








English glossary Year 8 Unit 1






| Term | Meaning |
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| allusion | an indirect reference to a person, place, thing (such as a work of art or literary text) or event |
| audience positioning | <p>the selection of language and arrangement of information in texts can position audiences to view people or things in certain ways</p> <p>Language choices may emphasise certain features of people and things or represent them in ways that affect the audience's viewpoint. In these circumstances, the audience is 'positioned' to accept the perspective or viewpoint of the author.</p> |
| bias | <p>information that is not neutral and favours one particular point of view on an issue</p> <p>It can mean personal opinion is favoured at the expense of facts.</p> |
| camera angle | <p>the angle at which the camera is pointed at the subject</p> <p>Vertical angle can be low, level or high. Horizontal angle can be oblique (side on) or frontal. </p> |
| clause | <p>a grammatical unit that refers to a happening or state (for example: 'The netball team won' [happening], 'The cartoon is an animation' [state])</p> <p>A clause usually contains a subject and a verb group/phrase (for example: 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb, for example: 'the match' in 'The team lost the match') and/or adverbials (for example: 'on a rainy night' in 'The team won on a rainy night').</p> <p>A clause can be either a 'main' or 'subordinate' clause, depending on its function:</p> <ul style="list-style-type: none"> • Main clause does not depend on or function within the structure of another clause. • Subordinate clause depends on or functions within the structure of another clause. It may function directly within the structure of the larger clause, or indirectly by being contained within a noun group/phrase. <p>In the following examples, square brackets have been used to indicate the subordinate clause:</p> <ul style="list-style-type: none"> • 'I took my umbrella [because it was raining].' • '[Because I am reading Shakespeare], my time is limited.' • 'The man [who came to dinner] is my brother.'  |
| cliché | a stereotyped expression, for example: 'between a rock and a hard place' means a situation where one is faced with two difficult choices |







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| cohesion | <p>connections between words and meanings that bind different parts of a text together and give it unity</p> <p>This helps the reader make links between the items in a text and helps develop meaning.</p> <p>Cohesion is achieved through various devices such as:</p> <ul style="list-style-type: none"> • Text connectives: words and phrases that ‘hold’ a text together and can: <ul style="list-style-type: none"> ◦ indicate time, for example, <i>next, earlier, meanwhile, later, in the end</i> ◦ show cause and effect, for example, <i>therefore, as a result, consequently</i> ◦ clarify, for example, <i>in fact, in other words, for instance</i> ◦ add information, for example, <i>in addition, as well, similarly, also</i> ◦ indicate condition/concession, for example, <i>on the other hand, even so, although, if not, however</i> ◦ sequence, for example, <i>firstly, to start with, then, in short, finally, to conclude.</i> • Word associations (sometimes called lexical cohesion), for example: <ul style="list-style-type: none"> ◦ synonyms/antonyms, for example, <i>study / laze about</i> ◦ repetition of words or clauses — this is sometimes used for persuasive effect, for example, <i>Work, work, work — that’s all we do!</i> ◦ collocation (words that commonly occur in close association with one another and help make the text predictable for the reader), for example, <i>heavy or light rain (not thick or thin rain); hairpin or sharp turn (not strong or angular turn)</i> • Grammatical theme is the main idea or key message in a clause or across a text. Use of grammatical theme orientates the reader in terms of how ideas and information will be developed. |
| cohesive paragraph | To write a cohesive paragraph means to write ideas that are well sequenced and connected using cohesive devices as outlined above. |
| connective | <p>words which link paragraphs and sentences in logical relationships of time, cause and effect, comparison or addition</p> <p>Connectives relate ideas to one another and help to show the logic of the information. Connectives are important resources for creating cohesion in texts. The logical relationships can be grouped as follows:</p> <ul style="list-style-type: none"> • temporal — to indicate time or sequence ideas (for example, <i>first, second, next</i>) • causal — to show cause and effect (for example, <i>because, for, so</i>) • additive — to add information (for example, <i>also, besides, furthermore</i>) • comparative — for example, <i>rather, alternatively</i> • conditional/concessive — to make conditions or concession (for example, <i>yet, although</i>) • clarifying — for example, <i>in fact, for example</i>  |



