















Key terms	Definition
abstract noun	a name for an idea, feeling, concept or quality that does not physically exist and therefore cannot be identified with any of the five senses, for example courage, democracy, friendship
allusion	an indirect reference to someone or something that conveys or enhances a particular meaning. Allusions usually refer to literary works, social and historical events or people, for example: 'The footballer's Herculean efforts were appreciated by the fans.'
audience	the intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing 
by-line	a line under the heading of a newspaper or magazine article giving the writer's name
cohesion	<p>refers to how well your writing is constructed to make sense. Writers create a cohesive piece of writing by using word and grammar relationships across the text to bind or 'glue' their writing together.</p> <p>Cohesion is achieved through various devices such as text connectives, ellipses, conjunctions, consistent tense and word associations. </p>
comprehension strategies	<p>strategies and processes used by readers to make meaning from texts. Key comprehension strategies include:</p> <ul style="list-style-type: none"> • activating and using prior knowledge • identifying literal information explicitly stated in the text • making inferences based on information in the text and their own prior knowledge • predicting likely future events in a text • visualising by creating mental images of elements in a text • summarising and organising information from a text • integrating ideas and information in texts • critically reflecting on content, structure, language and images used to construct meaning in a text. 
context	<p>the environment in which a text is responded to or created</p> <p>Context can include the general social, historical and cultural conditions in which a text is responded to or created. </p> <ul style="list-style-type: none"> • historical context — the time, place and circumstances in history during which the text was written (for example, America in the 1950s) • social context — aspects of society (from the time and place the text was written) that influence the creation of, or responses to, the text • cultural context — relating to the culture of groups of people in society and the attitudes, values and beliefs of the culture
cultural perspectives	ways of looking at the world based on a person's culture including sociocultural values, attitudes and beliefs 




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edit	to prepare text for publishing by correcting, altering, shortening, revising or adapting it. Editing involves checking for meaning, coherence, and proofreading of grammar, spelling and punctuation.
emphasis	stress on selected words or phrases for particular purposes and/or effects
ethical issue	dilemma or challenge about what should occur in a particular situation or social context, based on ideas of right (ethical) and wrong (unethical) in that context. Ethical issues affect the wider community.
evaluative meaning	ideas that go beyond the literal and inferential level and apply other knowledge, facts or opinions about a topic represented in texts; in comprehension of evaluative meaning, readers make links <i>beyond the text</i> , such as between the text and other texts or in real life
evaluative language	<p>seeks to persuade readers' attitudes either positively or negatively about:</p> <ul style="list-style-type: none"> emotions, feelings or opinions (Language of Affect) aspects of people such as their behaviour (Language of Judgment) the quality of objects such as art or literary works (Language of Appreciation) <p>Evaluative language is positive or negative language including words that judge the worth of something, express feelings and opinions or assess the quality of objects such as literary works. </p> <p>Evaluation can also be expressed through language devices such as irony, allusion and innuendo.</p>
evocative vocabulary	words or phrases that are purposefully chosen to evoke emotion, or bring strong images, memories, or feelings to mind
figurative language	word groups or phrases used in a way that differs from the expected or everyday usage. They are 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'). 
formality of language	particular language choices used by writers to reflect the relationships between writers, characters and audiences
grammatical theme	<p>the topic of a sentence or paragraph, indicated by the idea being placed at the start of the sentence or paragraph, to give it prominence</p> <p>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.</p> <p>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. </p>
inferential meaning	meaning that is inferred or implied in a text; readers of the text use their prior knowledge and understandings in combination with the text, to understand inferred or implied meanings

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innuendo	a remark that can be taken in more than one way. The first meaning is obvious, but the other, when thought about, can be a suggestive (rude) or disparaging remark (a put-down); an insinuation; a subtle remark often made to suggest something negative
interaction skills	social communication skills, both verbal and non-verbal, used when listening and speaking to others; skills that are considered appropriate vary depending on the context of the social interaction
irony	the figure of speech used when making a statement but implying/meaning the opposite; a literary device in which the apparent meaning is the opposite of that intended, and is made clear by the context or tone
language features	the features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language). Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production. 
lexical cohesion	the use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, that is, by topic. 
literal meaning	ideas are directly or explicitly stated in the text; in comprehending literal meaning, the answer can be found in the text
literary value	the value society places on a literary text by considering such criteria as whether that text is considered to have contributed to people's thinking
media texts	spoken, print, graphic or electronic communications with a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. The media texts studied in English can be found in newspapers, magazines and on television, film, radio, computer software and the internet. 
metaphor	a figurative language device used to compare two things, saying one thing is another; it juxtaposes the two things to create an image or association between them. For example: <ul style="list-style-type: none"> • 'My teacher is a dinosaur.' • 'Her words were daggers in my heart.'
metonymy	the use of the name of one thing or attribute to represent something larger or related (for example, <i>crown</i> to represent a monarch of a country, <i>Chernobyl</i> when referring to changed attitudes to nuclear power, or <i>9/11</i> when referring to changed global relations).
modality	an area of meaning having to do with possibility, probability, obligation and permission. Modality can be expressed by several different kinds of words: <ul style="list-style-type: none"> • adverbs (for example, 'possibly', 'necessarily', 'certainly', 'perhaps') • adjectives (for example, 'possible', 'probable', 'likely', 'necessary') • nouns (for example, 'possibility', 'necessity', 'obligation') • modal verbs (for example, 'permit', 'oblige'). 



