

# ELP GLOSSARY

**ACTIVE VOICE.** Active voice is the use of a verb that expresses an action performed by its subject; the subject itself is acting, e.g., *Terry caught the ball* (active voice) vs. *The ball was caught by Terry* (passive voice).

**ADJECTIVES.** Adjectives modify a noun or pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun that it modifies.

- **ADJECTIVAL VERBALS:** Adjective verbals are adjectives that are derived from a verb and that in some constructions, participial phrases for example, preserve the verb's syntactic features.
- **DEMONSTRATIVE:** Demonstrative adjectives are adjectives such as *this, that, those, these* which point out particular persons or things and tell which one(s).
- **INDEFINITE ADJECTIVE:** Indefinite adjectives are non-descriptive adjectives such as *some, a, few, any*.
- **POSSESSIVE:** A possessive adjective (*my, your, his, her, its, our, their*) is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun.
- **PROPER:** A proper adjective is a word, derived from a proper noun, that describes a noun or pronoun and is always capitalized (e.g., *Canadian* bacon, *Irish* setter).

**ADVERBS.** Adverbs modify a verb, adjective, or another adverb.

- **COMPARATIVE:** A comparative adverb is an adverb that compares two actions and is formed by adding *-er* to the end or *more/less* to the beginning of a regular adverb.
- **CONJUNCTIVE:** A conjunctive adverb is an adverb that connects two clauses. Conjunctive adverbs show cause and effect, sequence, contrast, comparison, or other relationships.
- **INTENSIFIER:** An intensifier adverb is an adverb that has little meaning in itself but provides force, intensity, or emphasis to another word.
- **SUPERLATIVE:** A superlative adverb is an adverb that compares three or more actions and is formed by adding *-est* to the end or *most/least* to the beginning of a regular adverb.

**AFFIXES.** Affixes are word forms added to the beginning, middle, or end of another word that creates a derivative word or inflection, e.g., *un-* in *unhappy* or *-ness* in *sadness*.

**ALLITERATION.** Alliteration is the repetition of the same letter or sound at the beginning of two or more consecutive words or of words near each other, e.g., *A bee is buzzing behind the bush*.

**ALLUSION.** An allusion is a reference in a literary work to a person, place, or thing in history or another work of literature. Allusions are often indirect or brief references to well-known characters or events.

**ANALOGY.** An analogy is a comparison between two things, often sharing similar structures or some feature, and usually for the purpose of explanation or clarification.

**APPOSITIVE PHRASE.** An appositive is a group of words that identifies or tells more about the noun with which it is paired, e.g., *my friend Bob, the teacher Ms. Smith.*

**ARTICLES.** Articles are words such as *the, a, an,* that are used before a noun to specify whether the noun is definite or indefinite.

**ASSONANCE.** Assonance is the repetition of vowel sounds in two or more consecutive words or in words near each other without the repetition of consonants, e.g., *lake* and *fare.*

**AUTHENTIC TEXT.** Authentic text is natural writing used by native speakers of a language in real-life contexts and often does not reflect standard grammatical structure.

**BASE WORD.** A base word is a word to which affixes may be added to change its meaning, tense, or part of speech.

**CIRCUMLOCUTION.** Circumlocution is the use of many words to express an idea that could be expressed by few words or by one word; a round-about way of saying something.

