

# The Leicester City Story – activity pack 2

Name \_\_\_\_\_ Date \_\_\_\_\_

You will need to read Texts 'A' and 'C' in order to complete these tasks.



## Reading task

1. What is the purpose of text 'A'?

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2. What is the purpose of text 'C'?

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3. You have read two very different texts. What do texts 'A' and 'C' have in common?

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4. Explain the differences between texts 'A' and 'C'.

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5. The writer of text 'C' uses a number of rhetorical questions. Using text 'C', give an example of a rhetorical question and comment on its effect.

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6. Using text 'C', find an example of the rule of three and comment on its effect.

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7. Text 'A' is an example of informal language use. Do you think text 'C' is written in an informal or a formal style? Explain your answer.

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## Writing task

Write your own narrative of a great local or national sporting event.

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## Leicester City win Premier League: The greatest sporting story?

Tom Fordyce Chief sports writer <http://www.bbc.co.uk/sport/36151505>

Leicester City's 2016 Premier League triumph is an astounding sporting story. Relegation favourites, led by a new yet simultaneously tarnished manager, driven on by a former non-league striker, prevailing over teams with incomparable resources and title-winning pedigree.

But is it the most remarkable of all time? More romantic, more impossible, more captivating than any that other years, sports and nations have thrown up?

John Daly winning the US PGA Championship in 1991 and Buster Douglas beating Mike Tyson in 1990 are two other amazing sporting shocks.



### The maverick who became magic

You want romance? You want the impossible? John Daly wasn't just an unfancied outsider for the 1991 US PGA title, a rookie who had missed the cut in almost half his tournaments. He wasn't even due to take part.



John Daly went from ninth reserve for the tournament to US PGA champion in 1991.

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When you are ninth reserve for a major full of millionaires, you generally plan something else for your week. As the players above him started dropping out, Daly - blond mullet, bad shirts, worse trousers - instead stuck his clubs in the boot of his car and drove the eight hours from his home to Indianapolis.

He had never seen the Crooked Stick course before, let alone played it, but when Nick Price's wife went into labour the night before the first round, the Zimbabwean was out and the chubby no-hoper in.

No time for a practice round, only to ask Price's caddy, Jeff 'Squeaky' Medlin if he might help him out that first morning. "John was like a blind man with a guide dog," said his playing partner, Billy Andrade. "Where do I hit it here, Squeaky?"

The answer was further than anyone else. Daly's prodigious driving was matched only by his relentless cigarette smoking. After rounds of 69, 67 and 69, he high-fived his way through the final round to win one of the biggest prizes in golf by three shots.

"All four days, I didn't think," he said afterwards. "I just hit it."

In 1991 John Daly won the US PGA Championship - 19 years later, after losing an estimated \$60m gambling, he was selling signed merchandise from his motor home outside the Masters.



It became a motif for Daly's life - his victory celebrated at a McDonald's drive-through, sticking his head through the sun-roof of a hastily-hired limousine to make the order; spontaneously donating \$30,000 to the family of a spectator killed by lightning earlier in the tournament (which later put the man's orphaned daughters through college); careering through four marriages (thus far) and an estimated \$60m in gambling; reduced now to parking his giant RV outside the Augusta branch of Hooters during Masters week and flogging John Daly T-shirts to anyone staggering out.

He no longer plays professional golf. But he still smokes, relentlessly.

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## Curriculum mapping and answers

### Functional Skills L2 English mapping

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.

✓ indicates the main coverage and range skills that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher. **Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2*. <http://www.ofqual.gov.uk/>

#### Level 2 Reading

**(SS):** Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions

- a) Select and use different types of texts to obtain and utilise relevant information ✓
- b) Read and summarise, succinctly, information/ideas from different sources
- c) Identify the purposes of texts and comment on how meaning is conveyed ✓ 1, 2, 5, 6, 7
- d) Detect point of view, implicit meaning and/or bias
- e) Analyse texts in relation to audience needs and consider suitable responses ✓ 3, 4, 5, 6

#### Level 2 Writing

**(SS):** Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively

- a) Present information on complex subjects clearly and concisely
- b) Present information/ideas concisely, logically, and persuasively ✓
- c) Use a range of writing styles for different purposes ✓
- d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively
- e) Punctuate written text using commas, apostrophes and inverted commas accurately ✓
- f) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that supports clear meaning ✓

\* This resource also covers many adult literacy curriculum <http://www.excellencegateway.org.uk/content/etf1286> elements.

**NOTE: Some answers are suggestions only. Other answers may be possible. Check with your tutor.**

1. To entertain and/or inform the reader.
2. To inform/tell.
3. Both: inform the reader; are about unexpected winners in sport; mention Leicester City; are from the BBC; include direct speech; include humour.
4. Newspaper report – cartoon / storyboard, etc.
5. But is it the most remarkable of all time? More romantic, more impossible, more captivating than any that other years, sports and nations have thrown up? You want romance? You want the impossible?  
Rhetorical questions are used to emphasise a point and/or encourage the reader to engage with, and think about a text.
6. - blond mullet, bad shirts, worse trousers -  
More romantic, more impossible, more captivating than any that other years, sports and nations have thrown up?  
The rule of three is used to make points more memorable and effective (readers tend to remember lists of three).
7. Text C is more formal than Text A but still has informal features such as the use of contractions (e.g. wasn't instead of 'was not') and colloquialisms.