EdRugby Online Educational Resource

LESSON: Match reports 2

THEME: Rugby media

LEVEL Lower secondary

DESCRIPTION:

After students consider the structures of two match reports they will write a match report of their own using the structure and some of the language features they have studied.

An ideal preparation to this lesson is *Match reports 1.*

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 handouts (at the end of this lesson plan)

– highlighters or coloured pencils

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australian RUGBY

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PART 1 THE STRUCTURE

a. Remind students of the language features of match reports they examined in lesson 1. Explain that newspaper stories about current events are constructed in a similar way whether they talk about sport, political events or crime. Though match reports have some different language features, they have a similar structure to other news stories.

   Distribute the Student handouts: Match Report A and Match Report B.

b. Brainstorm the structure of newspaper stories. Explain to the students that newspaper stories usually follow the following structure. They have:

– headlines

– lead paragraphs

– background information

– sources – who said what

Headlines

Pointing out the headline on the match report, explain that a headline is a group of words in large type which summarises the story. Headlines are meant to attract as much attention as possible in a small amount of space. They:

– are printed in larger type that the rest of the story

– use language which will attract attention

– use short, simple words which are easy to understand.

Ask students to examine the headline from Match Report A:

Australia a step closer to semifinals

and see if it fits this structure.

The lead paragraph

Explain that the lead paragraph of any story is the first or opening paragraph and it should give the who, what, when and where of a story. Ask students to examine the first paragraph of Match Report A and see if it gives this information. Students should answer:

– who: The Australia Under 21 Rugby team

– what: is a step closer to the World Cup semifinals after beating Italy 24-5

– when: yesterday

– where: at Henley

Explain to students that lead paragraphs are quite short, often only one sentence long, so readers get the important facts immediately so they don't have to read the whole story to find out what happened. The final score is usually given in the lead paragraph. This structure is different from many literary texts, such as novels or crime stories, in which the reader usually doesn't find out about important information or events until the end.

Background information

Explain to students that as well as the basic facts, writers give background information in a story. With a sports story about a specific match, sports writers usually describe the progress of the match. Ask students about the background information given after the lead paragraph in Match Report A. Their observations should include this analysis:

Paragraph 2	how the tries the Australian team scored in the game have affected their chances of playing in the under 21 World Cup 2003
Paragraph 3	the players who scored the tries
Paragraph 4	the team's chances in the next match of the competition
Paragraph 5	a description of the match

Sources – who said what?

Explain to the students that one way a writer makes news stories or match reports appear realistic and support the writer's point of view is to include quotations from important sources at the scene. In match reports there are often quotations from coaches, captains and other players. Ask students to find the quotations in Match Report A.

Students should find two quotations, both from the team coach Laurie Fisher. These are:

– 'They were certainly round and about at the breakdown and killed the ball a lot..'

  and

– '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 good to go into the game against New Zealand on the back of a 60-point win.'

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PART 2 COMPARISON WITH MATCH REPORT B

a. Ask students to read through Match Report B. Ask them to highlight the lead paragraph and point out the who, what, when and where, including the score. They should highlight the different pieces of background information including the Wallaroos position in the Rugby World Cup, information about the way the Wallaroos played and about their opponents, the American team. Finally, students should highlight any quotations from important sources.

b. Discuss the differences between the two match reports, asking students to provide examples.

PART 3 CONSTRUCTING A MATCH REPORT

a. Explain that students will now prepare to write their own match report of a sports game they have seen or have heard about. As well as following the structure of match reports, students will include the following language features:

– sports jargon terms, eg names of soccer positions and names of players and competitions

– informal language

– colourful language which is often physical.

b. Distribute the Student handout: Match Report Grid. Students use the grid to write their report.

PART 4 REFLECTION

Reflect on how reading, listening or viewing texts about Australian teams in international competitions affects national pride. Discuss the process a journalist may go through in researching and constructing a story.

PART 5 EXTENSION

- Students can discover other texts which give reports on matches such as for radio and television. They should note the similarities and differences in language features and structures.
- Explore the Internet to find more examples of match reports. Try www.rugby.com.au and click on the News Central menu option.
- Write a report of an event run by your school, such as a sports day or concert.

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STUDENT HANDOUT MATCH REPORT A

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 Henley yesterday.

The young Wallabies had to grind out a hard–fought win over the physical Italians 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 Siale and right wing Elia Tuqiri added tries in a workman-like, rather than emphatic, 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 Ghidini the second after 14 minutes.

Italy was reduced to 13 men when lock Antonio Pavanello and five-eighth Pino Patelli were binned for continuous foul play.

Australia took full advantage with the numerical supremacy, Elia Tuqiri cantering over the tryline in the 33rd 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 the Italians refusing to yield in the face of superior possession by Australia.

The Italians received two more yellow cards 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 a lot,' 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 good to go into the game against New Zealand 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.

Under 21 World Cup Rugby, 2003.

Source: www.rugby.com.au

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STUDENT HANDOUT MATCH REPORT B

Wallaroos Defeat USA At World Cup

The Wallaroos have defeated the United States of America 17–5 at Girona in the Women's Rugby World Cup today.

Now the Wallaroos will face either Scotland or Spain in a playoff for fifth/sixth spot in the tournament on Saturday.

It was an amazing win for the Wallaroos defeating the USA who went into the tournament the number two ranked team in the world.

'It was a tough and very physical game,' explained captain Selena Worsley. 'After the loss to New Zealand we refocused and wanted to win our remaining games and finish as high as possible. The USA were the number two team in the world and considering we were ranked eighth it is a great achievement.'

After a tough first half the Wallaroos led 12–5 at the break with Jamie Blazejewski touching down for her first-ever try right on half time.

Women's World Cup 2002.

Source: www.rugby.com.au

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STUDENT HANDOUT MATCH REPORT GRID

Game and final score	
Headline	
Lead paragraph (one sentence only)	**Who** **What** **When** **Where**
Background information (description of the game, references to any competition and the next match)	
Sources (quotations about the game from coach, captain or team members)	