English glossary Year 7

Key terms	Definition
abstract noun	refers to a state of being, a concept, an experience, an idea, a quality or a feeling — something that cannot be seen, heard, touched, smelled or tasted. Examples of abstract nouns include: *courage, beauty, freedom, success, love, joy, confidence, fear, humour, stupidity, bravery, hope, sacrifice, friendship, grief, joy* Abstract nouns can be used to strengthen descriptions of characters and events and influence the audience.
action verb	used to express an action or something a character is doing, for example: *she crawled into a hole* Verbs are essential to clause (sentence) structure.
adjective	a word that describes a quality of people, things or ideas, for example: *It was lovely weather for a picnic. He wore a stylish tie.*
adverb	a word class that may modify a verb (for example, beautifully in 'She sings beautifully'), an adjective (for example, really in 'He is really interesting') or another adverb (for example, very in 'She walks very slowly'). In English many adverbs have an –ly ending.
alliteration	the recurrence of the same consonant sounds at the beginning of words in close succession, for example: *The rowdy rat ridiculed the refuse.*
characterisation	the way a writer conveys the personality and character traits of a character Characterisation can be revealed directly or indirectly by an author. • **direct characterisation:** *tells* the reader what a character is like using straightforward descriptions of appearance or personality. For example, 'He was a quiet, solitary boy.' • **indirect characterisation:** *shows* what a character is like through the character's words, thoughts, actions and responses to the people, places and events. This is often referred to as 'show, don't tell.' For example, 'He was usually alone in the playground'.
chronological order	in order from the earliest date or series of events to the latest
colloquial	an informal word or phrase that is used more often in conversation than in formal speech or writing
complex sentence	contains a main (independent) clause with one or more subordinate (dependent) clauses joined by subordinating conjunctions such as *because, while, as, when* A dependent clause can go either before or after the independent clause. For example: • As the sun rose, I went for a walk. • I went for a walk as the sun rose.
conflict	the struggle between two or more forces in a story. Conflict can be *internal* (a struggle that the character has with his/her ideas, morals or choices) or *external* (between characters or between a character and other outside forces).

Sheet 1

Key terms	Definition
context	the environment in which a text is responded to or created. It includes: • **social context:** the social situation in which language is being used, for example: the text is set in a different society that has different ways of speaking and interacting • **cultural context:** the culture in which the text was created • **historical context:** the time in which the text was created or set. Readers can also use the 'context' of a text to work out the meaning of a unfamiliar words.
contrast	a literary device and stylistic feature; it is the creation of two opposing characters, settings, events or ideas to emphasise the differences between them
descriptive language	adjectives, adverbs, verbs and verb groups, nouns and noun groups
dialogue (direct and indirect speech)	the conversation (written or spoken) between two or more people In narrative texts, dialogue is denoted by either single or double quotation marks (for example, "dialogue" or 'dialogue'). Dialogue is also known as direct speech. • **Direct speech** (dialogue) is used when it is important to quote the exact words rather than just report them. • **Indirect speech** is when the narrator reports the words that a character says but does not quote them directly.
edit for meaning	the purpose is to: • remove unnecessary repetition • refine your ideas • reorder sentences (such as by changing the order of clauses within a sentence) • add or substitute words for impact
embedded clause	provides very specific detail about the noun being described. It begins with a relative pronoun such as *who*, *whose*, *which* or *that*. Sometimes the relative pronoun is left out of the sentence and the sentence will still make sense.
evaluative language	positive or negative words used to convey feelings and judgments about people and events. It includes language to: • express feelings and opinions (language of Affect) • make judgments about aspects of people such as their behaviour (language of Judgment) • assess the quality of objects such as literary words (language of Appreciation)

