

ELP Glossary

ACADEMIC LANGUAGE: broadly defined, includes the language students need to meaningfully engage with academic content within the academic context. Academic language includes the words, grammatical structures, and discourse markers needed in, for example, describing, sequencing, summarizing, and evaluating—these are language demands (skills, knowledge) that facilitate student access to and engagement with grade-level academic content.

ACTION VERB: See Verbs

ACTIVE VOICE: The use of a verb that expresses an action performed by its subject; the subject itself is acting.

e.g., Active Voice: Terry caught the ball

e.g., Passive Voice: The ball was caught by Terry.

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.

Demonstrative Adjective: Adjectives such as this, that, those, these which point out particular persons or things and tell which one(s).

Indefinite Adjective: Non-descriptive adjectives such as some, a, few, any.

Possessive Adjective: An adjective (my, your, his, her, its, our, their) that is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun.

Proper Adjective: A word, derived from a proper noun that describes a noun or pronoun and is always capitalized. (e.g., Canadian bacon, Irish setter)

ADJECTIVE CLAUSE: See Clause

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

Comparative Adverb: 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 Adverb: An adverb that connects two clauses and show cause and effect, sequence, contrast, comparison, or other relationships.

Degree Adverb: An adverb that specifies the degree to which an adjective or another adverb applies. (e.g., almost, rarely, entirely, highly, quite, slightly, totally, utterly)

How Adverb: An adverb that tells us how an action is or should be performed. Often these adverbs are formed adding –ly to the end of an adjective. (e.g., careful – carefully; lucky – luckily)

Intensifier Adverb: An adverb that has little meaning in itself but provides force, intensity, or emphasis to another word.

Superlative Adverb: An adverb that compares three or more actions and is formed by adding –est to the end or more/least to the beginning of a regular adverb.

ADVERB CLAUSE: See Clause

ADVERBIAL PHRASE: See Phrase

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: 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 to another work of literature. Allusions are often indirect or brief references to well-known characters or events.

ANALOGY: A comparison between two things, often sharing similar structures or some feature, and usually for the purpose of explanation or clarification.

ANTECEDENT PRONOUNS: See Pronoun

APPOSITIVE PHRASE: 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: Words such as the, a, an, that are used before a noun to specify whether the noun is definite or indefinite.

ARTICULATING: To pronounce distinctly and carefully; enunciate.

AUTOMATICITY: Something that allows speech to become an automatic response pattern or habit. It is usually the result of learning, repetition, or practice.

AUXILIARY VERB: See Verb

BASE WORD: A base word is a word to which affixes may be added to change its meaning, tense, or part of speech. Base words can stand alone. (e.g., depend is base word for dependable) (See Root Word)

CARDINAL NUMBERS: Cardinal numbers (also known as counting numbers) used to indicate quantity but not order (ordinal).

CAUSE AND EFFECT CONJUNCTION: See Conjunction

CLASSROOM RESOURCES: word walls, posters, grammar walls, graphic organizers, personal dictionaries, etc.

CLAUSE: A clause is an expression that 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)

Conditional Clause: A type of adverbial clause that states a hypothesis or condition, real or imagined. A conditional clause may be introduced by the subordinating conjunction *if* or another conjunction, such as *unless* or *in case of*.

Independent/Main Clause: 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 subordinate clause that does not limit or restrict the meaning of the noun phrase it modifies.

Noun Clause: A clause which does the work of a noun in a sentence. It is a group of words containing a finite verb of its own. Usually noun clauses begin with a noun clause marker: how, that, what, when, whether, which, whichever who, whom, whose, why.

Restrictive Clause: A subordinate clause that limits or restricts the meaning of the noun phrase it modifies.

Subordinate/Dependent Clause: A subordinate/dependent clause begins with a subordinating word such as *if*, *although*, or *that* which prevents the clause from acting like a sentence; it cannot stand on its own as a sentence.

COMMON NOUN: See Nouns

CONDITIONAL CLAUSE: See Clause

CLOZE ACTIVITY: A cloze activity is a passage containing blanks in which students 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.

COMPARATIVE ADVERB: See Adverb

COMPLEX SENTENCE: See Sentence Construction Types

COMPOUND NOUN: See Noun

COMPOUND SENTENCE: See Sentence Construction Types

CONDITION CONJUNCTION: See Conjunction

CONJUGATE: Conjugate is to inflect a verb in its forms for distinctions such as number, person, mood, voice, and tense.