**CLAUSE.** A clause is an expression that includes a subject and predicate but does not constitute a complete sentence.

- **ADVERB CLAUSE:** An adverb clause provides information about what is going on in the main clause and that explains where, when, or why.
- **ADJECTIVE CLAUSE:** An adjective clause works like a multi-word adjective, e.g., *My brother, who is a plumber, figured it out for me.*
- **INDEPENDENT/MAIN CLAUSE:** An independent/main clause is a word group that includes a subject and a verb and can act as a complete sentence, e.g., *I had many appointments last Friday.*
- **NON-RESTRICTIVE CLAUSE:** A non-restrictive clause is a subordinate clause that does not limit or restrict the meaning of the noun phrase it modifies.
- **NOUN CLAUSE MARKERS:** Noun clause markers are subordinate (dependent) clauses that function as nouns. A noun clause can function as (1) subject, (2) object of a verb, (3) subject complement (always a predicate nominative), (4) appositive, (5) object of a preposition, or (6) adjective modifier. In short, a noun clause can fill nearly any noun position.
- **RESTRICTIVE CLAUSE:** A restrictive clause is a subordinate clause that limits or restricts the meaning of the noun phrase it modifies.
- **SUBORDINATE/DEPENDENT CLAUSE:** A subordinate/dependent clause contains both a subject and a predicate yet cannot stand on its own as a sentence. It begins with a subordinating word such as, *if, although, or that* which prevents the clause from acting like a sentence.

**CLOZE ACTIVITY.** A cloze activity for listening or grammar practice is a reading passage containing blanks in which students will identify and fill in the appropriate missing words.

**COLLOQUIAL.** Colloquial language is use of informal, conversational, and familiar words and phrases in speaking and writing.

**CODE-SWITCHING.** Code-switching is when a student of a second language switches back and forth between his or her native language and the second language.

**COGNATES.** Cognates are words that have the same linguistic root or origin.

**CONJUNCTION.** A conjunction links words, phrases, clauses, and word groups signaling their relationship.

- **COORDINATING CONJUNCTION:** A coordinating conjunction is a conjunction (e.g., *and, but, or, nor, for, so, or you*) that joins individual words, phrases, and independent clauses.
- **CO-RELATIVE CONJUNCTION:** A co-relative conjunction is a conjunction that joins sentence elements that are grammatically equal (e.g., *not only, but also, either/or* and similar combinations).

**CONNOTATION.** Connotation is the suggestive significance of a word apart from its explicit and recognized meaning; it is the attitudes and feelings associated with a word that are negative or positive and that have an important influence on style and meaning.

**DECODING.** Decoding is a series of strategies used selectively by readers to recognize and read written words. The reader locates cues (e.g., letter-sound correspondences) in a word that reveal enough about the word to help in pronouncing and attaching meaning to it.

**DENOTATION.** Denotation is the literal or standard definition of a word.

**DIGRAPHS.** Digraphs are combinations of two successive letters functioning as a unit and representing a single speech sound (e.g., *ph* in *phone*; *ng* in *sing*).

**DIPHTHONGS.** Diphthongs are two vowel sounds joined in one syllable to form one speak sound (e.g., *oi* in *oil*, *ou* in *out*).

**ETYMOLOGY.** Etymology is the study of the history of words, i.e., when they entered a language, from what source, and how their form and meaning have changed over time.

**EXPOSITORY TEXT.** Expository text is writing that explains or informs through the use of facts, reasons, or examples.

**FLUENCY.** Fluency is reading with ease, expression, and automaticity in a manner that supports comprehension.

**FUNCTIONAL TEXT.** Functional text is usually instructional and practical, often used for everyday information (e.g., recipe, phone book, test directions).

**GENRE.** Genre is a category or type, usually relating to art (e.g., music, literature) based on its style, form, and content (e.g., in literature: fiction, nonfiction, poetry, drama).

**GRAMMAR.** Grammar is the body of rules imposed on a given language for speaking and writing.

**GRAPHEME.** A grapheme is any of a set of written symbols, letters, or combinations of letters that represent the same sound (e.g., *f* in *fat*, *ph* in *photo*, and *gh* in *tough*).

**GRAPHIC ORGANIZER.** A graphic organizer is a visual representation of information presented in an organized manner that is intended to enhance understanding (e.g., Venn diagram, T-graph, word web, KWL chart).

**HOMOGRAPH.** A homograph is a word with the same spelling, but with different pronunciations, derivations, and meanings (e.g., *wind*, *lead*, and *bow* as verbs and nouns).

