



# UNIT 12

## News STORIES

### 'Lightning Shocks Sportsmen'

by Bill West

This story comes from a local newspaper called the *Kilmore Free Press*. People who live in small towns or regional areas depend on their local newspapers to keep them informed about local events and news. Many people find them more interesting than the big daily newspapers because they often know the people involved or are concerned about the events described.

Lightning and thunder throughout the district on Saturday afternoon created jitters at some sporting events, and heavy rain led to some flash flooding, making road conditions hazardous.

Two Broadford footballers who made their debut for Avenel will never forget the day...they were

on the ground when forked lightning hit a large tree behind the goals, and shock waves knocked several players to the ground.

Lightning also struck at the Lancefield golf course, hitting a golf buggy only metres from where players were sheltering.

Footballers and spectators at the Kilmore ground were uneasy as flashes of forked lightning bounced around the sky, accompanied by a couple of almost deafening thunderclaps.

'I thought they were dead,' shocked Avenel Reserves coach Jason O'Brien said as the lightning strike knocked several players to the ground just after the start of the game at Stanhope.

Aaron Taylor and Chris Nolan—cleared from Broadford to Avenel late last week—found it hard to comprehend what Mother Nature was doing.

Taylor, 20, was near Avenel full-forward Sam Steers when he (Steers) was knocked to the ground.

'There was this tingling feeling. I couldn't believe what was happening... I headed for the boundary,' Taylor said.

O'Brien said he had played in snow, rain, and hail over the years, but the lightning strike was a whole new experience.

'I just yelled for the timekeepers to ring the siren and clear the ground,' he said.

Players and spectators bolted for cover, fearful of a direct hit.

Steers was the worst affected, taking no further part in the game after it resumed some 20 minutes later. He was still sore the following day.

Players said the pins and needles sensation from the lightning reverberations were frightening.

On Monday morning, the lightning strike was a big talking point at the Tallarook StrathAyr Pty Ltd farm where

Taylor and O'Brien work.

'We can joke about it now, but it was no laughing matter at the time,' O'Brien said.

## High risk area

It has long been acknowledged that golf courses are not the place to be when lightning is in the air.

Only about a quarter of the field remained on the course at Kilmore when the electrical storm struck shortly before one o'clock on Saturday afternoon.

At Lancefield, golfers fled for the safety of the clubhouse as lightning lit up the blackening skies.

A buggy was hit near the first tee, and well over half the field preferred not to complete the day's play.

Almost continual rain over the past four days drenched the countryside, removing the fire danger risk that district brigades had reminded the public about last week.

Water restrictions are even coming off at Wallan!

Meanwhile, Kilmore-Broadford SES members were kept busy over the weekend.

The SES warns motorists to be careful when roads get wet, particularly in areas prone to flash flooding.

Sections of Anderson Road in Kilmore and along part of the Kilmore-Epping Road are particular trouble spots.

Farmers generally welcomed the rain, hoping that it does not get too cold and there is still some significant autumn growth ahead.

## FOCUS QUESTIONS

Answer the following questions using full sentences.

- 1 Use your dictionary to find the meaning of the underlined words in the article.
- 2 Name the football teams that were playing when the lightning hit. Where were they playing?
- 3 Name the other towns where lightning struck.
- 4 Why did farmers welcome the rain?
- 5 Who else was pleased by the rain? Why?
- 6 What evidence is there that football games aren't called off when the weather is bad?
- 7 'Flashes of forked lightning bounced around the sky ...' What did Bill West mean by this comment? Describe the situation as precisely as you can in your own words. Why do you think he describes the lightning as bouncing?
- 8 Why is there an exclamation mark at the end of the sentence about water restrictions?
- 9 Explain the double meaning of the headline.
- 10 How do you think an incident like this would be covered by one of the major daily newspapers? Give reasons for your answer.