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

Coordinating Conjunction: A conjunction that joins individual words, phrases, and independent clauses. (e.g., and, but, or, nor, for, so or you)

Correlative Conjunction: A conjunction that joins sentence elements that are grammatically equal. (e.g., not, only, but, also, either/or and similar combinations)

Subordinating Conjunction: Allows a writer to show which idea is more and which is less important. The idea in the main clause is the more important, while the idea in the subordinate clause is less important. The subordinate clause supplies a time (after, before), reason (because since), condition (if, unless), place (where), concession (although, while), and manner (as if, how).

Cause and Effect Conjunction: e.g., since, because, consequently, therefore

Condition Conjunction: e.g., unless, since, if

Contrasting Conjunction: e.g., although, whereas, while

Sequence Conjunction: e.g., therefore, so, consequently

CONTENT-AREA WORDS: Those words that are typically mastered by students at a given level of schooling (e.g., content-area textbooks, phonics and spelling programs, dolche word lists).

CONTEXTUAL CLUES: Contextual clues are a method by which the meanings of unknown words may be obtained by examining the parts of a sentence surrounding the word for definition/explanation clues, restatement/synonym clues, contrast/antonym clues, and inference/general context clues.

CONTRASTING CONJUNCTION: See Conjunction

COORDINATING CONJUNCTION: See Conjunction

CORRELATIVE CONJUNCTION: See Conjunction

COUNT NOUN: See Noun

COLLECTIVE NOUN: See Noun

COMPOUND-COMPLEX SENTENCE: See Sentence Construction types

CONJUNCTIVE ADVERB: See Adverb

DECLARATIVE SENTENCE: See Sentence Types

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

DEMONSTRATIVE ADJECTIVE: See Adjective

DEMONSTRATIVE PRONOUN: See Pronoun

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 speech sound. (e.g., oi in oil, ou in out)

E.G., VS. I.E.: e.g., from the Latin *exempli gratia* (for example), is used in the standards to list a few typical examples. i.e., from the Latin *id est* (that is, that is to say) is used in the standards to refer to those items listed that must be taught at the specific performance indicator.

EXCLAMATORY SENTENCE: See Sentence Types

EXPOSITORY TEXT: Writing that explains or informs through the use of facts, reasons, or examples.

EXTERNAL TEXT FEATURES: The additional information provided in non-fiction text, such as charts, pictures, maps, etc. Knowing the format and purpose can help the reader understand the text.

FLUENCY: Reading with ease, expression, and automaticity in a manner that supports comprehension.

FUNCTIONAL DOCUMENTS: brochures, manuals, memos, menus, invitations, flyers, etc.

FUTURE PERFECT TENSE: See Verb Tenses

FUTURE PERFECT PROGRESSIVE TENSE: See Verb Tenses

FUTURE PROGRESSIVE TENSE: See Verb Tenses

GENRE: A category or type, usually relating to art. (e.g., fiction, nonfiction, poetry, drama)

GERUNDS: A gerund/gerund phrase is the participle (based on a verb that ends in –ing) that functions as a noun. Since a gerund functions as a noun, it occupies some positions in a sentence that a noun ordinarily would.

Gerund as subject: Traveling is enjoyable.

Gerund as direct object: I enjoy traveling.

Gerund as subject complement: His favorite activity is speeding.

Gerund as object of preposition: The police arrested him for speeding.

GRAMMAR: 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.

HIGH FREQUENCY WORDS: The words that appear most often in printed materials. Learning to recognize high frequency words by sight is critical to developing fluency in reading.

HOMOGRAPH: 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 word that is spelled different but sounds the same. (e.g., bare, bear)

HOW ADVERB: See Adverb

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

IDIOM: 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.

IMPERATIVE SENTENCE: See Sentence Types

INDEFINITE ADJECTIVE: See Adjective

INDEFINITE PRONOUN: See Pronoun

INDEPENDENT/MAIN CLAUSE: See Clause

INFINITIVE TENSE: See Verb Tenses

INFINITIVE VERB: See Verb

INFLECTION: The modification of a word to express different grammatical categories such as tense, mood, voice, aspect, person, number, gender and case.

