(In 1954, at the small athletics ground of Oxford University, a young medical student made an attempt on the world record for the mile, which in those days was the standard middle-distance race, now replaced by the slightly shorter 1500 metres. In the following account, the points in inverted comes are his own words)

1

3

55

	Roger Bannister remembers that running had always been important to	1
	him:" As a boy I just ran everywhere – never because it was an end in itself,	
	but because it was easier for me to run than to walk. My walk was	Mary .
	ungainly, as though my left leg was an inch longer than my right. I always	79
	felt impatient to see or do something new, and running saved time." When	5
	he went to Oxford University, he discovered that running was an ideal way	
- 33	of relaxing. He found that he was good at it and began to take it more and	
- 83	more seriously.	

Until 1954 it was thought that no man could run one mile in less than four minutes. The greatest runners of each generation had set up new records for this distance, but the time of four minutes was believed to be beyond the limit of human endurance. As years went by, the record came closer and closer to four minutes and the young English runner began to believe that he might break this almost magic barrier. He saw this time for the distance as a challenge and was determined to succeed where so many 15 others had failed.

Fortunately, there were two other students. Christopher Chataway and Christopher Brasher, who encouraged him by running both with him and against him in races before the attempt on the Four Minute Mile was made. For this attempt, they were running with him.

200

It was a cold afternoon at the Oxford track on May 6^{sh}, 1954, when Bannister knew he had a real chance. It was important that there should not be too much wind, for this could make running difficult. For an athlete to run such a race as this, his mind must be as ready as his body. Bannister had been training hard and was very fit, but the weather conditions were a real worry to him. He alone had to decide whether to try for the record. Describing the even later, Bannister said, "Spectators fail to understand the mental agony though which an athlete must pass before he can give his maximum effort. Spent the afternoon watching the swaying of the leaves. On the way to the track the wind blew strongly but now came in gusts, as if uncertain. The decision was mine alone and the moment was getting closer. As we lined up for the start I glanced at the flag. It fluttered gently now. This was the moment when I made my decision. The attempt was on."

There was complete silence on the ground, a false start. I felt angry that precious moments during the hull in the wind might be slipping by. The

that precious moments during the full in the wind might be slipping by. The gun fired a second time. Brasher went into the lead and I slipped in effortlessly behind him, feeling tremendously full of running. My legs seemed to meet no resistance, as if I was propelled by some unknown force. We seemed to be going so slowly Impatiently I shouted, faster! But Brasher kept his head and did not change the pace. I went on worrying until I heard the first lap time -57.5 seconds. In my excitement, my knowledge of pace had deserted me. Brasher could have run the first quarter of the race in 55 seconds without me realizing it, but I should have had to pay for it later. Instead, he had made success possible."

O Level Comprehensions

Hussin A.Rothana

O Level Comprehensions:

O-level English Critical Guide (Yellowreef) Thomas Bond, Chris Hughes, 2013-11-18 in depth explanation of key concepts critical for exam preparations holistic question answering techniques exact definitions complete edition and concise edition GCE O Level Examination Past Papers with Answer Guides: English Language India Edition Cambridge International Examinations, 2004-02-06 These collections of the official past papers of the GCE O Level Examinations from the University of Cambridge International Examinations has been developed for students of GCE O level These books will act as tools for preparation and revision for students These books have an edited Answer Guide for each paper based on the marks scheme written by CIE Principal The Rather Serious Book of Comprehension Passages Moss Peter Wilson, Twenty six short comprehension passages This text is a great resource for teachers tutors and parents looking to engage learners with reading Included are tried and tested Literal Vocabulary and Inference questions designed to get your learner imaging exploring analysing and responding Get started with Simple Comprehension today Post-O-Level Studies in Modern Languages C. V. Russell, 2014-05-17 Post O level Studies in Modern Languages is a 14 chapter book that begins with an explanation of the changing structure of the sixth form curriculum and the outlining of a model curriculum based on five areas of experience communication sociological and cultural aspects mathematics scientific education and aesthetic experience The book also discusses the transition from O level to advanced studies the study of literature in the A level curriculum and the French and literary studies in the sixth form curriculum Other chapters tackle the A level examination syllabus as well as some problems and suggestions in integrated language studies Modern languages in industry and commerce role of the language laboratory in post O level studies and modern language tests in the United States are also explained The Rather Interesting Book of Comprehension Passages Moss Peter Wilson, 2021-12-14 Twenty six short comprehension passages This text is a great resource for teachers tutors and parents looking to engage learners with reading Included are tried and tested Literal Vocabulary and Inference questions designed to get your learner imaging exploring analysing and responding Included 26 reading passages matched with four five or six questions Introduction to Simple Comprehension and the importance of developing learner confidence and ability in reading Clickable table of reference excellent for those looking for an easy to use eBook Guide to instructional strategies to use with any learner Low anxiety layout no use of lists or numbers to encourage positive engagement Get started with Simple Comprehension today

