

# Unit



## Informal text: Personal blog post

### Tools in this unit

- Reading tools: Understanding the personal blog post
- Grammar tools: Auxiliary and compound verbs
- Vocabulary tools: Jargon versus slang
- Editing tools: Informal language; Clichés
- Writing and creating tools: Write an informal email

### Modes covered

- Receptive: reading, listening, viewing
- Productive: speaking, writing, creating

### General capabilities

- Literacy
- Information and communication technology capability
- Critical and creative thinking

### Curriculum content in this unit

- Language for interaction: ACELY1813
- Text structure and organisation: ACELA1566, ACELA1567, ACELA1569, ACELA1570, ACELA1571, ACELA1573, ACELT1641
- Expressing and developing ideas: ACELY1751
- Examining literature: ACELT1639, ACELY1752, ACELY1753, ACELY1754
- Interacting with others: ACELA1564, ACELY1757
- Interpreting, analysing, evaluating: ACELA1572, ACELA1565, ACELT1640, ACELY1749
- Creating texts: ACELT1644, ACELY1756, ACELY1776, ACELY1750
- Creating literature: ACELT1814, ACELT1815
- Language variation and change: ACELA1563

# Responding to texts

## Personal blog post – Purple and proud

I was there! 2013 AFL Grand Final. I was part of the 'Purple haze' (Fremantle Dockers) that trekked to Melbourne.

We drove cos we couldn't get a seat on even any of the extra planes. It cost us \$350 in petrol but that's cheaper than some flights. My mate's dad flew via Bali and his mate went via Singapore. There were four of us in my brother's car (old bomb) and we sang the Dockers' theme song ALL the way (the radio was broken).

In Melbourne we visited the National Sports Museum (not enough Dockers highlights) and hung around Federation Square. I was at the GF parade and Matthew Pavlich waved to me. It was awesome!

Wow! The 'G' was unreal. 100 007 footy fans and you could see purple everywhere. My ticket was in standing room so I got there at 9 o'clock and stood right up against the fence. Lucky I'm 180 cm. Our team banner was way smaller than the Hawks' one. Tina Arena wore red and she sang the Anthem. There was sun, rain and wind = typical Melbourne.

Okay, yeah we lost BUT we lost brilliantly. I mean we were nervous in the 1st quarter and Fyfe missed 2 easy goals. I think Ballantyne must have eaten something nasty cos he played his worst game ever.

Some old guys sang at half time but they only sang two songs cos it took them soooo long to set up. They were rubbish anyway. I scoffed a pie (\$5) and some chips (\$7).

We CAUGHT UP in the 3rd quarter. It was BRILLIANT! The best quarter of football I've ever seen. Big

Pav got loose, got some possessions and suddenly the team looked unreal. Trouble is the Hawks weren't gonna let go of their lead and their forward bagged a couple of goals. We were done and dusted.

We almost won our 1st grand final ever. I was sooo proud to be purple. Capt Pav's speech after the game was awesome. He thanked us fans and waved to me again.

I'm warning you all that we'll be better than awesome in 2014 and I will be there again.

Sam aka 'Pav-lover'





## Understanding the personal blog post

Read the personal blog post **'Purple and proud'**, then answer the following questions. You may use a dictionary.

**1** Which team does the author follow? .....

**2** List the two teams that played in the match the author is discussing.

**3** Briefly describe Sam's trip to Melbourne. ....

**4** How does the author describe the musical entertainment at the Grand Final? .....

**5** Quote three references to Matthew Pavlich. ....

**6** Which two players played badly? .....

**7** Highlight two words in the following box that best describe the writing style of the text.

informative      persuasive      personal      formal      informal

**8** Highlight one word in the following box that best describes the tone of the text.

aggressive      optimistic      pessimistic

**9** What do you think **'Purple and proud'** means?

**10** How many people were at the Grand Final? .....

## Auxiliary and compound verbs

Verbs are **doing**, **being** or **having** words.

Examples:

- Nick **is running**. (I do)
- I **am** a girl. (I am)
- Emma **owns** a bike. (I have)

All complete sentences **must** have a verb.

### The three types of verbs

1 Verbs made up of one word are called **main verbs**.

Example: I **write**.

2 Verbs made up of two or more words are called **compound verbs**. A compound verb is made by adding an auxiliary verb (or two).

Example: Damien **is writing**.

3 An **auxiliary verb** is a helper verb but may also stand alone like a main verb.

Example: That player **is** a champion.

### Other examples of auxiliary verbs

am	did	may	where	are	do	might	were
is	does	must	will	been	has	shall	would
being	had	should	could	have	was		

1 Identify the thirteen different verbs in paragraphs three and four of **'Purple and proud'** and write them in the space provided.

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**2** Complete the following table using the verbs you listed in question 1.

Main verbs (9)	Compound verbs (2)	Auxiliary verbs used as main verbs (2)

**3** Highlight the verbs in the following sentences and name the type of verb in the brackets provided. The first one has been done for you.