### News stories

The purpose of a news story is to tell the news. Early in their training, newspaper reporters are taught to ask four essential questions: What happened? Who was involved? Where did it happen? How did it happen? The answers to these four questions are the basic ingredients of a news story.

The most important facts come first, followed by the next most important, the next and so on. The unimportant details always come last. Look at 'Lightning Shocks Sportsmen' again; notice that the writing in the first three paragraphs is larger than in the rest of the story so they are easier to read. News stories are arranged in this way because many people won't read the whole story. If it's in the morning paper, they may not have time to read the whole story because they are getting ready for work or school. Sometimes they'll read the first part of the story and then realise they aren't really interested in the details.

## HAVE A GO!

Think about all the things that have happened at your school in the last week. Has a new student arrived? Has a teacher announced his or her engagement? Has there been an interesting visitor or special event? Choose one event and write a 300-word news article about it.

# Spelling and writing

## Synonyms and antonyms

**Synonyms** are words that mean the same as another word. For example, *quick* is a synonym of *fast*.

**Antonyms** are words that mean the opposite of another word. For example, *slow* is an antonym of *fast*. Many antonyms are formed by adding a prefix, the most common prefixes being *dis-*, *anti-*, *im-*, *in-* and *un-*. For example:

*appear/disappear, clockwise/anti-clockwise, possible/impossible, sincere/insincere, pleasant/unpleasant*

## Practice EXERCISES

**A** Write antonyms for the following words in your workbook. Use your dictionary if necessary. Use the example to help you.

*win*                      **lose**

- 1 smooth
- 2 employed
- 3 shrink
- 4 graceful
- 5 neat

**B** Write synonyms of the following words in your workbook. Use your dictionary if necessary. Use the example to help you.

*mend*                      *repair*

- 1 handsome
- 2 finish
- 3 cover
- 4 wealth
- 5 sell

### Using synonyms and antonyms

Synonyms and antonyms can add variety to your writing to make it more interesting and avoid repetition. When using synonyms or antonyms in a sentence, make sure that the synonym or antonym is the same part of speech as the original word. Replace nouns with nouns, verbs with verbs and so on.

# Practice EXERCISES

- C Rewrite the following sentences in your workbook, replacing the underlined words with an appropriate synonym. Use the example to help you.

We walked slowly along the beach, enjoying the sunshine.

We **strolled** along the beach, enjoying the sunshine.

- 1 Richard ran quickly because he was afraid he'd miss the bus.
- 2 The twins jumped up and down across the road to the playground.
- 3 The puppy ran very quickly across the kitchen floor.
- 4 Mary and Rita walked really slowly through the market, looking for souvenirs for their friends.
- 5 The old man walked heavily down the street to the shops.
- 6 We moved with the current down the river in our dinghy.
- 7 When it saw the cat, the mouse ran away very quickly in terror.
- 8 Someone left the gate open and the cows walked off slowly onto the road.
- 9 Rita walked unevenly because she had a blister on her heel.

## Paragraphs

A paragraph is a group of one or more sentences relating to a single topic or idea. There is no set length for a paragraph and no set number of words or sentences. Some may be very long; others very short. No matter how many words or sentences there are in a paragraph, it still contains only one main idea or topic.

The structure of paragraphs is likely to be quite different, depending on the type of writing.

- Paragraphs usually signal the end of one event and the start of another. Or they may indicate that time has passed, the scene has changed or that a new person is speaking.
- In a conversation between two or more characters, each person's words are a separate paragraph.
- Paragraphs in non-fiction writing, such as articles, reports or essays, indicate a new argument or piece of information.
- Paragraphs in non-fiction writing often contain one sentence that gives the main point of the paragraph—this is called the *topic sentence*. It's usually the first sentence in the paragraph. The remaining sentences will then contain explanations, details and examples that support the point made in the topic sentence.

## Practice EXERCISES

- D** Write a topic sentence to introduce each paragraph on the following topic. The first one has been done for you.

