

## GLOSSARY OF LITERACY TERMS

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<b>absolute adjective</b>	adjective that does not have a comparative or superlative degree eg <i>empty, full, dead, correct, straight, perfect</i>
<b>absorbed/assimilated prefixes</b>	spelling and sound of the consonant in a prefix has been absorbed into the spelling and sound at the beginning of the base to which the prefix is affixed eg <i>ad + tract = attraction</i>
<b>abstract</b>	move away from concrete meaning; a feature of written texts; in narrative writing taking the form of analogy used to explore the human condition, in factual and analytical writing taking the form of grammatical metaphor and nominalisation
<b>abstract noun</b>	<p>names complex qualities, thoughts and feelings eg <i>love, greed, happiness, height, heat</i>; nominalised form; Noun-forming suffixes:</p> <ul style="list-style-type: none"><li>• ~dom <i>freedom, boredom, martyrdom, serfdom, kingdom</i></li><li>• ~hood <i>brotherhood, childhood, manhood, motherhood, neighbourhood</i></li><li>• ~ism <i>classicism, chauvinism, communism, mannerism, socialism</i></li><li>• ~ship <i>fellowship, salesmanship, scholarship, oneupmanship</i></li><li>• ~ity <i>familiarity, liberality, maturity, morality, solidarity</i></li><li>• ~ness <i>dullness, eagerness, rudeness, sweetness, ugliness</i></li><li>• ~ance <i>deliverance, endurance, ignorance, perseverance</i></li><li>• ~ence <i>concurrence, convergence, precedence, transference</i></li><li>• ~ion <i>abstraction, constitution, condensation, toleration</i></li><li>• ~ment <i>agreement, derangement, resentment</i></li></ul>
<b>accented syllables</b>	those syllables in words that are emphasised more than others
<b>active voice</b>	refers to the verb group, where the subject of the clause or actor is foregrounded; in the active voice, the subject is the doer and is in the theme position; doer <sup>88</sup> done to eg <i>The children washed the windows. The dog bit the child.</i>
<b>actor</b>	who does the deed or performs the task, participant category in functional grammar
<b>acronym</b>	word made up of the first letter of each word forming the name eg <i>ANZAC Australian and New Zealand Army Corps</i>
<b>adjectival</b>	adjective or adjectival phrase describing the noun
<b>adjectival clause</b>	clause that adds meaning or qualifies the noun eg <i>This is the cat <u>that killed the rat.</u></i>
<b>adjectival phrase</b>	<p>a group of words without a finite verb adding meaning to, describing or modifying a noun or pronoun, can begin with a:</p> <ul style="list-style-type: none"><li>• preposition eg <i>She is the girl <u>in the blue dress.</u></i></li><li>• present participle eg <i>The children, <u>wearing their hats,</u> played in the sun.</i></li><li>• past participle eg <i>I felt sorry for the boys <u>locked in the lavatory.</u></i></li><li>• infinitive eg <i>She got the message <u>to be quiet.</u></i></li></ul>
<b>adjective</b>	part of speech that qualifies or describes what is named by a noun or pronoun eg <i>a <u>black</u> cat.</i>

- descriptive adjectives tell about the quality of a person or thing eg *big, happy*
- possessive adjectives (pronoun or pronominal adjectives) show possession eg *my book*
- numeral adjectives describe the number or numerical order of things eg *ten, fifth*
- demonstrative adjectives demonstrate or point out eg *this, that, these, those*
- distributive adjectives point to separate things eg *each, every, either, neither*
- interrogative adjectives ask questions eg *which, what, whose*
- modal adjectives are describing words that show amounts of probability or certainty eg *possible, definite*
- indefinite adjectives refer to number but do not give the exact number eg *some, few*

### adjective degree

tells how much more or less; can be formed using ~er and ~est endings or by using the adverbs more or most; absolute adjectives do not have a comparative or superlative degree eg *empty, full, dead, correct, straight, perfect*

