b) the infinitive phrase
e.g. *I have always liked to study English.*
She advised her friend to study more.

Irregular Verbs

(a) present	(b) simple past	(c) past participle
e.g. <i>be</i> <i>come</i>	e.g. <i>was/were</i> <i>came</i>	e.g. <i>been</i> <i>came</i>

L

Logical Connectors

Logical connectors are words that show relationships between ideas.

- (a) conjunctions
 - and, but, yet, so, or, nor, etc.
- (b) transition words
 - therefore, consequently, however, on the other hand

M

Modal Verbs

- (a) can
- ability
e.g. *She can speak English.*
 - permission
e.g. *You can use my dictionary.*
- (b) could
- polite request
e.g. *Could I borrow your pen?*
- (c) may
- permission
e.g. *May I use your pen?*
- (d) might
- weak possibility
e.g. *I might get sick.*
- (e) should
- obligation, advice
e.g. *You should be polite.*
- (f) must
- necessity
e.g. *You must always come on time.*
- (g) will
- promise
e.g. *I will help you.*
- (h) would
- polite request
e.g. *Would you help me?*
 - past habitual action
e.g. *She would buy roses every Friday.*

N

Negative Forms

- (a) the simple present tense
e.g. *I don't have a car.*
She/He doesn't have a car.
- (b) the simple past tense
e.g. *They didn't go to the theatre.*
- (c) other tenses – “not” is put after the auxiliary
e.g. *I haven't finished yet.*
She wouldn't come.

P

Passive Sentences

- (a) active sentence
e.g. *Michael uses the library every Saturday.*
- (b) passive sentence
e.g. *The library is used by Michael every Saturday.*

Past Continuous Tense

- e.g. *Yesterday morning I was playing with my children.*
At 2:30 we were sitting in the classroom .

Phrasal Verbs

- (a) intransitive not followed by a direct object
- break in
e.g. *Thieves broke in and stole my money.*
- (b) transitive followed by a direct object
- put off
e.g. *We'll have to put the party off.*
- (c) separable
- cut up
e.g. *Cut up two onions. Or Cut two onions up.*
- (d) nonseparable
- look into
e.g. *He will look into the problem.*
Not **He will look the problem into.*

Prepositions

- (a) prepositions of time
e.g. *Marie works from nine to five.*
She's been here since Monday.
It stopped raining during the night.
- (b) preposition of location
e.g. *He was at school all day.*
My book is on the desk.
Anne is beside Mary.

Present Continuous Tense

- e.g. *Mary is writing a sentence now.*
She is waiting for the bus.

Present Perfect Continuous Tense

- e.g. *I have been waiting for you for an hour.*
She has been listening to music all day.

Present Perfect Tense

e.g. *Joanna has been in Canada for three years.*
His students have always enjoyed his class.

Pronoun

A pronoun is a word used in place of a noun. There are several kinds of pronouns: personal/subject (*I, you, it, they*); object (*me, him, us*); interrogative (*who, which, what*); relative (*who, which, what, that*); demonstrative (*this, that, these, those*); indefinite (*each, either, anyone, few, none*); reciprocal (*each other, one another*); reflexive (*myself, yourself*).

Punctuation

- (a) period (.)
- (b) question mark (?)
- (c) exclamation mark (!)
- (d) comma (,)
- (e) semicolon (;)
- (f) colon (:)
- (g) apostrophe (')

Q

Questions-Wh

Wh-questions are questions that ask for information by using a question word.

e.g. *Who is she? / Where is she?*
How did she come here?
How long have you been in Canada?

Questions - Yes / No

Yes/No questions are questions that may be answered by yes or no.

e.g. *Do you live here? Yes, I do. / No, I don't.*
Are you tired? Yes, I am. / No, I'm not.

S

Sentence

A sentence is a group of words that state a thought. It contains a subject, either actual or implied, and a predicate.

- (a) simple sentence contains only one independent clause
e.g. *Mary goes to an ESL class everyday.*

- (b) compound sentence has two independent clauses
e.g. *The police officers stopped the speeding car, and they gave the driver a ticket.*

- (c) complex sentence (with subordinating conjunctions) contains subordinate clauses
e.g. *Although she works full time, she takes an ESL class four times a week from 7:00 to 9:00 p.m.*

Sequence Markers

e.g. *first, second, then, finally, etc.*

Simple Past Tense

e.g. *I lived in Montreal for one year.*
I visited Portugal last year.

Sentence Patterns

S+V+C Subject + Verb + Compliment
e.g. *He went far away.*

S+V+IO+DO Subject + Verb + Indirect Object + Direct Object

e.g. *He gave the key to his wife.*

S+V+O Subject + Verb + Object
e.g. *I like Mary.*

S+V+Pred Subject + Verb + Predicate
e.g. *Mary gathers information.*

Simple Present Tense

e.g. *Jose Maria is from Colombia*
Tom drinks five cups of coffee every morning.