### Caring for your pet

Paragraph 1 (*kittens and puppies grow up*). *Kittens and puppies are cute, but they grow up quickly.*

Paragraph 2. (*food*)

Paragraph 3. (*grooming*)

Paragraph 4. (*exercise*)

## Spelling and writing

### Using a dictionary

Dictionaries list words in alphabetical order with their meanings. Most dictionaries also give other information, including notes on pronunciation, plural forms of nouns, the origins of words and some examples of ways in which words are used. Dictionaries are therefore among a writer's, or speaker's, most important tools.

Make sure that your dictionary is appropriate for your needs. A complete English dictionary contains thousands of words and is far too big to take to class, but some small dictionaries and dictionaries made for primary school students don't contain enough words to be useful to secondary students. Also make sure that you have a recent edition of whatever dictionary you use—new words are added to English all the time.

## Practice EXERCISES

- E** Arrange the following words in alphabetical order in your workbook.

far	rubber	plot	roast	please	skid	lung	parcel	fashion
skill	paralyse	lying	ruby	love	fantastic	ruin	ski	robot

- F** Some words have many meanings and can be used as different parts of speech. For example, *leave* can be used as a verb as well as a noun.

**1** Find *leave* in the dictionary and write out five of its meanings.

**2** Write the word *leave* in five sentences to show these five meanings.

**3** Do the same for the word *bow* as you have done for *leave*.

- G** Look up the following words in your dictionary. In your workbook, write each word in a sentence to show you've understood what it means.

intergalactic	splice	fodder	annihilate	quantum
prance	conifer	companion	decipher	maladroit



# UNIT 13 Sport REPORTS

## 'ACK too Good for Xavier' by 'Rover'

This report is from the *Kilmore Free Press*, but it's typical of the kind of sports news that can be found in many newspapers across the nation. Assumption College, Kilmore, and Xavier College are two schools that are famous for their strong football teams.

IN a torrid encounter in wintry conditions on Sunday, Assumption First XVIII controlled play throughout to win by 43 points.

Before a large crowd, the Blues played a brilliant opening term into the southerly to lead by a goal at the first break.

This set up a notable victory, with every player contributing.

Both teams were hard at the ball and the Main Oval—used for the first time this

season—was no place for the faint hearted, with nearly a hundred tackles laid by the rival teams.

There were some big names in the Xavier squad on Sunday—sons of former AFL men Renato Serafini, Peter McCormack, Kevin Sheedy, Tim Watson and Kevin Hall all looked pretty talented.

Welcome visitors to the ACK rooms pre-game were '70s champs Renato Serafini and Peter McCormack.

The former led the Dark and Light Blues to titles, and went on to play for Fitzroy and Carlton. McCormack was full-forward in 1973, '74, '75, kicking 96, 98 and finally 108 goals. He went on to be a fine Collingwood full-back.

It was great to see them and dozens of former scholars from across a couple of generations.

### Cup returns

In the packed pavilion after play, the Fr Paul Keenan Memorial Cup was returned to the Blues.

Skipper Eric Kuret welcomed its return, thanked the Xavier team and its army of followers, paid tribute to his own team and supporters, also the parents in the kiosk for the magnificent feast.

### The contest

The two teams, fierce long-time rivals, entered the arena to warm receptions. Swirling winds and the slippery but firm surface ensured a close-checking, hard-tackling struggle.

Despite this, there were some brilliant exchanges, to keep the packed stand and

hundreds sheltering in cars from the cold, well entertained.

Assumption, fiercely determined to atone for last year's five-point loss at Kew, were able to turn on sustained pressure football from start to finish.

Kane Bannam and Ryan Crawford were terrific with three goals each, and headed a list of strong contributions in Trenfield, Ireland, Kuret, Hough, Isailovic, Rea, Bonny, Nixon, Pell, Shaw and Jacobs.

Well to the fore also was Gage—a big improver—Stevenson and Hauser, whilst Hall showed again his class in foreign conditions.

