

Source: <https://www.mirror.co.uk/news/uk-news/woman-ran-last-18-miles-14977608>

# Woman ran last 18 miles of the London Marathon with a broken ankle

**Siobhan O'Keefe, 25, suffered the injury a third of the way into the epic 26 mile race - but baffled doctors by still finishing**

By Jack Longstaff

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**The pain is etched on Siobhan's face after she completed the marathon despite a broken ankle** (Image: Siobhan O'Keefe / SWNS)

A woman ran 18 miles of the London Marathon with a broken ankle - wrapping her leg in bandages to cross the finish line.

Siobhan O'Keefe, 25, suffered the injury eight miles into the 26 mile race then continued for more than four hours with her fibula bone snapped in half.

She fought back the tears and battled on through excruciating pain to finish in just over six hours.

But that was after the plucky runner had to stop after eight miles to get her ankle bandaged up by first aiders. She says the lower part of her leg was swollen and red, and she was advised to stop running by first aiders.

# News articles – reading tasks

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

"The pain was unbearable but all I wanted to do was finish. I had tears in my eyes. The adrenaline just kicked in."

"I was in a group of people and that really helped me along. I knew I wasn't going to get the time I wanted so I just ended up wanting to finish at all."

But determined Siobhan, who was running in aid of the Children With Cancer charity, says dropping out of the race was never an option. She has raised £6,000 for the charity with her work colleague, Sarah Hopkins, 32.

Siobhan says the pain never went away and was only temporarily numbed by the roar of the crowds as she ran down The Mall towards the finish line.

Siobhan's ankle is now encased in a cast and will find out on Friday if she needs an operation. If not, she will need to wear the cast for up to six weeks but her recovery may go on for longer if surgery is required.

## Reading questions

1. Why were doctors surprised that she had run the race?
2. Find words that match the following meanings in the text:

Meaning	Word / Phrase
Totally bewildered or perplexed	
Carved in stone	
Intensely painful	
Having or showing determined courage in the face of difficulties	
Having made a firm decision and being resolved not to change it.	
For the purpose of raising money for	
Collect, levy, or bring together (money or resources)	
Deprived of feeling or responsiveness.	
Enclosed in a close-fitting surround.	

3. For how many miles did Siobhan run with a broken ankle?

# News articles – reading tasks

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

4. Was the pain mild or severe?

5. Was she sponsored to run the race for charity?

6. What is the minimum time expected for her recovery?

7. Write the following in the order in which they are found in the article:

Byline and date	
Photo	
Quotes	
Summary / conclusion	
More detail	
Headline	
Caption	
Lead paragraph	
Subheading	