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figurative language	word groups/phrases used in a way that differs from expected or everyday use; used in a non-literal way for particular effect. For example: • simile — 'white as a sheet' • metaphor — 'all the world's a stage' • personification — 'the wind grabbed at my clothes'.
foreshadowing	providing subtle hints that indicate what will occur later in a narrative; it builds anticipation about what will happen next
grammatical theme	the topic of a sentence or paragraph Grammatical theme indicates importance both within a clause and across a text. In a clause, the theme comes in first position and indicates what the sentence is about. Theme is important at different levels of text organisation. The topic sentence works as the theme for the points raised in a paragraph. A pattern of themes works to shape and develop the text as a whole.
hyperbole	a figure of speech where an author uses exaggeration, for example: 'Never in a million years had she seen such mess!'
idiom	an expression that doesn't have a literal meaning and is peculiar to a specific country and language, often possessing a meaning different from its literal or logical one. The meaning cannot be derived from the individual words alone. For example: • *better late than never* — better for someone/thing to be late rather than never arriving at all • *making a mountain out of a molehill* — making a small problem seem greater than it really is
imagery	figurative language used in a literary work such as poetry or prose to create mental pictures for the reader. Metaphor, simile and personification are used by authors to create imagery.
juxtaposition	a literary device and stylistic feature; the placement of ideas, words or phrases not usually associated, next to one another, causing the reader to pause and reconsider the meaning of the text
literary value (social and aesthetic value)	the value society places on a literary text by considering such criteria as whether that text is considered to have made a contribution to people's thinking The following combined terms build literary value: • **Aesthetic value** — the impact a literary text has on its audience; how it stimulates the senses, emotions and memory. It is whether the language features prompt emotional responses from the reader. If the text helps you understand something new and important, it has aesthetic value. • **Social value** — how the text reflects the views, attitudes and beliefs of society. For a text to have lasting social value, it needs to be an authentic and reliable account of a particular historical context, and be worthwhile and significant.

Key terms	Definition
metalanguage	vocabulary used to discuss language conventions and use, for example: language used to talk about grammatical terms, such as 'sentence', 'clause', 'conjunction', or technical words such as 'social value'
metaphor	a descriptive connection made from one object, person, place or event to another, which can help the reader apply qualities of one to the other to provide insight or new knowledge, for example: *her heart of stone*. One thing is said to be something that it is not; it is not meant to be taken literally.
modality	a technique used by writers to influence the reader. It is the level of certainty or strength of a statement. High modality is being absolutely sure (such as when a phrase is certain and presents a strong perspective) and low modality is being unsure (conveying uncertainty and weakness). Modality can also be expressed by several different kinds of words that communicate the level of certainty: • **modal adverbs** — possibly, necessarily, certainly, perhaps • **modal adjectives** — possible, probable, likely, necessary • **modal nouns** — possibility, probability, obligation, necessity, requirement • **modal verbs** — can, must, may, should, permit, oblige
mood	the feeling or atmosphere created by the writer
narrative point of view	refers to the ways a narrator may be involved in the story: • **first person:** the narrator participates in the action of the story; they may also be biased by their own opinions and attitudes, so may not be completely trustworthy (personal pronouns such as 'I', 'we' and 'my' are used) For the following **perspectives**, pronouns such as 'he', 'she' and 'they' are used: • **third person:** the narrator tells us how characters feel and think but is not involved in the story; third person is written using an 'outside' voice and it gives a writer more freedom • **third person omniscient:** a narrator who knows everything about all the characters and can jump into any character's head; this can help to build tension in a scene, as the reader is also aware of other characters' motivations • **third person limited omniscient:** a narrator who knows everything about one character only.
noun group/phrase	a group of words, building on a noun Noun groups help build description. They usually consist of an article (*the, a, an*) plus one or more adjectives. They can also include: demonstratives (for example, *this, those*), possessives (for example, *my, Ann's*), quantifiers (for example, *two, several*) or classifiers (for example, *wooden*) before the head noun.