Multilingual Text Comprehension Ute Schönpflug,2023-11-14 Until today research on monolingual text processing has offered a broad spectrum of results and theoretical explanations of how texts are processed This book extends the current trend to cover only reading comprehension by considering extensively listening comprehension Comprehensive presentations of research on children's listening comprehension allow for a broader developmental perspective reaching preschool years Although text comprehension is the essence of learning in educational settings and children are confronted

continuously with the challenge of getting information from texts comprehensive publications on children's text comprehension are scarce. The author posits that a comprehensive review of children's comprehension processes has to analyze the development of fundamental cognitive processes involved in comprehension. Therefore, this book covers the impact of working and long term memory metamemory inference making and gist building on comprehension performance. The role of first and multilingual language proficiency and tasks on specific component processes of text comprehension are discussed. Research results concerning the function of multilingual proficiency and tasks in text comprehension are complemented by the author's own published and unpublished research. Theoretical considerations lead to models attempting to cover aspects of multilingual text comprehension. The aim of the book is to present a state of the art overview of the field to inform researchers and students of various disciplines and practitioners to improve their understanding of how to foster multilingual text comprehension.

Reading Rites Improve Your Comprehension Skills Secondary 4,

Comprehension Instruction, Third Edition Sheri R. Parris, Kathy Headley, 2015-06-18 All key issues of research and practice in comprehension instruction are addressed in this highly regarded professional resource and course text Leading scholars examine the processes that enable students to make meaning from what they read and how this knowledge can be applied to improve teaching at all grade levels Best practices for meeting the needs of diverse elementary and secondary students are identified Essential topics include strategies for comprehending different types of texts the impact of the Common Core State Standards CCSS cutting edge assessment approaches and the growing importance of digital genres and multimodal literacies User friendly features include end of chapter discussion questions New to This Edition Incorporates the latest research and instructional practices Chapters on the CCSS critical theory culturally responsive instruction and response to intervention Chapters on teaching fiction and informational texts in the secondary grades Expanded coverage of multimodal literacy learning Timely topics such as text complexity close reading digital literacies and neuroscience are discussed in multiple chapters

Language and Comprehension ,2009-06-05 Language and Comprehension

Measuring Up John Sabatini, Elizabeth Albro, Tenaha O'Reilly, 2012-06-07 In recent decades the science of reading acquisition has been advancing through interdisciplinary research in cognitive psycholinguistic developmental genetic neuroscience cross language and experimental comparison studies of effective instruction Some of the science of reading has emerged from the theory and research into the realm of practice and policy Yet the science and practice of measuring reading comprehension has remained relatively immune to much of this foundational knowledge Measuring Up questions the traditional format of reading comprehension tests typically a single series of questions asked about a series of passages and offers ideas and innovations we might expect in a next generation of 21st century reading assessments Sabatini Albro and O Reilly believe that in light of the move towards Common Core State Standards and assessments as well as significant national investments in reading and literacy education it is a critical and opportune time to bring together the research and

measurement community to address fundamental issues of mea	suring reading comprehension both in theory and in practice

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