

Buried Treasure: English

A guide to finding valuable resources on the VCAA website.

The English Glossary



Victorian Curriculum F-10: English

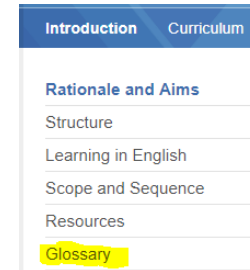
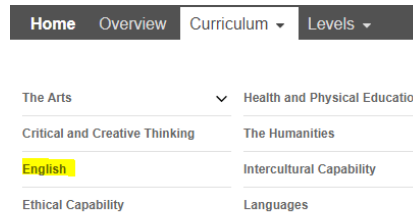
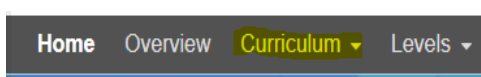
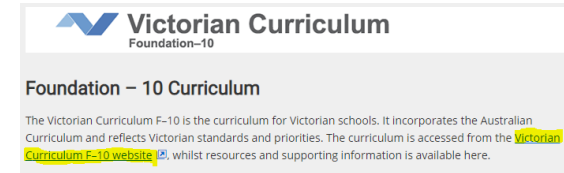
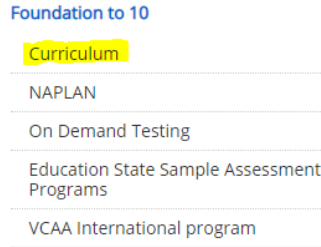
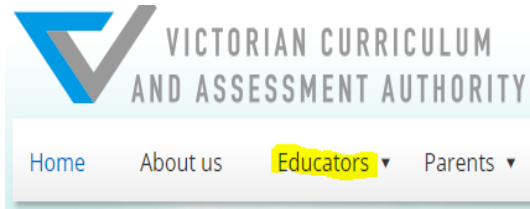
Presented by Julianne Wilson



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Where is it?

<http://victoriancurriculum.vcaa.vic.edu.au/LearningArea/LoadFile?learningArea=english&subject=english&name=English%20Glossary.docx&storage=Glossary>



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What is it?

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Adverb

A word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an **-ly** ending.

Adverbial

A word or group of words that contributes additional but nonessential information to the larger structure of a clause.

An adverbial can contribute circumstantial information to a clause (for example about place, 'outside' in 'I spoke with him outside'; when or how, 'quickly' in 'She responded quickly'). It can also contribute evaluative interpersonal meaning to a clause (for example 'frankly' in 'Frankly, I don't care').

Adverbs, adverb groups, prepositional phrases, nouns and noun groups can function as an adverbial in a clause (for example 'tentatively' in 'They opened the letter tentatively', '...on the beach' in 'The dog was running on the beach'. An alternative term for 'adverbial' is adjunct'.

Aesthetic

Relates to a sense of beauty or an appreciation of artistic expression. The selection of texts that are recognised as having aesthetic or artistic value is an important focus of the literature strand.

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How can it help me?

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How can it help me?

Expressing and developing ideas

Recognise and understand that **subordinate clauses** embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (VCELA382)

Compound and complex sentences contain more than one clause.

- A clause that provides additional information to the main clause but cannot stand alone is a dependent (or subordinate) clause. For example:
- 'When the sun goes down (dependent), I shall eat my dinner (main).'
- 'My time is limited (main) because I am reading Shakespeare.' (dependent)

Understand how **modality** is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (VCELA383)

Aspects of language that suggest a particular angle on events, a speaker or writer's assessment of possibility, probability, obligation and conditionality. It is expressed linguistically in choices for modal verbs (for example can, may, must, should), modal adverbs (for example possibly, probably, certainly) and modal nouns (possibility, probability, certainty).

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How can it help me?



Thank-you!