**HOMOPHONE.** A homophone is a word that is spelled different but sounds the same (e.g., *bare*, *bear*).

**HYPERBOLE.** A hyperbole is a type of figurative language that is a deliberate and obvious exaggeration.

**IDIOM.** An idiom is a phrase or expression that means something different than what the words actually say. Idioms are usually understandable to a particular culture, language, or group of people (e.g., *let the cat out of the bag*).

**INFLECTIONAL ENDINGS.** An inflectional ending is a change in the form of a word to show a grammatical change (e.g., *ed*, *s*, *ing*).

**INTERJECTION.** An interjection is a word, remark or exclamation such as *Ouch*, *Oh*, or *Wow* that expresses an emotion such as pain, surprise, or admiration.

**INTONATION.** Intonation is the rise and fall in the pitch of the voice when speaking.

**KWL CHART.** Recently, an instructional technique known as K-W-L, created by Ogle (1986) was introduced into classrooms. Teachers activate students' prior knowledge by asking them what they already **K**now; then students (collaborating as a classroom unit or within small groups) set goals specifying what they **W**ant to learn; and after reading students discuss what they have **L**earned. Students apply higher-order thinking strategies which help them construct meaning from what they read and help them monitor their progress toward their goals. A worksheet that includes columns for each of these activities is given to every student.

**LEXICON.** A lexicon is a reader's receptive/listening bank of word meanings.

**METAPHOR.** A metaphor is a figure of speech that makes a comparison between two things that are basically different but have something in common. Unlike a simile, a metaphor does not contain the words *like* or *as*.

**MORPHEME.** A morpheme is a linguistic unit of relatively stable meaning that cannot be divided into smaller meaningful parts; it is the smallest meaningful part of a word.

**MORPHOLOGY.** Morphology is a branch of linguistic studies that deals with the history, function, and structure of words in a language, including word inflections, derivations, and compounds.

**NARRATIVE.** A narrative is a type of fiction or nonfiction that tells a story or series of events.

**NOUNS.** Nouns are any of a class of words naming or denoting a person, thing, place, action, quality, etc.

- **COLLECTIVE NOUN:** A collective noun is a noun that denotes a collection of persons or things regarded as a unit.
- **COMPOUND NOUN:** A compound noun is a noun formed by two or more words that may or may not be hyphenated. Grammatically, compound nouns are treated as a single word, e.g., *high school, roller coaster, kidney bean, federal court.*
- **COUNT NOUN:** A count noun is a noun that forms plurals e.g., *book/books.*
- **GERUNDS:** The *-ing* form of a verb (present participle) used as a noun in a subject, object, or subject complement.
- **NON-COUNT/MASS NOUN:** A non-count/mass noun is a noun that does not form plurals, e.g., *water, money.*
- **PROPER NOUN:** A proper noun names a particular person, place, thing, or idea and always begins with a capital letter.

**ORTHOGRAPHY (ORTHOGRAPHIC).** Orthography is the art or study of correct spelling according to established usage.

**PARALLEL STRUCTURE.** Parallel structure is a term that refers to the same grammatical structure of parts of speech within a sentence, such as nouns to nouns, adjectives to adjectives, infinitives to infinitives. The following sentence contains parallel infinitive phrases: *He made time to study and to play football.*

**PASSIVE VOICE.** Passive voice is one of the two *voices* of verbs (*see also active voice*). A verb is in the passive voice when the subject of the sentence is acted on by the verb. For example, in the sentence *The ball was thrown by the pitcher, the ball* (the subject) receives the action of the verb, and *was thrown* is in the passive voice. The same sentence cast in the active voice would be *The pitcher threw the ball.*

**PERSONIFICATION.** Personification is the attribution of human traits (qualities, feelings, action, or characteristics) to non-living objects (things, colors, qualities, or ideas).