INFLECTIONAL ENDINGS: A change in the form of a word to show a grammatical change. (e.g., ed, s, ing)

INSTRUCTIONAL SUPPORT: Instructional support within the Performance Indicators refers to the use of various strategies in order to assist a learner who is not ready to complete a task independently. (e.g., sentence frames, graphic organizers, echo reading, cloze activities)

INTENSIFIER ADVERB: See Adverb

INTENSIVE/REFLEXIVE PRONOUNS: See Pronoun

INTERJECTION: A word, remark, or exclamation that expresses an emotion such as pain, surprise, or admiration. (e.g., ouch, oh, or wow)

INTERROGATIVE PRONOUNS: See Pronoun

INTERROGATIVE SENTENCE: See Sentence Types

INTRANSITIVE VERB: See Verb

IRREGULAR NOUN: See Noun

IRREGULAR VERB: See Verb

JOINED NOUN CLAUSE: See Phrase

MINIMAL PAIRS: Pairs of words whose pronunciation differs at only one phoneme, such as *sheep* and *ship*.

MINIMAL PHRASES/SENTENCES: Pairs of phrases or sentences whose pronunciation differs at only one phoneme, such as “The pen fell on the floor.” and “The pin fell on the floor.”

METAPHOR: 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.

MODAL: Modals express special meaning such as ability, necessity, and permission. (e.g., can, could, would, shall, will, etc.)

MODAL/AUXILIARY VERB: See Verb

MODIFIER: A word, phrase, or clause that changes the sense of another word or word group. (e.g., kitchen table)

MORPHEME: The smallest meaningful part of a word. (e.g., -ed, -s, -ing, pre-)

NARRATIVE: A type of fiction or nonfiction that tells a story or series of events.

NON-ACTION/STATIVE VERB: See Verb

NON-COUNT NOUN: See Noun

NON-RESTRICTIVE CLAUSE: See Clause

NOUNS: Words describing a person, thing, place, or idea.

Collective Noun: A noun that denotes a collection of persons or things regarded as a unit. (e.g., team, class)

Common Noun: A word given to name *any* one of a class of persons, places, or things and are *general* items. (e.g., boy, car, book, etc.)

Compound Noun: 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 beans, federal court.)

Count Noun: A noun that forms plurals. (e.g., books/books)

Gerunds: The –ing form of a verb (present participle) used as a noun in a subject, object, or subject complement.

Irregular Nouns: Referring to words changing from their singular form to become plural that require a spelling change, different from ‘regular’ plural words which are made plural by adding –s or –es.

Non-Count Noun: A noun that does not form plurals. (e.g., water, money)

Plural Noun: A noun that identifies more than one person, place, animal, or thing. The plural form of most nouns is created simply by adding the letter *s/es*.

Proper Noun: A noun that refers to a particular person, place, thing, or idea and always begins with a capital letter.

Singular Noun: A noun that identifies only one person, place, animal, or thing.

NOUN CLAUSE: See Clause

NOUN PHRASE: See Phrase

OBJECTIVE PRONOUNS (OBJECTIVE PRONOUNS): See Pronoun

ONSET: The part of the syllable that precedes the rime. (vowel of the syllable) (e.g., the onset of “pill” is /p/; the onset of “spill” is /sp/)

ORDINAL NUMBERS: Ordinal numbers are the words representing the rank of a number with respect to some order, in particular order or position, e.g., first, second, third. Its use may refer to size, chronology, importance, etc. Ordinal numbers are adjectives.

ORGANIZATIONAL TEXT FEATURES: The way information is organized in non-fictional text, such as headings and titles, captions, cutaways, etc. Knowing the format and purpose can help the reader understand the text.

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.

e.g., Passive Voice: The ball was thrown by the pitcher.(the ball (the subject) receives the action of the verb)

e.g., Active Voice: The pitcher threw the ball.

PAST PERFECT TENSE: See Verb Tenses

PAST PERFECT PROGRESSIVE TENSE: See Verb Tenses

PAST PROGRESSIVE TENSE: See Verb Tenses

PAST UNREAL CONDITIONAL TENSE: See Verb Tenses

PERSONAL POSSESSIVE PRONOUNS: See Pronoun

PERSONIFICATION: Personification is the attribution of human traits (qualities, feelings, actions, or characteristics) to non-living objects (things, colors, quantities, or ideas). (e.g., The sun kissed my skin.)

PERSUASIVE WRITING: Persuasive 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.