Key terms	Definition
onomatopoeia	words that evoke the actual sound of the thing they refer to or describe, for example: 'A *crack* resounded in the distance, which was immediately followed by the dull *thud* of a tree toppling over.'
personification	a method of description that gives human qualities to non-human things, for example: 'The cold breeze whispered of the fate that awaited me.'
plot structure	the structural features of a plot designed to impact on the audience and involve them in the tension of the story. A traditional plot contains the following: **Orientation** • describes the protagonist • describes the setting — time, place and mood • describes the initial or potential problems **Complication** • describes the complication — obstacles, missions or problems • has an emotional effect on the audience **Climax** • describes the climax • heightens the tension for the protagonist • resolves the final obstacle **Resolution** • How has the protagonist changed over the events in the story? • What messages are evident in the conclusion? • Does the title bring any further meaning after reading the narrative? • What are the emotional effects on the audience after the climax/resolution?
plot tension (suspense)	how the complication, or conflict, builds in a story that the main character has to overcome; helps to maintain the reader's interest
point of view (character)	can also refer to a character's perspective or viewpoint within the text. For example, an imaginative recount could be written from the first person point of view of one of Ned Kelly's sisters. It will be her thoughts, feelings, opinions and perspective of the particular event that the reader sees. However, other characters' points of view could be expressed through the author's particular use of dialogue or how their actions have been described in the text.
prepositional phrase	describes where or when something happened and can effectively act as an adjective or an adverb and is normally placed before a noun. (for example, *on the bicycle; among friends; in common with*)

Key terms	Definition
QAR	uses four different types of questions to help you think about and understand a text and recognise literal and implied meaning. They are: • **Right there questions** — answers can be found in the text • **Think and search questions** — answers are gathered from several parts of the text and put together • **Author and you questions** — answers are based on information provided in the text, but require your own experience and knowledge • **On my own questions** — answers come from your own experience or knowledge, and not from the text.
simile	a comparison between two items that have something in common (or are similar to each other) and are compared using the words 'like' or 'as' (for example, *Her brain is like a computer.*)
social identity	when individuals perceive themselves to be part of a particular social or cultural group; as such, they have different ways of speaking and interacting. For example, one way to determine a person's social identity is through the particular way they speak (see style of speech).
style of speech	aspects of a character's speech that reveal their personal and social identities, that is, who they are and how they fit into their society
stylistic features	the ways in which aspects of a text (such as words, sentences, images) are arranged and how they affect meaning Some examples of stylistic features include: • foreshadowing • contrast • juxtaposition.
subordinate clause	found in complex sentences and functions within the structure of another clause; also referred to as a dependent clause because it needs the rest of the sentence to make sense. A subordinate clause always has a subordinating conjunction, such as 'because', 'however', 'while', 'through', 'by', 'since', 'where', 'but'. For example, the subordinate clause 'because it was raining' does not make sense on its own and is therefore not a complete sentence. However, if 'I took an umbrella' was added to the start, the sentence would make sense: *I took an umbrella because it was raining.* Subordinate clauses that are embedded within noun groups/phrases are a common feature in complex sentences and can help to increase the density of information for the reader. For example: *The old high-spirited brown horse with the white mane, <u>which had just kicked over its own stall</u>, was named Sugarplum.*
suspense	a feeling the reader feels as a result of plot tension; it makes the reader question: 'What will happen next?'

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text connectives	• show cause and effect (for example, *therefore, then, because of this*) • indicate time (for example, *then, next, at this point, meanwhile*) • sequence ideas (for example, *firstly, to begin, briefly, finally, at this point*) • add information (for example, *also, furthermore, as well, in the same way*)
verbs and verb groups	a word class that describes a kind of situation such as a happening (for example, the word *climbed* in *She <u>climbed</u> the ladder*) or a state (for example, the word *is* in *The koala <u>is</u> an Australian marsupial*) Verbs are essential to clauses (sentence structure). `AC` There are different types of verbs: • **action (doing) verbs:** what we do (for example, *ran, crawled, sneak, went*) • **sensing verbs:** what we think, feel, perceive (for example, *know, realise, believe, think, hear, see, enjoy*) • **saying verbs:** what we say (for example, *said, tell, yell, whisper*) • **relating verbs:** how we create links between pieces of information (for example, *was, is, are*) Verbs can also be in past, present or future tense. • **Verb groups** are made up of a main verb that is modified by an auxiliary or modal verb. This means a description has been added to it. For example, verb groups/phrases: • create tense, as in *He [was happy]*, *She [is working] at home*, *I [have seen] him before* • express modality using modal verbs such as *can*, *may*, *must*, *will*, *shall*, etc., as in *You [must be] mad*, *He [will have arrived] by now*, *She [may know] them* • create passive voice, as in *A photo [was taken]*. `AC`