Positive	Comparative	Superlative
big	bigger	biggest
beautiful	more beautiful	most beautiful

### adjective order


basic adjective movement is from subjective (opinion) to objective (fact); Order of adjectives:

Opinion	Size	Age	Shape	Colour	Origin	Material	Purpose	+ Noun
good bad terrible	huge tiny vast	young elderly ancient	round square circular	black white transparent	Spanish Japanese British	leather plastic metal	riding sleeping hunting	boots bag rifle

<b>Pre-modifying structures of a Noun Group</b> <i>(Dr Lenore Fergusson)</i>								
Determiners	Adjectives	Head Word						
Article	Pointing Word	Possessive Pronoun	Quantity Adjective	Opinion Adjective	Factual Adjective	Comparing Adjective	Classifying Adjective	Noun or Pronoun
<i>a</i> <i>some</i>	<i>this</i> <i>that</i>	<i>my</i> <i>her</i>	<i>three</i> <i>a kilo</i>	<i>superb</i> <i>easy</i>	<i>red</i> <i>circular</i>	<i>best</i> <i>rougher</i>	<i>glass</i> <i>Australian</i>	<i>Slipper</i> <i>Team</i>

<i>the</i>	<i>these those</i>	<i>their our</i>	<i>first</i>	<i>unruly</i>	<i>tall hard</i>	<i>more robust</i>	<i>Holden</i>	<i>Car Sam</i>
Which?	Which?	Whose?	How many? How much?	Perceived qualities?	Observed qualities?	Degree of similarity?	What type?	Who, whom or what?

<b>adjunct</b>	<p>circumstantial element of the clause</p> <ul style="list-style-type: none"> <li>comment adjuncts function to express some degree of modality about the whole clause eg <i><u>Unfortunately</u>, I missed the last bus.</i></li> <li>mood adjuncts function in the mood block to express some degree of modality eg <i>I <u>really</u> want to see you. It's <u>probably</u> him. I <u>never</u> do that.</i></li> </ul>
<b>adverb</b>	<p>part of speech that usually modifies or describes a verb, but may also modify an adjective or another adverb</p> <ul style="list-style-type: none"> <li>manner eg <i>He behaved <u>sensibly</u>.</i></li> <li>time eg <i>Finish it <u>now</u>!</i></li> <li>place eg <i>I ran <u>there</u>.</i></li> <li>degree eg <i>It is <u>quite</u> clear that he has worked <u>too</u> hard.</i></li> <li>reason eg <i>He was <u>therefore</u> disqualified.</i></li> <li>numerical eg <i>He called her <u>twice</u>.</i></li> <li>interrogative eg <i><u>How</u> are you?</i></li> <li>assertion eg <i><u>No</u>, you cannot go.</i></li> <li>interpolation eg <i>We refused to pay the price, <u>however</u>, and went elsewhere.</i></li> <li>modal eg <i>It will <u>probably</u> rain.</i></li> </ul>
<b>adverbial</b>	<p>adverb or adverbial phrase describing the verb, can contain modals; circumstances eg <i>quickly, very quickly, and really very quickly</i></p>
<b>adverbial clause</b>	<p>clause that describes a verb eg <i>The volcano erupted <u>because of movement in the tectonic plates</u>.</i></p>
<b>aesthetic</b>	<p>relating to artistic as opposed to practical or everyday uses of language</p>
<b>affect</b>	<p>one of the three sub-systems of evaluative vocabulary or attitude (affect, judgement and appreciation); the system of words and phrases expressing feelings and emotions eg <i>happiness, unhappiness, security, insecurity, satisfaction, dissatisfaction</i></p>
<b>affix</b>	<p>meaningful segment added to the beginning (prefix) or the end (suffix) of base words</p>
<b>affricative</b>	<p>composite speech sound beginning with a stop and ending with a fricative</p> <ul style="list-style-type: none"> <li>not voiced – <i>ch (chop)</i></li> <li>voiced – <i>j (joke), g (giant, gem, gypsies, ledge)</i></li> </ul>
<b>agent</b>	<p>the actor; one of the possible roles of a participant; the initiator of the process; the ‘doer’ of an action</p>
<b>agreement</b>	<p>concord, describes the relationship between two words or elements of the language where the form of one determines the form of another, varies with different languages</p> <ul style="list-style-type: none"> <li>subject-verb (finite) agreement in tense and number eg <i>The dogs <u>are</u> barking.</i></li> <li>existential clause agreement, where the first element in the participant immediately following the process eg <i>There <u>is a table</u> and two chairs in that room. There <u>are two chairs</u> and a table in that room</i></li> </ul>