PHRASAL VERB: See Verb

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

Adverbial Phrase: A group of words, not containing a subject and verb, collectively modifies a verb, adjective, another adverb, or a prepositional phrase. Prepositional phrases frequently have adverbial functions (telling place and time, modifying the verb). (e.g., Sarah ran *as quickly as she could* down the street.)

Noun Phrase: A noun phrase is formed by a noun or pronoun and any modifiers, complements, or determiners. (e.g., a bird)

Joined Noun Phrase: A noun phrase with two nouns joined by a conjunction. (e.g., Young boys and girls)

Prepositional Phrase: A prepositional phrase is made up of a preposition, its object, and any of the object's modifiers. (e.g., beneath the green chair)

Verb Phrase: A verb phrase is the main verb plus the complement, object, and/or adverbial. (e.g., ...read the book quickly.)

PLURAL NOUN: See Noun

POSSESSIVE ADJECTIVE: See Adjective

PREDICATE: A predicate is one of the two main parts of a sentence or clause, which includes the verb and/or objects and phrases governed by the verb.

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 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.

PREPOSITIONAL PHRASE: See Phrase

PRESENT FUTURE CONDITIONAL TENSE: See Verb Tenses

PRESENT PERFECT TENSE: See Verb Tenses

PRESENT PROGRESSIVE TENSE: See Verb Tenses

PRESENT REAL CONDITIONAL TENSE: See Verb Tenses

PRESENT UNREAL CONDITIONAL TENSE: See Verb Tenses

PRINT FEATURES: The way text is presented in non-fictional text, such as bold face, italicized, underlined, etc. Knowing the format and purpose can help the reader understand the text.

PROCESS DOCUMENT: A document that contains a set of directions or instructions.

PRONOUNS: A word that takes the place of a noun, noun phrase, and noun clause.

Antecedent Pronouns: 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 Pronoun: Pronouns that refer to a particular person or thing. (e.g., this, that, these, and those)

Indefinite Pronoun: Pronouns that refer to imprecise numbers of persons or things. (e.g., all, any, everyone, many, some several)

Intensive/Reflexive Pronouns: Pronouns that refer to the same person or thing as another noun or pronoun in the same sentence that emphasized 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: Pronouns that ask which person or thing is meant. (e.g., Who did that?)

Objective Pronouns (Objective Pronouns): Pronouns that are the object of a verb. (e.g., me, you, him, her)

Personal Possessive Pronouns: Pronouns that indicate grammatical ownership. (e.g., mine, yours, his)

Relative Pronouns: Pronouns that introduce relative clauses referring to some antecedent. (e.g., that, which, who)

Subjective Pronouns (Subject Pronouns): Pronouns that replace the nouns acting as the subject. (e.g., I, you, he, she, it, we, you, they.)

PROPER ADJECTIVE: See Adjective

PROPER NOUN: See Noun

PROSODY: The rhythm, stress, and intonation of speech.

QUANTIFIER: A word that expresses a quantity. (e.g., all, many, fifteen)

RELATIVE PRONOUNS: See Pronoun

RESTRICTIVE CLAUSE: See Clause

RIME: The part of a syllable (not a word) which consists of its vowel and any consonant sounds that come after it. (e.g., the rime for “pill” would be /ill/; the rime for “spoil” is /oil/)

ROOT WORDS: The basic part of a word that usually carries meaning but cannot stand alone, but must add affixes to become meaningful. (e.g., bio is the root word for biography) (See Base Word)

SENTENCE TYPES

Imperative Sentence: A sentence that expresses a request or command. (e.g., Check it again.)

Declarative Sentence: A sentence that makes a statement. (e.g., I like grammar.)

Exclamatory Sentence: A sentence that shows emotion. (e.g., I did it!)

Interrogative Sentence: a sentence that asks a question. (e.g., Who wrote this paper?)

SENTENCE CONSTRUCTION TYPES

Simple sentence: A simple sentence that describes something, e.g., The cat is black.

Complex sentence: A sentence that has one main (independent) clause, and one or more subordinate (dependent) clauses. (e.g., When times were bad, [dependent clause] John emailed 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 (independent) clauses. (e.g., Most people praised the plans [first independent clause], yet some found them dull (second independent clause).

SEQUENCE CONJUNCTION: See Conjunction

SENTENCE PATTERNS: The order of the elements in the sentence.