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nominalisation	<p>Nominalisation is:</p> <ul style="list-style-type: none"> a process that involves forming nouns from verbs (for example: 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long' or 'eagerness' from 'eager') a process for forming noun phrases from clauses (for example: their destruction of the city from they destroyed the city).  <p>It is a way of making a text more compact; often a feature of texts that contain abstract ideas and concepts.</p>
noun group	a group of words building on a noun. Noun groups usually consist of an article (<i>the, a, an</i>) plus one or more adjectives and a noun. They can also include: demonstratives (for example: <i>this, those</i>), possessives (for example, <i>my, Anne's</i>), quantifiers (for example, <i>two, several</i>), or classifiers (for example, <i>wooden</i>) before the head noun.
pace	how quickly or slowly someone speaks
paraphrasing	using other words to restate text without changing the meaning
persuasive device	a technique or strategy used by writers and speakers in constructing texts to persuade — see rhetorical device
pitch	the level of the voice, ranging from a high pitch to a low pitch, which is varied during speaking for effect. Voice can range from a high pitch (for example, a squeal or squeak) to a low pitch (for example, a rumble or growl).
point of view	the way someone thinks or feels about an idea or issue
position	<p>the stance of the author in relation to a specific idea or issue (when used as a noun)</p> <p>the deliberate approach used by the author to strongly influence the opinion or attitude of the audience towards a particular issue or situation (when used as a verb)</p>
proofreading	an aspect of editing; involves carefully reading the text to find, mark and correct any mistakes in grammar, spelling and punctuation
repetition	<p>(as a language feature) words or ideas deliberately repeated for effect; effective because when something is repeated it is easier to remember and makes a deeper impact</p> <p>(as a text structure) links ideas and makes connections across a whole text, acting as a cohesive device. If the main idea or message is repeated throughout the text, the audience receives one clear, cohesive message — a persuasive text structure.</p>
representation	the particular way people, events and issues in a text are portrayed by the creator of the text
rhetorical device	language devices or features which are used in rhetoric (both written and spoken) to persuade an audience
rhetorical question	a question that is asked to provoke thought rather than require an answer 

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scanning	moving the eyes quickly down the page when reading, seeking specific words and phrases
skimming	quickly reading the text to find the main idea in a paragraph, page, chapter or article and a few of the details
social issue	<p>a problem or challenge faced by a society (for example, poverty, homelessness and domestic violence). Social issues:</p> <ul style="list-style-type: none"> • vary depending on the context of the society • can often be a result of ethical issues • have varying impacts that affect people at an individual, group, national or global level.
specialised language (specificity)	language (words or phrases) which is specific to the text, audience or purpose. An understanding or prior knowledge of specialised language enables audiences to make meaning of a text.
technical language (technicality)	language which is considered technical for the text, audience and purpose. When author and reader have shared knowledge, use of technical language can assist in succinct and cohesive writing.
text connectives	words or phrases used to connect ideas across a text. They add to cohesion by assisting readers to make sense of the relationships between sentences and paragraphs. Examples are firstly, secondly, finally, overall, furthermore, consequently, at this point, for this reason, similarly, on the other hand.
text structures	the ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. 
tone	the attitude expressed by a speaker or writer about a topic; identified by a combination of language features and, in the case of spoken texts, use of interaction skills
tricolon	a persuasive rhetorical device which uses a group of three words or phrases together for specific effect, usually to emphasise or reinforce ideas
viewpoint	the way someone thinks or feels about an idea or issue
voice qualities	variations in tone, pitch, volume and pace to communicate meaning
volume	how loudly or softly a person speaks