David Kelly and Brad Wheeler battled hard, with interchange lads Hayes, Brooks and Duncan filling gaps at various stages.

Alex Isailovic's long goal from beyond fifty with the heavy ball was a team lifter.

**ACK 3.0, 6.2, 8.3, 11.9 (75) d Xavier 2.0, 3.0, 5.2, 5.2 (32).**

Goals ACK: Crawford, Bannam 3; Hall, Kuret, Hough, Isailovic.

Xavier: Perry, Rolfe, Serafini, Hall, Dwyer, Watson.

## FOCUS QUESTIONS

Answer the following questions using full sentences.

- 1 Name the two teams that played in the match described by Rover.
- 2 What does the abbreviation 'ACK' stand for?
- 3 Explain why Rover doesn't use his or her real name.
- 4 Explain what the comment 'a big improver' means.
- 5 Why are the columns broken up by sub-headings in bold type?
- 6 Explain the following sentence in your own words: 'There were some big names in the Xavier squad on Sunday—sons of former AFL men Renato Serafini, Peter McCormack, Kevin Sheedy, Tim Watson and Kevin Hall all looked pretty talented'.
- 7 Why would a football report about a school match like this one between Assumption College and Xavier College contain so much information about who was in the crowd?



## Sports reports

In general terms, a sports report is just a news report about a sports match or event of some kind, but there are a number of things that make it special.

Like a news article, a sports report has to tell people what happened. Readers want to know who won, what the score was and how their favourite players or competitors went. Typically, sports reports contain lots of details about the event and the competitors' performances.

Sports news about team events also works at creating a sense of shared knowledge about the team. The reader and the writer are on the same side, sharing in a conversation about the team. Teams or players are often referred to by nick names, for example, the 'Dark and Light Blues' or the 'Opals'. A common feature of sports writing is that people and events tend to be discussed in a way that assumes the reader already knows who they are.

## Have A GO!

Write a report of about 300 words describing a school sporting event that you've been to recently. It could be a football match, the swimming sports, a table tennis competition or even something like Jump Rope for Heart. Don't forget to include the names of any key players or competitors, and the score if appropriate.

## Spelling and writing

### Commonly confused words

Sometimes it's easy to use the wrong word in your writing because it may sound similar to another word with a different meaning or because the spelling is similar. Sometimes it's because other people use it incorrectly and you therefore become confused. The spellchecker on your computer doesn't help since it only checks the spelling of words and not their meaning.

In the list below are some examples of commonly confused words.

Word	Example
a) <b>choose</b> —present tense of the verb <i>to choose</i> b) <b>chose</b> —past tense of the verb <i>to choose</i>	a) Please <b>choose</b> a book from the shelf. b) Last week I <b>chose</b> <i>James and the Giant Peach</i> .
a) <b>there</b> —adverb, also introduces the subject of a sentence b) <b>their</b> —possessive pronoun c) <b>they're</b> —a contraction of <i>they are</i>	a) The book is <b>there</b> . <b>There</b> are flowers in my garden. b) Mary and Sarah took <b>their</b> car to the garage. c) <b>They're</b> my parents.
a) <b>your</b> —possessive pronoun b) <b>you're</b> —a contraction of <i>you are</i>	a) <b>Your</b> dinner is ready. b) <b>You're</b> the best bowler on the team.
a) <b>quiet</b> —adjective, not loud or noisy b) <b>quite</b> —adverb, completely or entirely; to some extent	a) The baby needs a <b>quiet</b> place for sleeping. b) The glass is <b>quite</b> full.
a) <b>diary</b> —noun, a record of daily events or a forward planner for appointments	a) We had a lovely time in the park so I wrote about it in my <b>diary</b> . I put Thursday's Italian test in my <b>diary</b> so I wouldn't forget it.