8. Is the article written in the first or the third person?

9. Where in the article can you find use of the first person?

10. How are the quotes introduced?

11. The adjectives “plucky” and “determined” are used to describe Siobhan. Does the article aim to have a neutral tone?

# News articles – writing tasks

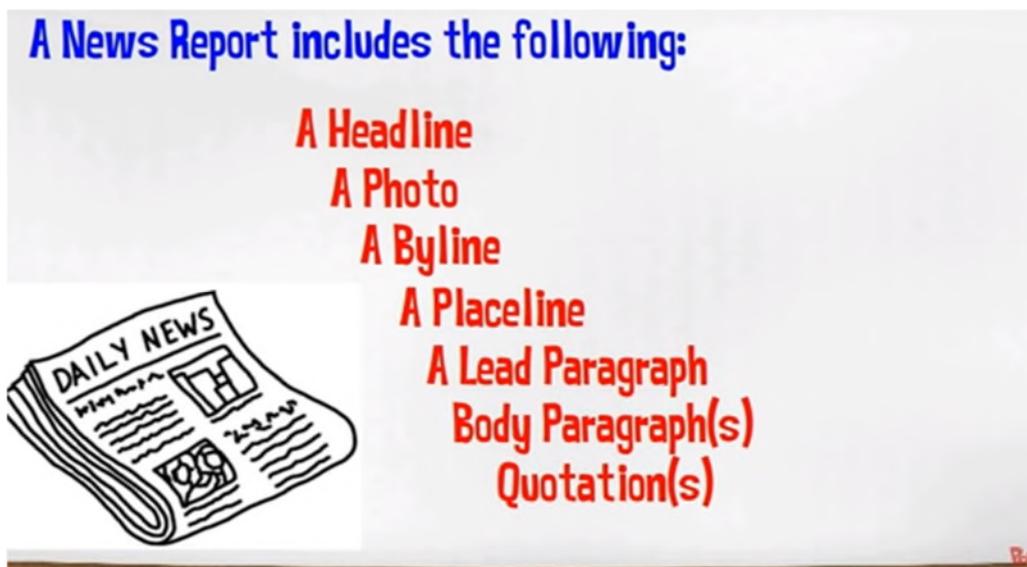
Name \_\_\_\_\_ Date \_\_\_\_\_

## Writing an article

Watch this video and fill in the gaps below: [https://www.youtube.com/watch?v=8\\_NmVtnEEA8](https://www.youtube.com/watch?v=8_NmVtnEEA8)  
(Heart Lake Literacy: Writing a news report).

### Top tips

- \_\_\_\_\_ and based on information.
- Written in \_\_\_\_\_ paragraphs.
- Uses \_\_\_\_\_ language.
- \_\_\_\_\_ belong at the beginning (first two paragraphs) of the article.
- Includes \_\_\_\_\_ from key people who are witnesses or part of the story.
- Written in the \_\_\_\_\_ (does not use “I”).



### Headline

It is the \_\_\_\_\_ of the article. It should be \_\_\_\_\_ and grab the \_\_\_\_\_  
of readers.

# News articles – writing tasks

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

## Byline

A byline is the \_\_\_\_\_ of the person who wrote the report. It is sometimes accompanied by their location (the placeline).

## Lead paragraph

The first paragraph of the article. It must include the 4 Ws:

\_\_\_\_\_ was involved in the incident?

\_\_\_\_\_ happened?

\_\_\_\_\_ did it happen?

\_\_\_\_\_ did it happen?

## 2nd paragraph

The second paragraph of the report explains the \_\_\_\_\_ and \_\_\_\_\_ the incident happened.

## 3rd paragraph

In the third paragraph you will need to include at least one \_\_\_\_\_ from someone who was part of the incident.

## Final paragraph(s)

In the final paragraphs you will include any \_\_\_\_\_ the reader may need to know.

# School receives award

By Sarah Birch, Brampton, 1.5.19

Yesterday, Heart Lake Secondary School, located in Brampton, received an award for Community Spirit.

The students of the school cleaned up their neighbourhood by picking up litter on a daily basis for two weeks. The award was presented by the organisation community Giving, which gives out three Community Spirit Awards each year.

Principal of Heart Lake Secondary School, Stu Smith said: “I am so proud of the students, they were dedicated. I am thrilled they have won this award.”

Student Tia Lu said: “Every morning, we spent 15 minutes picking up the litter in the neighbourhood.”

Students plan to continue to keep the neighbourhood clean.

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# News articles

## Teaching notes, answers and curriculum mapping

### Notes

This lesson was designed to help learners prepare to write articles for their L1 writing exam.

First there is a reading text "Woman ran last 18 miles of London Marathon with broken ankle" with vocab, gist and detail questions, and a few questions for genre analysis. (Pages 1-3)

Then use the worksheet (pages 4-5) to support learners to gain top tips from a YouTube video (see link on page 4, **watch only until 2:18**).

They can check their learning by reconstructing the sample text from the video, cut up into sections. (Page 6).

We then worked through question 1 from an \*Edexcel past paper, writing each section on flipchart paper in small groups, then comparing and evaluating.

\* <https://qualifications.pearson.com/content/dam/pdf/Functional-skills/English/2010/Exam-materials/Question-Paper-Level-1-Writing-November-2016.pdf> (Candidates are asked to write an article that describes an upcoming charity event and persuades people to take part).

### Answers

#### Reading

1. Why were doctors surprised that she had run the race? Because she suffered an injury a third of the way into the race.