**PERSUASIVE WRITING.** Persuasive writing is one of the four traditional forms of composition in speech and writing. Its purpose is to influence a reader by argument or entreaty to a specific belief, position, or course of action.

**PHONEMES.** Phonemes are the smallest units of sound within a word that distinguish one word from another (e.g., *cat = /c/ /a/ /t/*).

**PHONEMIC AWARENESS.** Phonemic awareness is the knowledge of and the ability to manipulate sounds in the spoken word.

**PHONICS.** Phonics is a system of teaching reading and spelling that stresses basic symbol-sound relationships and their application in decoding words.

**PHONOGRAMS.** A phonogram is a character or symbol used to represent a word, syllable, single speech sound, spelling pattern, word family, or rhyme (e.g., *-ame, -ack, -ay, -in*). It is a subfield of linguistics which studies the sound system of a specific language.

**PHONOLOGY.** The system or pattern of speech sounds in a particular language.

**PHRASE.** A phrase is a group of related words that does not contain a subject-verb relationship, e.g., *in the morning*.

**PREFIX.** A prefix is a linguistic unit added to the beginning of a word that changes its meaning (e.g., *re-*, *mis-*, *un-*).

**PREPOSITION.** A preposition is a word used in close connection with and usually before a noun or pronoun to show the relation to some other part of a clause and give information about things such as time, place, and direction.

**PRONOUN-ANTECEDENT AGREEMENT.** In sentences, a pronoun needs to agree with its antecedent, the noun or pronoun to which it refers, in number (singular, plural), person (first, second, third), and gender (masculine, feminine, neuter).

### **PRONOUNS.**

- **ANTECEDENT:** An antecedent is a word or phrase to which a subsequent word refers. *Mary* is the antecedent of *her* in the sentence, *I'll give this to Mary if I see her*.
- **DEMONSTRATIVE PRONOUNS:** Demonstrative pronouns are pronouns that refer to a particular person or thing (e.g., *this*, *that*, *these*, and *those*).
- **INDEFINITE PRONOUNS:** Indefinite pronouns are pronouns that refer to imprecise numbers of persons or things (e.g., *all*, *any*, *everyone*, *many*, *some*, *several*).
- **INTENSIVE/REFLEXIVE PRONOUNS:** Intensive/reflexive pronouns are pronouns that refer to the same person or thing as another noun or pronoun in the same sentence that emphasizes or re-emphasizes that person or thing. English uses the same forms as for the reflexive pronouns, e.g., *I did it myself* (contrast reflexive use: *I did it to myself*).
- **INTERROGATIVE PRONOUNS:** Interrogative pronouns are pronouns that ask which person or thing is meant, e.g., *Who did that?*
- **OBJECTIVE PRONOUNS:** Objective pronouns are pronouns that are the object of a verb (e.g., *me*, *you*, *him*, *her*).
- **PERSONAL POSSESSIVE PRONOUNS:** Personal possessive pronouns are pronouns that indicate grammatical ownership (e.g., *mine*, *yours*, *his*).
- **RELATIVE PRONOUNS:** Relative pronouns are pronouns (e.g., *that*, *which*, *who*) that introduce relative clauses referring to some antecedent.
- **SUBJECT PRONOUNS:** Subject pronouns are pronouns that the rest of the sentence asserts something about and that agree with the verb (e.g., *I*, *you*, *he*, *she*, *it*, *we*, *they*).

**RHETORICAL SIGNALS/RHETORICAL DEVICES/MARKERS.** Rhetorical signals/rhetorical devices or markers are techniques used to make writing more effective or elicit a response from the reader (e.g., hyperbole, alliteration, metaphor, allusion).

**SEMANTICS.** Semantics is the study of how meaning in language is created by the use and interrelationships of words, phrases, and sentences.