<p>b) <b>dairy</b>—noun, a place where milk is bottled</p> <p>a) <b>loose</b>—adjective, not tight</p> <p>b) <b>lose</b>—verb, to mislay something or to be defeated</p>	<p>b) The farmer sent his milk to the <b>dairy</b> every day. Try to eat some <b>dairy</b> foods every day.</p> <p>a) If your shoelaces are <b>loose</b> you might trip over them.</p> <p>b) If you <b>lose</b> your schoolbag you will have to pay for a new one. I think my team is going to <b>lose</b> the match.</p>
<p>a) <b>affect</b>—verb, to influence something</p> <p>b) <b>effect</b>—noun, the result or consequence of something.</p>	<p>a) The heavy rain will <b>affect</b> the crops.</p> <p>b) The shocking news had a bad <b>effect</b> on Grandma's health</p>
<p>a) <b>its</b>—possessive pronoun</p> <p>b) <b>it's</b>—contraction of <i>it is</i></p>	<p>a) The horse put <b>its</b> foot in a hole.</p> <p>b) <b>It's</b> important to wear a helmet when you ride your bike.</p>
<p>a) <b>a lot</b>—two words meaning a large amount of something</p> <p>b) <b>allot</b>—verb, to distribute something</p>	<p>a) I like <b>a lot</b> of cheese on my spaghetti.</p> <p>b) I will <b>allot</b> a bunk to each camper as they arrive.</p>
<p>a) <b>to</b>—preposition, also used in the infinitive form of verbs</p> <p>b) <b>too</b>—intensifier, used with an adjective or adverb; also an adverb meaning <i>also</i></p>	<p>a) Is she still speaking <b>to</b> you? I want <b>to</b> go.</p> <p>b) He is <b>too</b> tall to be a jockey. I have spread the jam <b>too</b> thinly. Can Jim come <b>too</b>?</p>
<p>a) <b>less</b>—adjective, not much of something. Used for things that cannot be counted, e.g. <i>butter, beauty, pain, light</i></p> <p>b) <b>fewer</b>—adjective, not as many of something. Used for things that can be counted, e.g. <i>apples, houses, books, people</i></p>	<p>a) There is <b>less</b> water in this bottle than there was yesterday. You will feel <b>less</b> cold if you put on your jumper.</p> <p>b) There are <b>fewer</b> strawberries in my garden since you did the weeding.</p>
<p>a) <b>lend</b>—verb, to give something on a temporary basis</p> <p>b) <b>loan</b>—noun, a sum of money that is borrowed or lent</p>	<p>a) Please <b>lend</b> me your pencil. I will give it back when I have finished.</p> <p>b) I need a <b>loan</b> of ten dollars.</p>
<p>a) <b>lead</b>—noun, a soft, heavy grey metal</p> <p>b) <b>led</b>—past tense of the verb to lead</p>	<p>a) A hundred years ago gas pipes were made of <b>lead</b>.</p> <p>b) Samantha <b>led</b> the scout troop through the bush.</p>
<p>a) <b>whose</b>—possessive pronoun</p> <p>b) <b>who's</b>—contraction of <i>who is</i></p>	<p>a) <b>Whose</b> book is this?</p> <p>b) <b>Who's</b> in there?</p>
<p>a) <b>hung</b>—past tense of the verb <i>to hang</i></p> <p>b) <b>hanged</b>—past tense of the verb <i>to hang</i>, only used to refer to a person</p>	<p>a) My little sister <b>hung</b> the star on the Christmas tree.</p> <p>b) Prisoners were <b>hanged</b> at the Old Melbourne Gaol.</p>
<p>a) <b>drawer</b>—noun, box-shaped storage space that slides out from a cupboard or bench</p> <p>b) <b>draw</b>—verb, to create a picture</p>	<p>a) Put the knives and forks in the <b>drawer</b>.</p> <p>b) I need to <b>draw</b> a picture of a star for my assignment.</p>

## Practice EXERCISES

A Complete the following sentences in your workbook, using the words from the box. You cannot use the same word more than once.