2. Find words that match the following meanings in the text:

Totally bewildered or perplexed - baffled

For the purpose of raising money for - in aid of

Carved in stone - etched

Collect, levy, or bring together (money or resources) - raised

Intensely painful - excruciating

Deprived of feeling or responsiveness - numbed

Having or showing determined courage in the face of difficulties - plucky

Enclosed in a close-fitting surround - encased

Having made a firm decision and being resolved not to change it - determined

3. For how many miles did Siobhan run with a broken ankle? 18 ( $26 - 8 = 18$ )

4. Was the pain mild or severe? severe

5. Was she sponsored to run the race for charity? yes

6. What is the minimum time expected for her recovery? 6 weeks

7. Write the following in the order in which they are found in the article:

Headline, Subheading, Byline & date, Photo, Caption, Lead paragraph, Quotes, More detail, Summary.

8. Is the article written in the first or the third person? Third

9. Where in the article can you find use of the first person? In the quotes

10. How are the quotes introduced? New paragraphs starting with quotation / speech marks.

11. The adjectives "plucky" and "determined" are used to describe Siobhan. Does the article aim to have a neutral tone? No it has a positive tone and aims to persuade the reader to admire and be impressed by Siobhan's efforts.

#### Writing

Refer to the YouTube video (this should be watched by the teacher in advance of the lesson).

# News articles

## Teaching notes, answers and curriculum mapping

### REFORMED FUNCTIONAL SKILLS ENGLISH

#### Purpose and learning aims of Functional Skills English (all levels and all components)

**Functional Skills English** specifications enable students to develop confidence and fluency in, and a positive attitude towards, English. They should be able to demonstrate their competence by using English in real-world situations as well as demonstrating a sound grasp of basic English knowledge and skills. They need to provide assessment of students' underpinning knowledge (i.e. spelling) as well as their ability to apply this in different contexts.

**Entry Levels:** a qualification to demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English and provide the basis for further study at Levels 1 and 2. Students should, with some direction and guidance, be able to apply these (Entry Level) English functional skills to informal and some formal contexts, in familiar situations.

**Levels 1 and 2:** a qualification for work, study and life. Achievement of the qualification demonstrates the ability at an appropriate level to read, write, speak, listen and communicate in English, and apply these skills effectively to a range of purposes in the workplace and other real-life situations. Students should be able to communicate with confidence, effectiveness and an increasing level of independence, in a range of formal and informal contexts.

#### Functional English – Speaking, Listening and Communicating (SL&C)

'Speaking, listening and communicating' within Functional Skills English qualifications is non-written communication, normally conducted face-to-face, and can also include 'virtual' communication methods such as telephone or spoken web-based technologies. The terms 'speaking, listening and communicating' are intended to be interpreted in a broad, inclusive way and are not intended to create any unnecessary barriers to students with speech or hearing impairment.

##### Learning aims for speaking, listening and communicating

**E1, 2 & 3** Listen, understand and respond to verbal communication in a range of familiar contexts. Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts.

**L1-2** Listen, understand and make relevant contributions to discussions with others in a range of contexts. Apply their understanding of language to adapt delivery and content to suit audience and purpose.

#### Functional English - Reading

'Reading' within Functional Skills English qualifications is defined as the independent understanding of written language in specific contexts. Can be demonstrated through the use of texts on screen or on paper.

##### Learning aims for reading

**E1, 2 & 3.** Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts. Read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely.

**L1-2** Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing.

#### Functional English - Writing

'Writing' within Functional English qualifications is defined as the independent construction of written language to communicate in specific contexts. Text can be written on paper or electronically.

##### Learning aims for writing

**E1,2 & 3.** Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

**L1-2** (i) Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar (ii) Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

An **editable Word version** of this document is available, **on a one to one exchange basis for your own resource contribution(s)**. If you wish to become a registered contributor, please contact Maggie using the site contact link.

