









Year 7 Unit 1 Glossary



Term	Meaning
adjectives	describes a noun, usually within a noun group (for example: short, fun)
adverbs	words that modify verbs and provide more information; many have an '-ly' ending (for example: softly, quickly, beautifully)
adverb groups	more than one adverb (for example: very quietly)
angle of vision	the eye line between the camera and the subject; low-angle shots are filmed with the camera below the figure and looking up (strength or authority); high-angle shots are filmed from above and looking down (submissive); eye level can show equality
audience	the intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing 
body language	the combination of gestures, facial expressions and postures that non-verbally communicate a feeling, express an emotion or emphasise a point
camera angle	the angle at which the camera is pointed at the subject. Vertical angle can be low, level or high. Horizontal angle can be oblique (side on) or frontal 
canted angle	achieved by tilting the camera to unsettle the audience or provide a quirky, off-balance effect (for example: a racing car on a track)
classifier	groups the head noun in a noun group, for example: in the noun group, 'many Holden cars', the classifier is Holden
complex sentence	made up of a main clause and one or more subordinate clauses, for example: 'Samantha threw the tennis ball <i>because she was angry</i> ' (subordinate clause in italics)
compound sentence	contains two or more main clauses, for example: 'Samantha threw the tennis ball and it hit me on the arm'; both clauses could stand by themselves as simple sentences, joined by the conjunction 'and': 'Samantha threw the tennis ball.' + 'It hit me on the arm.'
Creative Commons	the name of a licensing system that exists to protect the authors and creators of texts, images and audiovisual materials, for example: at the foot of many documents you will see an icon that looks like two capital Cs — this is a Creative Commons symbol; there are a range of symbols that all mean different things
embedded clauses	subordinate clauses that are located within the structure of another clause, for example: 'The sprinter <i>who won her semifinal an hour before</i> went on to win the gold medal' (embedded clause in italics); embedded clauses are often introduced by words called relative pronouns
emotive words	words and word groups used to describe feelings and evaluate events, objects and other individuals, for example: grief-stricken or brutal




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ethos (argument by character)	language is suited to the audience, has appropriate vocabulary and is reliably sourced and fairly presented; the writer wants the audience to believe and trust them, for example: 'Trust me, I'm an English teacher!'
evaluative language	positive or negative language that judges the worth of something; it includes language to: <ul style="list-style-type: none"> • express feelings and opinions • make judgments about people's behaviour • assess the quality of objects such as poems, plays or stories 
figurative language	word groups/phrases used in a way that differ 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') 
framing	how figures in an image are arranged and enclosed; a strong frame creates a definite boundary and a weak frame creates a feeling of openness; also consider what is happening beyond the frame
gaze	can also be called 'eye lines'; the direction a figure is looking; can also refer to the gaze of the audience, for example: consider the audience looking 'in' to the image, as well as the subject looking 'out'
idioms	a group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example: 'I am over the moon', 'on thin ice', 'a fish out of water', 'fed up to the back teeth') 
language features	the features of language that support meaning, for example: sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. The use of language features varies according to the purpose of the text, its subject matter, audience and mode, and medium of production 
language of Affect	the name given to the words and phrases that express feelings and emotions
language of Judgment	the name given to words and phrases that judge (positively or negatively) what people do, say or believe (human behaviour)
lighting	how light or dark an image is. Different lighting will have different effects, for example: dark lighting might make a setting appear mysterious or threatening
literal meaning	information that can be found by reading the words of a text, by direct observation ('right there')

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logos (argument by logic)	this includes factual information and expert evidence to back up the writer's arguments; the writer uses rational and logical argument backed up with evidence, for example: 'Did you know that persuasive techniques are used by 98 per cent of speakers?'
message	the main meaning communicated in a text
modality	a persuasive language device that uses types of words to express possibility, probability, obligation and conditionality; the way language makes things certain (or uncertain) or absolute (or unlikely) using verbs, adverbs, adjectives and nouns
mood	the feeling or atmosphere created by the language features and literary devices in a text
multimodal text	combination of two or more communication modes, for example: print, image and spoken text, as in film or computer presentations 
nouns	words that represent places, people, ideas and things
noun groups	provide more information and description about the head noun, which is typically a person or thing. Additional information about the head noun, to modify it, is usually included before the head noun and these are known as pre-modifiers. However, further information can be given after the noun and these are known as post-modifiers. Noun groups are an important language resource for building up description (for example: the broken china vase)
pathos (argument by emotion)	the use of emotional language that positions the reader to empathise; descriptive language and figurative language devices are used to create tone and an emotional response from the reader, for example: 'Without your support this fragile ecosystem will wither and die ...'
persuasive images	images that persuade an audience to agree with the viewpoint expressed by the author of a persuasive text
persuasive language	language devices that persuade an audience to agree with the viewpoint expressed by the author of a persuasive text
point of view	refers to the viewpoint of an author, audience or characters in a text 
pointer	points to the head noun in a noun group. Pointers can be articles (a/ an, the), demonstratives (this, that, these, those), possessives (my, your, his, her, its, our, Anne's, etc.)
purpose	the reason an author creates a text or the reason someone would read or view this text
qualifiers	the extra information after the noun in a noun group, for example: 'The frightened child <i>with the straggly dog</i> ' (qualifier in italics)
quantifier	provides a number when describing the noun in a noun group, for example: how many
relative pronouns	which, who, whom, whose, where, that



Term	Meaning
repetition	repeating words or phrases to add emphasis
rhetoric	using language to influence an audience; to persuade, for example: using emotional arguments to position readers
rhetorical devices	language techniques that are used to persuade an audience, for example: repetition, rhetorical questions, figurative language
rhetorical questions	questions that are asked to make you think rather than to give an actual answer, for example: 'How long can this go on?'
salience	where the emphasis is placed; what is most important, for example: what is in the foreground/background?
setting	the time and place where the story takes place in a text
shot size	how big does the figure (subject) appear in the frame?, for example: her whole head fills the frame — close-up; or a speck in the distance — extreme long shot
simple sentence	made up of a single clause with a single verb group, for example: 'Samantha threw the tennis ball' (also called a main clause)
slogan	a catchword, a memorable phrase often used in conjunction with a brand or product
social distance	the balance of power or authority between different subjects or characters in an image; some subjects have more power, for example: their posture, clothes and gaze have more status and authority than other subjects
sound effects	any sound, other than speech or music, used to create an effect in a text 
soundtrack	a musical accompaniment to a book, television show or movie
subjective angle	this is where the viewer 'sees' through the eyes of the subject; used to create empathy or emotion with the subject
subordinate clause	(or dependent clause) provides additional information to the main clause in a sentence, but cannot stand alone. Dependent clauses need an independent clause to make a sentence
text structure	the ways in which information is organised in different types of texts; the combination of text structures and language features together defines a text type and shapes its meaning, for example: print advertisements often follow similar 'rules' in their structure 
theme position	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 serves as the theme for the points raised in a paragraph. A pattern of themes contributes to the method of development for the text as a whole

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tone	relates to the style of a writer and indicates his or her attitude and feeling towards people, places, issues and events
tricolon	the rule of 'three'; a rhetorical term for three associated words or phrases
verbs	words that describe an action in clauses and sentences (note the types of verbs: doing, relating, having, thinking or saying)
verb groups	combinations of verbs (for example: is working)
visual language	communication that uses only images, for example:  (No diving)