Spelling

Refer to: *Thomson / Martinet 1986 "A Practical English Grammar"*
Oxford University Press. Fourth Edition

Subordinating Conjunctions

Subordinating conjunctions introduce subordinate adverb adjective or noun clauses. Among the most common subordinating conjunctions are: *because, when, if, after, who, where, what, etc.*

Superlative Adjectives

- tall - taller - tallest
e.g. *George is the tallest boy in the class.*
- interesting - more interesting - most interesting
- bad - worse - worst

Also see **Comparative Adjectives**

T

Tag Questions

Tag questions are questions added at the end of the sentence.

- (a) affirmative sentence + negative tag
e.g. *She likes coffee, doesn't she?*
- (b) negative sentence + affirmative tag
e.g. *Jose isn't here, is he?*

V

Verbs – *See Phrasal Verb*

Glossary of General Terms

Authentic Text	genuine, not adapted
Benchmark	a reference point; a description of what a person can do at a given level of proficiency
Brainstorm	an activity in which learners are engaged in a discussion in order to produce a list of words or ideas
Canadian Language Benchmarks (CLB)	the national standard by which a learner's proficiency in English as a second language is measured. The CLB describes the learner's ability to perform particular language tasks at increasing levels of complexity from Benchmark 1 to Benchmark 12 in three skill areas: listening/speaking, reading and writing. It also outlines the specific performance and situational conditions under which these tasks are to be performed
Case Study	typically an instructor-made text about a situation to be discussed
Classes might want to learn more about ...	ideas for additional lessons related to the topic
Cloze	activity in which learners fill in missing words in a text; for example, learners may listen to a popular song and write missing words on the tape-script
Competencies	what a person can do; they indicate the range of a person's language ability in the three skill areas (see Planning Grid)
Communicative Competence	the ability to use language to function effectively in society
Debate	an activity in which learners hold a formal discussion from opposing perspectives about an issue
Discourse Competence	is concerned with the connection of a series of sentences or utterances to form a meaningful whole. It is the ability recognize different patterns of discourse, to connect sentences or utterances to an overall theme or topic and to infer the meaning of large units of spoken or written texts
Discussion	activity in which learners work in small groups and talk about certain aspects of a topic
Elicit	to draw out information/ a response from learners

Feedback	information about the outcome of an activity given by learners or instructors
Formulaic Expressions	fixed words or phrases used in everyday language, e.g., <i>How are you?</i>
Grammatical Competence	is concerned with the rules of language. It involves both accuracy and fluency in the use of vocabulary, in word and sentence formation, in pronunciation and spelling as well as in linguistic semantics
Information Gap	activity in which learners have fragments of information which they, in pairs or groups, combine to make a whole
Jigsaw	activity in which learners read about an incident or situation from different perspectives and then discuss in groups
Language Focus	lists examples of the vocabulary, expressions, structures and pronunciation patterns learners need to achieve the topic outcomes
Level Outcomes	describe the overall communication goals for each level; include all the competencies in the Benchmarks for a particular level
Learners find it useful to ...	a list of tips and strategies to help learners cope with situations in which they lack the language abilities to communicate effectively; it also includes basic survival strategies related to the topic
Learner Strategies	strategies learners can use in the classroom or outside the classroom that may help them improve their learning abilities and overcome misunderstandings
Paraphrase	to re-phrase or express the meaning of a spoken or written text in other words in order to confirm understanding
Peer Evaluation	involves learners looking at each other's work to provide feedback
Profile	a short account of a person's character, career, etc.
Quiz	a short oral or written test given to learners
Rank	to put or arrange in order of importance
Report	(V) to tell, state what has been discussed or researched (N) a written or oral account of something seen, done or researched

Reverse Role-play	activity in which learners assume the role of a person of different age, sex, ethnic background from themselves
Role-play	activity in which learners create and perform a dialogue based on a realistic situation
Scan	to glance at a text quickly to find specific information
Scrambled Text	a text in which sentences, paragraphs or instructions are not in order
Sentence Strips	sentence from a text written on separate pieces of paper
Simple	short, clear, not difficult in terms of vocabulary and sentence structure;
simple conversation	producing and following predictable, learned patterns
simple reading	a reading text which is 2-3 paragraphs long
simple writing	one paragraph text
Skim	to read a text quickly to understand its general meaning
Sociolinguistic Competence	involves understanding the social context or significance of language use (e.g. recognizing levels of politeness or hidden meanings or performing different language functions effectively, such as interrupting, disagreeing, or ending a conversation)
Spiralling	repetition of themes, topics, competencies and language items in a new context and/or at a higher level of difficulty
Split Dictation	activity in which 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
Strategic Competence	requires mastery of verbal and non-verbal communication strategies to compensate for breakdowns in communication or to enhance the effectiveness of communication, (e.g. using gestures or paraphrases to convey meaning)
Text	a piece or body of writing
Topic Outcomes	contextualize the relevant benchmark competencies within each topic
Unscramble	activity in which learners put scrambled sentences, paragraphs or instructions in order