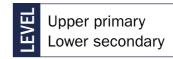
# **EdRugby Online Educational Resource**

**LESSON: Match reports 1** 

THEME: Rugby media



# **DESCRIPTION:**

Students are introduced to the purpose and form of a match report. They read a Rugby match report and deconstruct the form and structure.

An ideal follow-up to this lesson is Match reports 2.

## **OUTCOMES**

This lesson contributes to the achievement of the following unit outcomes:

## **English**

- With teacher guidance, identifies and discusses how linguistic structures and features work to shape readers' and viewers' understanding of texts.
- Identifies and discusses some of the relationships between ideas, information and events in visual texts designed for general viewing.

### **SUGGESTED TIME:**

50 minutes

## WHAT YOU NEED:

- class copies of student handout (at the end of this lesson plan)
- highlighters or coloured pencils



# Ask student

# PART 1 THE FORM

a. Ask students if they have heard the term 'factual text'. Explain that factual texts are those that present information, ideas or issues in such a way as to inform, instruct, enlighten or persuade the reader or listener. Ask students to give examples of factual texts such as information books, scientific texts and historical texts. Explain that newspaper reports are a form of factual text.

Ask students if any of them follow sport and if so where they get their information about their favourite teams. Explain that they probably get their information from factual texts, whether they read them as they would a newspaper or magazine, or listen and view them as they would a news broadcast or sports program on radio or television.

Remind students that sports sections of newspapers and sporting Internet sites often give recounts of recent matches. Match reports have some similarities in structure to other news stories, but because this is a specialised form, match reports have some language features that differ from other news stories.

- b. Read out the first three paragraphs of Match Report A and ask students to listen for the language features. Students may notice:
- sports jargon terms, for example the names of soccer positions such as 'left wing' and terms used in the game such as 'tries'. You may need to explain that jargon is another word for technical language. Every sport, game, hobby and occupation has its own special language which is appropriate for that sport, game, hobby or occupation
- names of players, teams and competitions, for example 'Peter Hynes' and 'Chris Siale', 'the Wallabies', 'World Cup semifinals'
- informal and colourful language which is often physical, such as 'grind out a hard-fought win'
- opinions about the players, the teams and the game, for example 'a workmanlike, rather than emphatic, performance'

# PART 2 THE LANGUAGE FEATURES

- a. Distribute the student handout: Match Report A. Explain that this match report is from the Australia versus Italy Under 21s Rugby match played on Thursday, 19th June, 2003. Students will examine the features, deconstructing them in class.
- b. Organise students into groups to work on Match Report A. Ask students to highlight other examples of:
- sports jargon
- names of players, teams and competitions
- informal and colourful language
- opinions about the players, the teams and the game.

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### Point of view

- a. Ask students what they understand by the term 'point of view' and if they think a writer expresses a point of view in a factual text. Explain that factual texts present their content from a particular perspective. However, while this perspective or point of view might not be overtly stated, factual texts are constructions of reality created by the writer.
- b. Ask students if they can see the writer's point of view of the teams and the game in Match Report A. Ask them what the words 'a workman-like, rather than emphatic, performance' mean?
  - Ask students what the writer is trying to say when he describes the Italian team as 'physical'.
  - Ask students to consider why newspaper writers might modify their opinions when writing match reports or other factual texts. Explain to students that appearing objective is important to such writers.
- c. Ask students to re-read Match Report A and highlight any other words or expressions that show the writer's opinions of the teams or the game.
  - Ask students to think of one or two criticisms they have of a sportsperson or anyone in public life and write these criticisms in ways that appear objective.

### **Sports writing**

Ask students to think about a sports competition they have recently seen or heard about and write down a few sentences to describe it. Students should use the relevant sports jargon, some informal language or colourful language that describes the competition and their opinions about the competition in a way that appears objective.

# PART 3 REFLECTION

Reflect on the role of journalism and its importance to Rugby and other sports. Discuss the form and language features of match reports. Are these found in other forms of writing?

# PART 4 EXTENSION

- Students can examine other newspaper stories and notice any similarities or differences in the language features.
- Students can find other forms of writing in the print media and see if they can detect the writer's point of view.

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# STUDENT HANDOUT

# **MATCH REPORT A - JUNE 2003**

The report includes the names of teams, competitions and the scores.

The report includes informal and colourful language.

The report includes – sports jargon, such = as 'tries', 'left wing' and 'fullback'.

The report includes the opinions of the writer about the team's performance and the game.

# Australia a step closer to semifinals

The Australia Under 21 Rugby team is a step closer to the World Cup semifinals after beating Italy 24-5 in Henly yesterday.

The young Wallabies had to grind out a hard-fought win over the <a href="https://physical.ltalians">physical Italians</a> but they managed to score four tries to take a maximum of five points from the game to move to 10 points from two matches.

Left wing Peter Hynes scored twice while replacement fullback Chris
Sigle and right wing Elia Tuqiri added tries in a workman-like, rather
than empathetic, performance by Australia.

It sets up Australia for Saturday's final pool match showdown with New Zealand, which had to rely on a last minute penalty to beat France 26–23 at Iffley Road.

Italy played aggressively and spoilt at the breakdown and tried to physically harass the Australians. It resulted in a spate of yellow cards with Hynes earning the first in the 12th minute and Italian centre Fabio Ghindini the second after 14 minutes.

Italy was reduced to 13 men when lock Antonia Pavanello and fiveeighth Pino Patelli were binned for continuous foul play.

Australia took full advantage with the numerical supremacy, Elia Tuqiri cantering over the try line in the 26th minute before Hynes went in for his first four minutes later.

Australia had a 17–0 half time lead after replacement fullback Chris Siale had crossed the Italian goal line in the 26th minute.

The game failed to reach any great heights in the second half either, with Italians refusing to yeild in the opening ten minutes of the second half for repeatedly killing the ball.

"They were certainly round and about at the breakdown and killed the ball alot," coach Laurie Fisher said in an Australian Rugby Union statement.

"But to be fair they defended well and we played really poorly. I think though that getting this kind of performance out of the way before the New Zealand game isn't a bad thing. It wouldn't necessarily have been on the back of a 60 point win".

Two minutes into added time Australia scored the fourth try, which gave them a valuable bonus point.

Hynes was on hand to receive the last pass in a patient build-up that highlighted Australia's focus under pressure.

Source: www.rugby.com.au

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