- I keep my socks in the top \_\_\_\_\_ in my wardrobe.
- Your hairclip is \_\_\_\_\_. If you aren't careful you will \_\_\_\_\_ it.
- I will \_\_\_\_\_ ten players for the team.

- 4 Eating \_\_\_\_\_ foods will build strong bones and teeth.
- 5 Please be \_\_\_\_\_, I have a headache.
- 6 My doctor says I have to eat \_\_\_\_\_ fat and \_\_\_\_\_ sweets.
- 7 My cat has hurt \_\_\_\_\_ paw.
- 8 Our school \_\_\_\_\_ has a blue cover.
- 9 The greenhouse \_\_\_\_\_ will \_\_\_\_\_ many parts of the world.

quiet effect drawer fewer loose choose  
lose its diary affect less dairy

**B** Here are some more confusing words. Use them to complete the following sentences in your workbook. You cannot use the same word more than once.

- 1 Can \_\_\_\_\_ sit on the stage or is it reserved for teachers?
- 2 I don't know \_\_\_\_\_ coat this is.
- 3 There are \_\_\_\_\_ of new students this year, so it will take the coordinator some time to \_\_\_\_\_ a locker to \_\_\_\_\_.
- 4 That's \_\_\_\_\_ the wrong thing to do.
- 5 If there are six chairs, we can sit \_\_\_\_\_.
- 6 I'm sorry, \_\_\_\_\_ of those chairs is taken.
- 7 The coach asked, ' \_\_\_\_\_ going to win this year?'
- 8 Every student has to \_\_\_\_\_ which sport to play this term.
- 9 'Which bike can I have?' asked James. ' \_\_\_\_\_!' answered his mother.

anyone all together every one whose allot  
who's choose any one altogether everyone a lot

## Homonyms

Homonyms are words that sound the same as another word but have a different spelling and meaning. These sets of words can be very confusing and are often used incorrectly. It is extremely important not to rely on a computer program's spellchecker to pick up incorrect usage. Most computer programs cannot tell if the word is used incorrectly if it's spelt correctly. You need to learn how to use homonyms correctly yourself. For example:

*Steal and steel*

*Steal: to take something that does not belong to you*

*Steel: metal substance made from mined ores*

The following sets of homonyms are the most commonly used and confused.

hole/whole

deer/dear

your/you're

sew/so/sow

there/their/they're

to/too/two

which/witch

site/sight

whether/weather

seen/scene

sail/sale

cell/sell

cereal/serial

practise/practice

won/one

raw/roar

rap/wrap

plain/plane

piece/peace

past/passed

die/dye

check/cheque

break/brake

course/coarse

been/bean

by/buy

Quite often sets of homonyms contain words that are different parts of speech.

## Practice EXERCISES

**C** Complete these sentences in your workbook, selecting the correct word from the brackets.

1 The \_\_\_\_\_ (deer/dear) was frightened by the sound of the gun.

2 To \_\_\_\_\_ (die/dye) the cloth red you need to use red \_\_\_\_\_ (die/dye).

3 The yacht was beautiful, especially with its multicoloured \_\_\_\_\_ (sail/sale).

4 A prison \_\_\_\_\_ (sell/cell) isn't somewhere I would enjoy being.

5 I love all vegetables except \_\_\_\_\_s (bean/bean).

**D** Look up the following sets of homonyms in the dictionary and, in your workbook, write the meaning next to each word.

1 two, too, to

2 passed, past

3 threw, through

4 whether, weather

5 which, witch

**E** Are the words underlined used correctly? Answer 'yes' or 'no'.

1 I was sew looking forward to my icecream birthday cake.

2 I wrote a cheque to pay my phone bill.

3 Taking a plane to Sydney is faster than taking a train.

4 Breakfast serial is my favourite way to start the day.

5 Of course you may go to the cinema to see the film.

6 They're are too many people in this lift; it will get stuck.