S-V: Subject + Verb

S-V-C: Subject + Verb + Compliment

S-V-O: Subject + Verb + Object

SIGHT WORDS: 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. Sight words are words that students are unable to decode. (e.g., was, the)

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

SIMPLE SENTENCE: See Sentence Construction types

SIMPLE FUTURE TENSE: See Verb Tenses

SIMPLE PAST TENSE: See Verb Tenses

SIMPLE PRESENT TENSE: See Verb Tenses

SINGULAR NOUN: See Noun

SOCIO-FUNCTIONAL COMMUNICATION TASKS: Those listening and speaking tasks that require the exchanging of personal information, experiences, opinions and abilities.

SUBORDINATE/DEPENDENT CLAUSE: See Clause

SUBORDINATING CONJUNCTION: See Conjunction

SUBJUNCTIVE MOOD: The subjunctive mood allows speakers to form sentences that express commands, requests, suggestions, wishes, hypotheses, purposes, doubts, and suppositions that are contrary to fact at the time of the utterance. (e.g., If I were you, I would ask for a discount.)

SUBJECTIVE PRONOUNS: See Pronoun

SUFFIX: 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)

SUPERLATIVE ADVERB: See Adverb

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.

TAG QUESTIONS: A statement followed by a mini-question. The whole sentence is a “tag question,” and the mini-question at the end is called a “question tag.” We use tag questions at the end of statements to ask for confirmation. (e.g., “Turn left at the light, right?” or “You don’t like me, do you?”)

TRANSITIONAL WORDS: A word that connects phrases or sentences. (e.g., therefore, furthermore, moreover, in addition, also)

TRANSITIVE VERB: See Verb

USED TO AND USE TO:

used as an adjective: Use to be + used to. This means to be accustomed to. For example – I can study with the TV on. I am used to it. It means I am accustomed, adjusted, or don’t mind having the TV play while I’m studying.

used as a verb: Use to + verb is a regular verb and means something that happened but doesn’t happen any more. It uses –ed to show past tense. But since it always means something that happened in the past, it should always use past tense. For example-When Joshua was a child, he used to climb trees. (Now he doesn’t climb trees.)

VERB PHRASE: See Phrase

VERB TENSES: The form of the verb that indicates time. The verb tenses are in the order in which OELAS suggests they be taught:

Infinitive Tense: a compound verb made up of the preposition "to" and the basic form of the verb. (e.g., to walk)

Simple Present Tense: 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 Progressive Tense: describes an ongoing action that is happening at the same time the statement is written. This tense is formed by using am/is/are with the verb form ending in -ing. (e.g., I am walking.)

Simple Past Tense: A past verb tense expresses something that happened or was completed in the past. (e.g., I felt very proud of them)

Simple Future Tense: The form of a verb 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)

Past Progressive Tense: A past progressive verb form is used for actions that were happening at a certain time. (e.g., I was eating when you
called)

Future Progressive Tense: 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)

Present Perfect Tense: 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 into 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.

Past Perfect Tense: 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)

Future Perfect Tense: 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)

Present Perfect Progressive Tense: 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.

Past Perfect Progressive Tense: 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)

Future Perfect Progressive Tense: 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)

Present Real Conditional Tense: 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 Future Conditional Tense: A present future conditional verb tense is used to discuss a hypothetical event in the future that is likely,
e.g., If it rains, I will go home early. (e.g., If you were able to play, would you be happy?)

Present Unreal Conditional Tense: 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.)

Past Unreal Conditional Tense: 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)

VERBS: A verb denotes action, occurrence, or state of existence.

Action Verb: Action verbs show action or activity.

Auxiliary Verb: The verb used to help the main verb create the *negative* structure, a *question* or to *show tense*. In English ‘**to do**’, ‘**to be**’, and ‘**to have**’ are the **auxiliary verbs**.

Infinitive Verb: The infinitive is the simple or dictionary form of a verb: walk, think, fly, exist. Often the word *to* marks a verb as infinitive: to walk, to think, to fly, to exist.

Intransitive Verb: An intransitive verb does not need a direct object to complete its meaning. Run, sleep, travel, wonder, and die are all intransitive verbs.

Irregular Verb: 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/Auxiliary Verb: 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 Verb: A non-action/stative verb expresses existence or a state rather than an action, e.g., be, own.

Phrasal Verb: 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.

Transitive Verb: A transitive verb needs a direct object to complete its meaning. Bring, enjoy, and prefer are transitive verbs.