**Source:** DfE (Feb 2018), *Subject content functional skills:*

<https://www.gov.uk/government/publications/functional-skills-subject-content-english>

Subject content - FUNCTIONAL SKILLS ENGLISH 2018 Content (takes effect from September 2019)

→ or ← = not covered in detail in this resource but included to show progression across levels. ✓ = **content** covered in this resource, although this will vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective). *Content and \*text types at each level subsume and build upon those at lower levels.*

Reading content descriptors

Entry Level 3	Level 1	Level 2
<p>E3.8 Read correctly words designated for Entry Level 3 →</p> <p>E3.9 Identify, understand and extract the main points and ideas in and from texts →</p> <p>E3.10 Identify different purposes of straightforward texts</p> <p>E3.11 Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types) →</p> <p>E3.12 Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links) →</p>	<p>L1.9 Identify and understand the main points, ideas and details in texts ✓ Q1 Q3 Q4 Q5 Q6</p> <p>L1.10 Compare information, ideas and opinions in different texts</p> <p>L1.11 Identify meanings in texts and distinguish between fact and opinion ✓Q2</p> <p>L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes ✓Q11</p> <p>L1.13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words ✓Q2</p> <p>L1.14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts ✓✓ Q7</p> <p>L1.15 Infer from images meanings not explicit in the accompanying text</p> <p>L1.16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive) ✓Q11</p> <p>L1.17 Read and understand a range of specialist words in context</p> <p>L1.18 Use knowledge of punctuation to aid understanding of straightforward texts ✓Q10</p>	<p>L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details</p> <p>L2.12 Compare information, ideas and opinions in different texts, including how they are conveyed</p> <p>L2.13 Identify implicit and inferred meaning in texts</p> <p>L2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes ←</p> <p>L2.15 Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources</p> <p>L2.16 Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources ←</p> <p>L2.17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias</p> <p>L2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion</p> <p>L2.19 Identify different styles of writing and writer’s voice ✓Q8 Q9</p>
<p><b>Scope of study – learners should read *texts that include:</b></p>		
<p>straightforward texts that instruct, describe, <b>narrate</b> and explain.</p>	<p>straightforward texts on a range of topics and of varying lengths that instruct, <b>describe</b>, explain and <b>persuade</b>. ✓</p>	<p>straightforward and complex texts on a range of topics &amp; varying lengths that instruct, describe, explain, persuade.</p>

Source: DfE (Feb 2018), Subject content functional skills: <https://www.gov.uk/government/publications/functional-skills-subject-content-english>

Writing content descriptors		
Entry Level 3	Level 1	Level 2
<p><b>Spelling, punctuation and grammar</b>                      E3.13 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)                      E3.14 Form irregular plurals                      E3.15 Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)                      E3.16 Use the first, second and third place letters to sequence words in alphabetical order                      E3.17 Spell correctly words designated for Entry Level 3 (see Appendix)</p> <p><b>Writing composition</b>                      E3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)                      E3.19 Write text of an appropriate level of detail and of appropriate length (including where this is specified)                      E3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points                      E3.21 Write in compound sentences and paragraphs where appropriate                      E3.22 Use language appropriate for purpose and audience</p>	<p><b>Spelling, punctuation and grammar</b>                      L1.19 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)                      L1.20 Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)                      L1.21 Spell words used most often in work, study and daily life, including specialist words</p> <p><b>Writing composition</b>                      L1.22 Communicate information, ideas and opinions clearly, coherently and accurately                      L1.23 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience                      L1.24 Use format, structure and language appropriate for audience and purpose ✓✓ <b>Cloze exercises on pages 4-5</b>                      L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate</p> <p><b>All L1 writing descriptors will be covered in the follow-on writing exercise using the Edexcel past paper question (see Teacher's Notes, page 7) which can easily be extended to cover Level 2 objectives.</b></p>	<p><b>Spelling, punctuation and grammar</b>                      L2.20 Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)                      L2.21 Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)                      L2.22 Spell words used in work, study and daily life, including a range of specialist words</p> <p><b>Writing composition</b>                      L2.23 Communicate information, ideas and opinions clearly, coherently and effectively                      L2.24 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience                      L2.25 Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) ✓✓                      L2.26 Convey clear meaning and establish cohesion using organisational markers effectively                      L2.27 Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose                      L2.28 Construct complex sentences consistently and accurately, using paragraphs where appropriate</p>
<b>Scope of study – learners should write *texts that include:</b>		
straightforward narratives, instructions, explanations and reports	straightforward <b>narratives</b> , instructions, explanations and <b>reports</b> of varying lengths ✓	straightforward and complex articles, explanations, narratives, and reports of varying lengths

Source: DfE (Feb 2018), Subject content functional skills: <https://www.gov.uk/government/publications/functional-skills-subject-content-english>