

# The Leicester City Story – activity pack 1

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

You will need to read Text 'B', 'The Leicester Supremacy – a triumph that was never supposed to happen' by Barney Ronay, in order to complete these tasks.



## Reading task

Read Text B and then answer the questions.

1. What are the main purposes of the text?

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2. In paragraph 1, a simile is used to suggest how Leicester City came from nowhere to win the Premier League. Using a full sentence with quotation marks, give an example of the simile used this paragraph.

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3. What can you infer from the phrase 'Claudio Ranieri's collection of offcuts and rising talents'?  
What is the writer suggesting about winning team members?

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4. Using paragraph 3, give an example of the writer’s use of the rule of three.

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5. Use a dictionary to write a definition for the word ‘stratified’, found in paragraph 4, in your own words.

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6. What does the phrase ‘there is no back route to the summit’ mean? What is the writer inferring here?

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## Speaking, Listening and Communication Task

Discuss, with a partner, what is meant by the phrase ‘underdog’ and how this applies to the story of Leicester City’s success. Can you think of any other examples of an individual or team who have done well, despite different obstacles?

# The Leicester Supremacy – a triumph that was never supposed to happen.

Source: <http://www.theguardian.com/football/blog/2016/may/02/leicester-city-champions-premier-league>



## Text 'B'

Do not adjust your reality: this really is happening. For the past three months Leicester City's gloriously bold progress towards a first English top-flight title has unfurled like a slow breaking wave. A draw against Manchester United on Sunday afternoon left Claudio Ranieri's collection of offcuts and rising talents a step closer. Tottenham's failure to beat Chelsea on Monday night was the final nudge. The wave has finally broken on a Premier League title some are already calling the most unlikely sporting victory of all time.

The bald facts of the Leicester Supremacy are brilliantly stark. This is a club whose previous highest league position was a runners-up spot in 1929, who have been relegated or promoted 22 times in all. In 2002 they nearly went out of business altogether but were rescued by a consortium led in part by their ex-player Gary Lineker, soon to present Match of the Day dressed in only his oversized Y-fronts, part of a slightly unnecessary early-season title bet. Two seasons ago they were fighting their way up out of the second tier. In February last year they were bottom of the Premier League and on their way down before a stunning late rally under Nigel Pearson, who was abruptly sacked.

And now from nowhere we have this, a season that has quite literally morphed into a Hollywood script. Indeed a Jamie Vardy movie is already in pre-production, based on the life and times of Leicester's improbable top scorer, a late-blooming, whippet-thin, scaldingly quick journeyman striker. Vardy once spent half a season being substituted after an hour at his non-league club so he could rush home and make the curfew on his electronic tag, the result of a conviction for assault outside a pub. Champion's medal in hand, Vardy can now look forward to playing for England at this summer's European Championship.

Really, though, it is Leicester's own story, the league title that wasn't supposed to be, that will be forcing the script-editors to rewrite. In the violently stratified air of modern-day Big Football, a triumph like this seemed not just remote but impossible. The website Sporting Intelligence has calculated Manchester United have spent more on new players in the two-year reign of their current manager than the new champions have in their entire 132-year existence. There is no back route to the summit. The world has shifted. Some things simply can't happen anymore. This has. How?

## 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 ✓ 5
- b) Read and summarise, succinctly, information/ideas from different sources
- c) Identify the purposes of texts and comment on how meaning is conveyed ✓ 1
- d) Detect point of view, implicit meaning and/or bias ✓ 3 4 6
- e) Analyse texts in relation to audience needs and consider suitable responses ✓ 2 4 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 ✓ 5
- 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 ✓ 2
- f) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that supports clear meaning

**Level 2 Speaking, Listening and Communication** (SS): Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations

- a) Consider complex information and give a relevant, cogent response in appropriate language
- b) Present information and ideas clearly and persuasively to others ✓
- c) Adapt contributions to suit audience, purpose and situation ✓
- d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward

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

**NOTE: Other answers may be possible. Check with your tutor.**

1. What are the main purposes of the text? Accept any sensible combination of inform / analyse/ persuade / entertain the reader.
2. The simile “unfurled like a slow breaking wave” is used in paragraph 1 to suggest that Leicester City came from nowhere to win the Premier League.
3. The writer is suggesting the winning team members are a group of unknown and/or inexperienced players.
4. “Based on the life and times of Leicester’s improbable top scorer, a late-blooming, whippet-thin, scaldingly quick journeyman striker” is an example of the use of the “rule of three”.
5. Something that is arranged in well-defined levels or layers.
6. There is no easy way to win the Premier League. The writer is suggesting that LC have worked hard and done well, and is inferring that some other (losing) Premier League teams need to examine where they’ve gone wrong despite spending vast sums of money.