English glossary Year 5 Unit 3

Term	Meaning
attitude	position or manner with regard to a thing or person
assertion	a confident and forceful statement of fact or belief
bare assertions	statements that are not supported by facts. Bare assertions can be used to cast doubt on the reliability of evidence.
bias	a one-sided opinion that may be for or against one person or group, in a way that is considered to be unfair
blurb	a paragraph that gives a quick outline of what an article will be about
caption	a line or two of text that sits beside or below an image in an article and gives information about the image
cohesion	links in texts that make it logical and clear for the audience to understand and make connections between ideas
complex sentence	contains one main clause and one or more subordinate clauses. The clauses are linked with a subordinating conjunction.
conjunctions	used to link words, phrases, clauses or sentences in meaningful ways to develop and expand ideas, for example, 'and', 'or', 'but'
credible evidence	believable; worthy of belief or confidence
direct speech	direct speech is exactly what someone says and appears inside quotation marks
editing	a process by which writing is checked for meaning, appropriate structure, grammatical choices, spelling and punctuation
emotive language	words or phrases that are designed to evoke an emotional response from the reader
foregrounded	put at the front or made the focus
formality of language	the degree to which the language choices in a text are formal or informal (often determined by how formal or informal the relationship is between the author and the audience). For example: • language in a text message to a friend (informal) • language in a textbook (formal)
inverted triangle	a text structure model used when writing news and feature articles. The inverted triangle includes: • a headline (often a pun or a catchy phrase) • summary lead (lead sentence or paragraph summarising the main idea of the article (who, what, where, when, why) • body (gives more detail about the why and how and contains less important information) • tail (contains the least important information).

Term	Meaning
language features	features of language that support meaning (for example, sentence structure, vocabulary, punctuation, figurative language). Choices in language features and text structure together define a type of text and shape its meaning. (AC)
language of Affect	language which works to express feelings. In literary texts the language of Affect is important in providing readers with an emotional snapshot of a character. This language also encourages readers to experience distinct emotional reactions to characters, places, behaviour or things. Below are the categories of Affect and some examples. <table><tr><th>Positive</th><th>Negative</th></tr><tr><td>**Happiness**</td><td>**Unhappiness**</td></tr><tr><td>relieved, elated, excited, glad, happy, smiling, joyful, cheerful, positive, excitable</td><td>sad, depressed, upset, rueful, frowning, miserable, gloomy</td></tr><tr><td>**Security**</td><td>**Insecurity**</td></tr><tr><td>confident, comfortable, assured, safe, assertive, sure, responsible, relaxed</td><td>uneasy, restless, nervous, anxious, scared, trembling, frightened, panicky, tense</td></tr><tr><td>**Satisfaction**</td><td>**Negative**</td></tr><tr><td>interested, pleased, content, delighted, thrilled, decent, proper</td><td>bored, frustrated, irritated, embarrassed, angry, bothersome</td></tr></table>
main idea	the most important or central idea of a paragraph or text; tells the reader what the text is about
manipulate	to manage or influence people's point of view
noun group	consists of an article (the, a, an) plus one or more adjectives that give information about the noun (for example, an [article] extremely horrid, old [adjectives] man [noun]). By using noun groups in the story, an author can include a lot of additional description around a noun; these descriptive words help the reader visualise the characters, events and objects in the story.
objective language	factual, unbiased language which is evidence-based
paragraph	a passage of text that explores one idea through a series of related sentences. Paragraphs begin with a topic sentence followed by supporting sentences. The topic sentence indicates what the paragraph is about. The sentences that follows the topic sentence provide further information. A concluding sentence summarises the main idea of the paragraph.

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point of view	an opinion or an attitude
proofreading	an aspect of editing that involves carefully reading the text to find and mark any mistakes
pronouns	words that allow us to talk about nouns without saying them again and again; the author of a text may use words such as *he*, *she*, *them*, *they*, *it*, *his* or *her*, rather than repeating the noun throughout the text (AC)
pun	humorous use of a word to bring out more than one meaning; a play on words (for example, *Maths teachers have lots of problems*)
reliable evidence	may be relied on; trustworthy
SAFE test	used to check if information is reliable. SAFE stands for: • **S**ource: Does this evidence come from a reliable source (photograph, article, person or internet site)? How do I know it's reliable? • **A**ttitude: Does this evidence express a positive attitude or negative attitude? How can I tell? A strong positive or negative attitude may mean the source is biased and not completely reliable. • **F**acts or assertions: Does this evidence provide facts or make assertions? Assertions aren't as reliable as facts. • **E**motions: Does this evidence express any strong feelings? If so, what are they? Expressing strong emotions may mean the source is biased and not completely reliable. Source: *Riddle of the black panther: The search* (TLF L2850) © Education Services Australia, CC BY-SA 3.0 AU creativecommons.org/licenses/by-sa/3.0/au
sentence structure	includes the following types of sentences: • Simple sentences contain one clause and express a complete thought. For example, *The cat is black*. • Compound sentences consist of two or more independent (main) clauses joined by conjunctions, such as, and, or, but. For example: *The sun emerged and we all went outside*. Each clause could be a sentence on its own. *The sun emerged. We all went outside.* • Complex sentences contain an independent (or main) clause and one or more dependent clauses. The dependent clause is joined by a conjunction such as, while, when, before. For example: *We all went outside when the sun came out.* 'We all went outside' is the independent clause because it could be a sentence on its own. The dependent clause isn't a sentence on its own. If someone said to you: 'when the sun came out' you would be expecting them to tell you more.
skimming	reading quickly over a text to gain an impression of the main idea
source	a thing or place from which something is obtained

Term	Meaning
starting point of a sentence	all words before the first verb. The starting point of a sentence gives prominence to the message in the text and allows the reader to predict what will happen.
subjective language	emotive language used to express opinions
subordinate clause	a clause that depends on a main clause to make sense. For example: Cane toads are still toxic <u>although the environment is adapting to them.</u>
subordinate conjunction	joins a main and subordinate clause, and is part of the subordinate clause. For example: Cane toads are still toxic <u>**although** the environment is adapting to them.</u>
text structure	the ways in which information is organised in different types of texts (for example, chapter headings, subheadings, table of contents, glossaries, overview). Choices in text structure and language features together define a text type and shape its meaning. (AC)
topic sentence	a sentence that lets the reader know what the paragraph is going to be about
verb group	a main verb, alone or with one or more auxiliary or modal verbs as modifiers. For example, *We must leave now. We are going to the hospital.* (AC)
visual features	visual components of a text such as placement, framing, shot size, camera angle (AC)

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