- a** I want to watch an AFL grand final. (main verb)
- b** Max would be a champion footballer if he practised. ( , )
- c** Silke played netball and her team won the championship. ( ,  
 )
- d** I will be going to watch my brother's team lose again. ( , )
- e** Kirk makes a great captain because he is courageous. ( , )
- f** 'Nic Naitanui has the best hairstyle in the league,' said Ang. ( ,  
 )
- g** An umpire runs up to 15 km per game and often is abused by the crowd. ( ,  
 )



## Jargon versus slang

**Jargon** refers to words used for a specific audience, such as sports groups, computer-users, subcultures and people who do specialised work.

*Example:* 'Toggle' is computer jargon for switching between screens.

### Things you should know about jargon

- It can include everyday words that have been given another, different meaning.
- It is sometimes written in bold or quotation marks.
- It is only effective if the audience understands its meaning.
- It may exclude people who don't understand its meaning.
- Words from specific groups may eventually become a part of everyday speech.

**Slang words** are words used informally by a group, culture or subculture. Slang is different from jargon because slang words are informal and their meaning may differ from person to person within a group.

- 1 Find the terms and phrases in '**Purple and proud**' to match the following definitions, and state whether they are slang or jargon.

Definition	Term/phrase	Slang or jargon?
because		
tally for handling the football		
old people		
ate		
grand final		
old car		
kicked two goals		
fabulous, brilliant		
to get free		
to be finished, all chances gone		
Melbourne Cricket Ground		

## Editing tools



### Informal language

Informal language is a casual, conversational style of speaking and writing. It is often used in blogs, journals, emails and letters to friends and family, or day-to-day speech. It can include:

visual writing techniques    interjections    SMS conventions    abbreviations  
euphemisms    slang    colloquialisms    jargon

Informal language should *not* be used when writing essays, reports, letters of complaint or job applications or when speaking to the principal.

**1** Complete the following informal language chart by adding examples from ‘Purple and proud’.

Technique	Effect	Examples
Capital letters	Indicate emphasis (make words stand out) or shouting	
Brackets (parentheses)	Allow you to add extra thoughts, information or comments; bracketed writing can have its own punctuation marks	
Repetition	Repeated letters or punctuation marks convey emphasis	
Interjections	Reactions, greetings, etc. that interrupt the flow of conversation	
Slang or colloquial language	Words used that are popular, current and informal	
Abbreviations	Short forms of words using the first few letters or the starting and finishing letters	

# Clichés

A **cliché** (pronounced klee-shay) is a saying, expression or idea that has been used so often that it has become predictable, boring or almost meaningless.

Clichés are useful in that almost all readers will instantly understand them, but they can make your writing less interesting to read. When editing your work, you should identify any clichés you have used and try to find fresher ways of writing them.

- 2 Rewrite the following cliché phrase from **‘Purple and proud’** in a more interesting way that retains the original writer’s meaning.

‘done and dusted’

- 3 Rewrite the following cliché phrases in more interesting ways while retaining the original writer’s meaning.

a turn over a new leaf

b a fish out of water

c a knight in shining armour

d a wolf in sheep’s clothing

e all that glitters is not gold



# Writing and creating tools

Good writers take the following essential steps:

- **Research:** Identify **MAPS** for their piece and **plan** BEFORE they start to write.
- **Draft, edit** and **proofread** before finalising their work.

Good writers 'MAP' out their writing by asking and answering the following questions:

- **Message: What** is the main point that you want to tell your readers, e.g. your football team is a winner even though they lost?
- **Audience: Who** will read your piece, e.g. dad, spider lovers or fishermen?
- **Purpose: Why** are you writing this piece, e.g. to describe, to instruct, to persuade, inform, protest or imagine?
- **Style: How** will your piece look and sound, e.g. funny, friendly or angry?

## Writing task

Write an informal email to a friend about a sports event you have attended (you don't have to have enjoyed it). Your email should be 150–200 words long and should be written using informal language.

**1 Research** – Who will you write to? What sports event will you write about?

**2 Plan** – Take notes under the following headings:

- Event
- People
- Action
- Dialogue
- Location.

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**3 Draft** – Write a draft of your email thinking about the audience and purpose.

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**4 Edit and proofread** – Read over your email. Does it convey to your friend a complete picture of the sports event as you experienced it? Have you used ample examples of informal language? Check your spelling, grammar and punctuation throughout.

# Creating task

Explore **multimodal presentation methods** for your sports email:

- If you attend sporting events regularly, start a **Wiki** to record your experiences. Your classmates can also add their experiences to this.
- Start an **online journal** or **blog** that makes use of informal language to record your attendance at or participation in sporting events.
- Broadcast your experiences in a **podcast**.
- If you can access the free downloadable program Windows MovieMaker, use it to compose your own **digital story** with text and images based on the events in your email or other personal informal writing pieces.

**Listen and respond** to what other students have done:

- Deliver your finished email as an **oral presentation** to the class.
- Listen to the presentations and write down examples of the informal language that has been used.
- **Reflect on** the informal language used by your classmates. Add ten examples to this list of your own informal language use.