### **SENTENCE CONSTRUCTION.**

- **COMPLEX SENTENCE:** A complex sentence has one main (independent) clause, and one or more subordinate (dependent) clauses, e.g., *When times were bad* (dependent clause), *John e-mailed his father for help* (independent clause).
- **COMPOUND-COMPLEX SENTENCE:** A compound-complex sentence has at least two coordinate independent clauses and one or more dependent clauses, e.g., *When the students came to their English class* (dependent clause), *they gave the teacher their homework* (first independent clause), *and she gave them their new assignment* (second independent clause).

- **COMPOUND SENTENCE:** A compound sentence has two or more main (independent) clauses and no subordinate (dependent) clauses, e.g., *Most people praised the plans (first independent clause), yet some found them dull (second independent clause).*
- **IMPERATIVE SENTENCE:** An imperative sentence requests or commands, e.g., *Check it again.*
- **INDICATIVE SENTENCE:** An indicative sentence is intended to express simple fact, with particular reference to the mood of the verb in the sentence, emphasizing certainty, intending to make ordinary factual or objective statements, e.g., *The store is closed at 10.*
- **SUBJUNCTIVE SENTENCE:** A subjunctive sentence is used to emphasize uncertainty or doubt, or to express what is wished or imagined, (e.g., *If I were you, I would ask for a discount. I wish you were more assertive.*).

**SIGHT VOCABULARY/SIGHT WORDS.** Sight words are written words that are so common that when these words appear in text readers comprehend them without having to decode or use another strategy to read them.

**SIMILE.** A simile is a figure of speech comparing two things that are unlike. Similes use the words *like* and *as* (e.g., *as strong as an ox, flies like an eagle*).

**SUFFIX.** A suffix is a linguistic unit added to the end of a base word which changes the word's meaning or grammatical function (e.g., *-ed, -ly, -ness*).

**SYMBOLISM.** Symbolism is the artistic method of revealing ideas or truths through the use of symbols; it is a method that seeks to evoke, rather than describe, ideas or feelings through the use of symbolic images.

**SYNTAX.** Syntax is the way in which words are put together to form phrases or sentences.

**TRANSITIONAL DEVICES.** Transitional devices consist of a word, phrase, sentence, or series of sentences that connect one part of a discourse to another part of a discourse.

**VENN DIAGRAMS.** Venn diagrams are graphic organizers that contain two overlapping circles that show how the subjects are different and how the subjects are the same.

### **VERB TENSES.**

- **FUTURE:** The future tense or form of a verb is used to refer to events that are going to happen or have not yet happened (e.g., *I will see you next Tuesday for lunch.*).
- **FUTURE PERFECT:** The future perfect form of the verb is used to express a completed action in the future (e.g., *I will have finished my homework by tomorrow.*).
- **FUTURE PERFECT PROGRESSIVE:** The future perfect progressive form of the verb is used to state the duration of an action that will be in progress before another in the future (e.g., *I will have been sleeping for two hours by the time he gets home. This time next month, I'll have been living here for three years.*).
- **FUTURE PROGRESSIVE:** The future progressive form of the verb is used for stating what will be happening at a certain time in the future (e.g., *At 10:30 tomorrow, he will be working.*).
- **IMPERATIVES:** An imperative form of the verb is used to express a command or request (e.g., *Come here! Sit down!*).
- **PAST:** A past verb tense expresses something that happened or was completed in the past (e.g., *I felt very proud of them.*).