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| credibility (credible, reliable) | <p>refers to how believable, trustworthy or reliable someone or something is</p> <p>A credible news media text will provide an accurate, factual account of events that a reader or viewer can rely upon as being fair and honest.</p> <p>A credible text can be said to be reliable in presenting accurate information.</p> <p>The reliability of a text can be questioned by considering who wrote it and their purpose.</p> <p>A text can be referred to as credible or reliable.</p> |
| etymological knowledge | <p>knowledge of the origins and development of the form and meanings of words and how the meanings and forms have changed over time </p> |
| 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's behaviour (Language of Judgment) • the quality of people's appearances, objects and artistic or literary works (Language of Appreciation) |
| explicit meaning | <p>meaning that is clearly stated in the text</p> |
| idiomatic expressions (idiom) | <p>a group of (more or less) fixed words having a meaning not deducible from the individual words</p> <p>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'). </p> |
| implied meaning | <p>meaning that is hinted at or suggested in the text</p> |
| inferential (infer, inference) | <p>what a reader can conclude, reason or make judgment about based on what is or is not in the text</p> <p>This is also referred to as 'reading between the lines'.</p> <p>Readers can infer (or make inferences) when reading a text.</p> |
| layers of meaning | <p>meaning can be stated or implied</p> <p>A single word, gesture, sound or image might have an obvious and explicit, 'stated' meaning. At the same time, it might have an 'implied' meaning that is hinted at or suggested by words, gestures, sounds and images.</p> <p>For example, the word 'home' has an explicit meaning of 'the building and address where an individual resides'. The implied meaning of this word could be that 'home' is 'a place of sanctuary, comfort, peace and safety'.</p> |
| layout | <p>the spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes </p> |
| lexical cohesion | <p>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 such as by class and subclass </p> <p>For example, pronouns would be considered a subclass of nouns.</p> |



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| literal | meaning that represents the exact words in the text |
| media text | 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.  |
| message | the explicit or implicit meaning communicated in a text |
| metaphor | a strong comparison between two things where one is described in such a way that it takes on the characteristics of the other |
| modality | an area of meaning having to do with possibility, probability, obligation and permission In the following examples, the modal meanings are expressed by the auxiliary verbs 'must' and 'may': <ul style="list-style-type: none"> • 'Sue may have written the note' (possibility) • 'Sue must have written the note' (probability) • 'You must postpone the meeting' (obligation) • 'You may postpone the meeting' (permission). Modality can also 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')  |
| mode | the various processes of communication — listening, speaking, reading/viewing and writing/creating Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.  |
| multimodal text | combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)  |
| neologism | the creation of a new word or expression This can occur in a number of ways, for example: an existing word used in a new way (for example, 'deadly') and through abbreviations (for example, 'HIV').  |

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| noun group/phrase | <p>consist of a noun as the major element, alone or accompanied by one or more modifiers</p> <p>The noun functioning as the major element may be a common noun, proper noun or pronoun. Expressions belonging to a range of classes may function as modifiers:</p> <ul style="list-style-type: none"> • those that precede the main noun include: <ul style="list-style-type: none"> ◦ determiners (for example, ‘the car’, ‘a disaster’, ‘some people’, ‘many mistakes’) ◦ possessive noun groups/phrases and pronouns (for example, ‘the old man’s house’, ‘Kim’s behaviour’, ‘my father’) ◦ numerals (for example, ‘two days’, ‘thirty casualties’, ‘a hundred students’) ◦ adjectives (for example, ‘grave danger’, ‘a nice day’, ‘some new ideas’, ‘poor Tom’) ◦ nouns (for example, ‘the unemployment rate’, ‘a tax problem’, ‘a Qantas pilot’) • those that follow the main noun usually belong to one or other of the following classes: <ul style="list-style-type: none"> ◦ prepositional phrases (for example, ‘a pot of tea’, ‘the way to Adelaide’, ‘work in progress’) ◦ subordinate clauses (for example, ‘the woman who wrote it’, ‘people living near the coast’)  |
| parody | <p>an intentional imitation of something for effect</p> <p>A piece of writing, an art work, a song, a person, an event and many more things can be subject to parody.</p> |
| salience (salient) | <p>a strategy of emphasis, highlighting what is important in a text</p> <p>In images, salience is created through strategies like placement of an item in the foreground, size, and contrast in tone or colour. In writing, salience can occur through placing what is important at the beginning or at the end of a sentence or paragraph or through devices such as underlining or italics. </p> <p>Readers can identify the salient features of texts.</p> |
| sound effect | <p>any sound, other than speech or music, used to create an effect in a text </p> |
| stereotype | <p>when a person or thing is judged to be the same as all others of its type</p> <p>Stereotypes are usually formulaic and oversimplified. </p> <p>For example, some people would say that a stereotype of a teenager is someone who spends all their time on social media and lacks motivation to do any type of work.</p> |
| symbolism | <p>when something abstract is represented by something else such as a material object</p> |
| values | <p>ideas or attitudes that are seen as ‘ideal’ or ‘worthwhile’ in our society</p> |



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| viewpoint (point of view) | <ul style="list-style-type: none"> refers to the viewpoint of an author, audience or characters in a text narrative point of view refers to the ways a narrator may be related to the story. The narrator, for example, might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpretation of what happens.  |
| visual features | visual components of a text such as placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle  The terms 'visual code' and visual language' may also be used. |
| voice qualities | variation in tone, pitch, volume and pace to communicate meaning |