	<ul style="list-style-type: none"> <li>subject-pronoun agreement, used in more contemporary and colloquial texts to avoid the his/her construction eg <i>a student and their schoolbag</i></li> </ul>
<b>allomorph</b>	alternative manifestation of a morpheme varying in shape or pronunciation according to their conditions of use, but not as to meaning eg in <u>in</u> capable, <u>il</u> logical, <i>im</i> probable, <u>ir</u> reverent
<b>alphabetic principle</b>	phonological principle; letter-sound correspondence; written language using letters of an alphabet (symbols) to represent segments of sound (phonemes); English has 26 letters of the alphabet and approximately 44 phonemes
<b>alphabetic spelling</b>	letter name stage of spelling development
<b>allegory</b>	figurative mode of representation conveying a meaning other than and in addition to the literal, a comparison that appeals to the imagination, does not have to be expressed in language eg <i>Melancholia I</i> (Albrecht Dürer), <i>Aesop's Fables</i>
<b>alliteration</b>	repetition of a sound, usually a consonant and often at the beginning of words; used by advertisers, newspaper editors and poets eg tongue twister <i>Which witch wished one wicked wish? Round the rugged rocks the ragged rascal ran.</i>
<b>allusion</b>	figure of speech that refers to a related object or circumstance that has occurred or existed in an external context, understandable only to those with prior knowledge eg <i>It was a Pearl Harbour sneak attack.</i>
<b>alternation</b>	<p>sound changes that occur across words that are related in spelling and meaning</p> <p>Consonant Alternation</p> <ul style="list-style-type: none"> <li>silent to sounded eg <i>sign/signal, soft/soften</i></li> <li>predictable changes in consonants eg <i>explode/explosion, decide/decision</i></li> </ul> <p>Vowel Alternation</p> <ul style="list-style-type: none"> <li>adding ity eg <i>general/generalit</i></li> <li>long a to short a eg <i>nature/natural</i></li> <li>long I to short I eg <i>crime/criminal</i></li> <li>long e to short e eg <i>please/pleasant/pleasure</i></li> </ul>
<b>ambiguous vowels</b>	neither long nor short vowels, the same pattern may represent different sounds, ambiguous in the context of syllable stress eg <i>vo<u>y</u>age, am<u>ou</u>nt</i>
<b>ampersand</b>	&
<b>anagram</b>	a word or phrase whose letters can be rearranged to form other words eg <i>notes</i>  <i>stone</i> .
<b>analogy</b>	comparison, similarity, metaphor, likeness in two things that are different in other ways, assists description and adds to the complexity of texts; all figures of speech are based on analogy eg <i>a sock is to the foot as a glove is to the hand</i> ; in spelling describes a similarity between words eg <i>same/game, geography/geophysics</i>
<b>analysis</b>	identifying the types of clauses and their relationships; traditional grammar 'exercises in parsing and analysis'
<b>anaphoric reference</b>	cohesive device; substitution; preceding; the meaning of the reference item is understood by going back in the wordings of the text eg <i><u>Joan</u> said that <u>she</u>'d like to do the shopping.</i>







































































