- **HABITUAL PAST:** The habitual past form of the verb is used for describing actions that were a regular occurrence in the past; it uses both *used to* and *would* (e.g., *I used to wake up late.*).
- **PAST PERFECT:** A past perfect verb tense is formed with “*had*” and expresses an action that happened before another past action (e.g., *When I arrived, they already had eaten. The fire had burned for an hour before the brigade arrived.*).
- **PAST PERFECT PROGRESSIVE:** A past perfect progressive verb tense shows action in progress and is used to say how long something had been happening before something else (e.g., *They had been playing for 30 minutes when the storm hit.*).
- **PAST PROGRESSIVE:** A past progressive verb form is used for actions that were happening at a certain time (e.g., *I was eating when you called.*).
- **PAST UNREAL CONDITIONALS:** A past unreal conditional verb tense is used to discuss a hypothetical event in the past (e.g., *If it had rained, I would have gone home early.*).
- **PRESENT (INCLUDING TO BE):** The present tense of a verb suggests actions of the situation at the time of speaking or writing, (e.g., *I live in Tucson. I am happy.*).
- **PRESENT PARTICIPLE:** A present participle expresses present action; in English it is formed by adding *-ing*, e.g., *walking, writing, seeing, listening, speaking.*
- **PRESENT PERFECT PROGRESSIVE:** A present perfect progressive verb form is used to state the duration of an action that began in the past and continues to the present (e.g., *I have been sitting here since 7:00 p.m. I have been thinking of you all day long.*).
- **PRESENT PERFECT:** A present perfect form of a verb is used for the unfinished past or the action that started in the past and continues in the present; it is an action that started in the past and continues until the present by preceding the verb with *have* or *has* (e.g., *I have lived in Sedona since 1964. He has been in class for two months.*).
- **PRESENT PROGRESSIVE:** A present progressive verb tense is used to express continuous or temporary actions that are happening now (e.g., *We are staying at the Waikiki Hilton. I am looking at you.*).
- **PRESENT REAL CONDITIONAL:** A present real conditional verb tense is used to discuss a hypothetical event in the present that is likely (e.g., *If it rains, I will go home early.*).
- **PRESENT SIMPLE.** A present simple verb tense is used to show an action or state of being that happens regularly, i.e., describes habits and or routines (*I eat breakfast every morning at 6:30. I go to work every day.*) and general facts (*The earth revolves around the sun.*).
- **PRESENT UNREAL CONDITIONAL:** A present unreal conditional verb tense is used to discuss a hypothetical event in the present (e.g., *If we finish early, I would be home at 1:00 p.m.*).

## VERBS.

- **ACTION:** Action verbs show action or activity.
- **INFINITIVE:** The infinitive is the simple or dictionary form of a verb: *walk, think, fly, exist*. Often the word *to* marks a verb as an infinitive: *to walk, to think, to fly, to exist*.
- **INTRANSITIVE:** An intransitive verb does not need a direct object to complete its meaning. *Run, sleep, travel, wonder, and die* are all intransitive verbs.
- **IRREGULAR:** An irregular verb is a verb in which the past tense is not formed by adding the usual *-ed* ending. Examples of irregular verbs are *sing* (past tense *sang*); *feel* (past tense *felt*); and *go* (past tense *went*).
- **MODAL/AUXILIARIES:** A modal/auxiliary verb is used with other verbs to express such ideas as permission, possibility, and necessity (e.g., *can, may, would like, should, must, ought to, had better, and have to*).
- **NON-ACTION/STATIVE:** A non-action/stative verb expresses existence or a state rather than an action (e.g., *be* or *own*).

- **PHRASAL:** A phrasal is a verb plus a closely associated word that seems like a preposition but is known as a participle, as in *run down*. Unlike verb-plus-preposition combinations, whose meanings are the sums of their parts (e.g., *run by* means *to run past*), phrasal verbs have meanings that differ from those of separate words, e.g., *run by* means *consult*.
- **TRANSITIVE:** A transitive verb needs a direct object to complete its meaning. *Bring*, *enjoy*, and *prefer* are transitive verbs.
- **TWO- AND THREE-PART PHRASAL VERBS:** A two- or three-part phrasal verb is a verb followed by an adverb, a preposition, or both, used with a meaning that is idiomatic and is quite different from the literal meaning of the individual words (e.g., *drop off*, *get out of*, *look up to*).

**VERNACULAR DIALECT.** Vernacular dialect is spoken everyday language, and is also used to distinguish dialect from literary language.